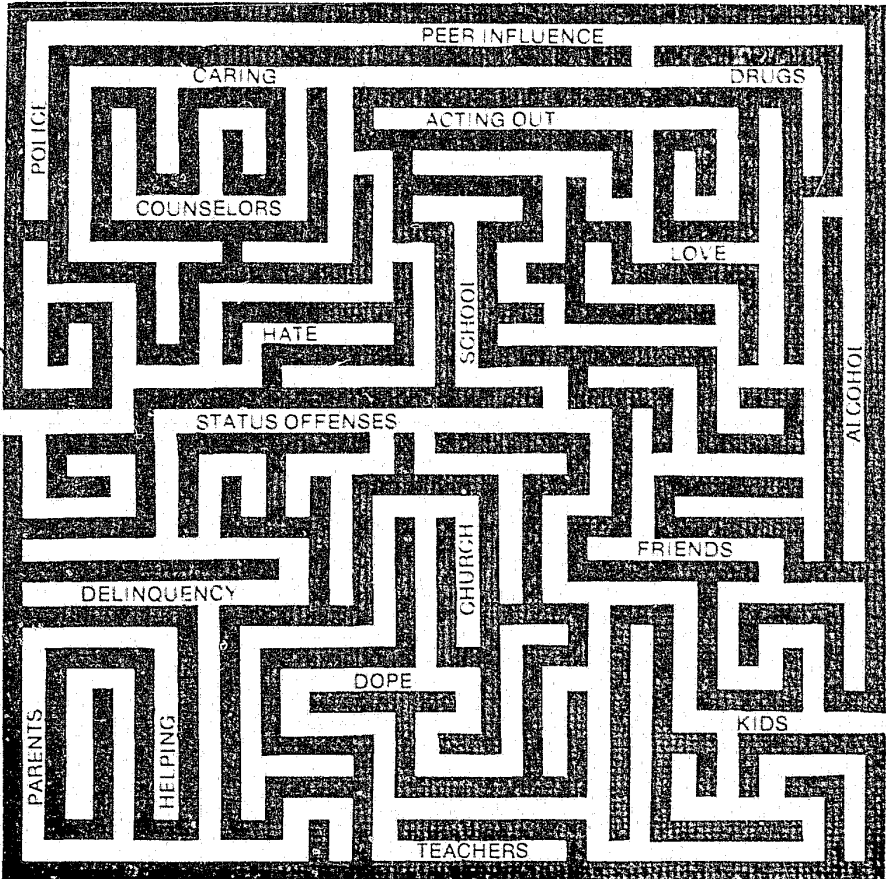


# Peer Group Counseling

## A School-Based Juvenile Diversion Program

Richard G. Boehm



36621 (DUP)

PEER GROUP COUNSELING  
A SCHOOL BASED JUVENILE  
DIVERSION PROGRAM

*by*

Richard G. Boehm

NCJRS

NOV 15 1978

An Evaluation Prepared for the  
Center for Youth Services  
2100 Eighteenth Ave.  
Rock Island, IL 61201

*Funded Under Grant No. 76JS-99-0002  
U.S. Department of Justice, Law  
Enforcement Assistance Administration*

*Published by*  
GATEWAY INFORMATION SYSTEMS, INC.  
St. Louis, Missouri

## FOREWORD

During the course of the past two years I have had the unusual privilege of being able to view the Peer Group Counseling program in the Rock Island schools from several different perspectives. I have reviewed the program proposal and support documents, the first year's evaluation, and the design for the present evaluation. But perhaps of more importance, I have been to Rock Island, participated in group sessions, listened to youth, program staff, and teachers. These experiences have convinced me that P.G.C. has definite potential for reducing delinquency and disruptive behavior of problem youth.

Under our present system of social institutions there is virtually no provision for helping young people before they manifest serious irresponsibility. We simply do not attempt to teach children how to handle their problems before those problems become socially offensive behavior. The city of Rock Island stands out as a significant exception to this general rule. I saw adolescents in the Rock Island public school system confront and ameliorate racial tension and disruptive classroom and campus behavior. I listened to kids share experiences, both successful and unsuccessful, in coping with everyday conflicts at school. I also observed a school guidance counselor, trained by the Center for Youth Services staff, skillfully conduct a group session.

The most powerful asset of the P.G.C. program is youth. There are no self-defeating attempts to clinically diagnose and supply a remedy; no attempts to conduct social engineering experiments or to do "headwork" on youth. Rather, a powerful positive force has been created by having youth actively engage in learning responsible behavior from each other; learning how to be socially competent individuals while fulfilling personal needs.

Certainly P.G.C. should not be seen as a cure-all for the socially deviant behavior of youth. However, it definitely merits consideration as one means of mitigating delinquency and disruptive behavior in schools while assisting youth in assimilating positive attitudes and values.

HUNTER HURST

## ACKNOWLEDGEMENTS

This evaluation report could not have been completed without the supportive efforts of many people. Hunter Hurst, Director of the National Center for Juvenile Justice, Pittsburgh, Pennsylvania, served as an on-site consultant and wrote the foreword to this report. Paul Sundet, Assistant Professor of Social Work at the University of Missouri-Columbia and Chairman of the Juvenile Justice Advisory Committee of the Missouri Council on Criminal Justice was responsible for final editing and consultation during the preparation of the preliminary manuscript. Paul Bishop, Drug Abuse Evaluation Consultant with the Missouri Institute of Psychiatry supervised all programming and data output. Grateful thanks go to William E. Doolittle who worked closely with me in the preparation of the final manuscript.

Annie Lacona supervised all data collection, on-site, in the schools of Rock Island and in the Police Department. She was aided in the latter task by Carol Circello, a secretary in the Juvenile Division.

Karen Williams and Steve Page carried out all of the data coding, key-punching and preparation of computer cards for analysis.

Sincere thanks to Ann Bené, who typed furiously and accurately as the deadline for this report approached all too rapidly.

Credit is extended for the creative talents of Vicki Behm, Graphic Artist, for the layout of the cover design. The symbolic use of a maze filled with the language of P.G.C. is most appropriate. Despite numerous difficulties and the possibilities of a dead-end, success rewards the students who keep on trying.

Acknowledgement is extended to Fred Howlett for his development of the instrument that was modified for this year's evaluation and appears as the "Behavioral Impact Survey."

Hundreds of people in Rock Island helped me to gather the information used in this report. No doubt their motivation was, in their own way, to contribute to greater knowledge which would in turn benefit the students of Rock Island, unquestionably that community's most valuable future resource. Special thanks go to C.Y.S. staff and administrative personnel, School Board members, the School Superintendent, numerous school officials and teachers, and to people working in a variety of community agencies.

And finally, thanks to the student participants in Rock Island's P.G.C. program. You have given me the privilege of a rare experience.

August, 1976

RICHARD G. BOEHM, PH.D.

## TABLE OF CONTENTS

	<i>Page</i>
Foreword.....	iii
Acknowledgements.....	iv
List of Figures.....	vii
List of Tables.....	viii
<b>I Introduction.....</b>	<b>1</b>
Violence in American Schools.....	1
An Introduction to Peer Group Counseling (P.G.C.).....	2
Background of P.G.C. in Rock Island, Illinois.....	3
The Nature of the Program.....	3
<b>II Program Goals and Evaluation Methodology.....</b>	<b>5</b>
Introduction.....	5
Program Goals.....	5
Evaluation Methodology.....	7
<b>III Program Description, Organization and Functions.....</b>	<b>11</b>
General Description.....	11
Administrative Organization.....	11
Indirect Service Functions.....	13
<b>IV Student Participants in Peer Group Counseling (P.G.C.).....</b>	<b>16</b>
<b>V Behavioral Impact of P.G.C. on Student Participants.....</b>	<b>23</b>
Behavioral Incident Leading to P.G.C. Participation.....	23
Delinquent Behavior.....	25
Truancy.....	27
Disciplinary Violations.....	30
Drug Abuse.....	30
Conclusions.....	30
<b>VI Attitudinal Impact of P.G.C. on Student Participants.....</b>	<b>35</b>
Introduction.....	35
The Attitudinal Survey for High School and Junior High Participants.....	35
Attitudes and Values Clarification in the Elementary Schools.....	40
A Model for "Tough Caring".....	46
Conclusions.....	47

	<i>Page</i>
<b>VII Perceptions of the Value of P.G.C. in Rock Island Schools</b> .....	48
Superintendent of Schools.....	48
School Board.....	49
School Administration.....	50
Teachers and Guidance Counselors.....	51
School Security Officers.....	53
Law Enforcement.....	53
Juvenile Probation Department.....	54
Youth Guidance Council.....	55
Conclusions.....	55
<b>VIII Center for Youth Services Staff</b> .....	57
Profile of Group Leaders.....	57
Staff Comments on Program Improvement.....	58
Staff Comments on P.G.C. Progress in Their Respective Schools.....	59
Staff Attitudes Toward C.Y.S. Administration.....	59
Conclusions.....	60
<b>IX Conclusions and Recommendations</b> .....	61
Goal Achievements.....	61
Recommendations.....	64
<b>Appendix I Behavioral Impact Survey</b> .....	69
<b>Appendix II Attitudinal Survey</b> .....	72
<b>Appendix III Attitudes and Values Clarification Form</b> .....	78
<b>Appendix IV Teacher/Counselor Evaluation Form</b> .....	79
<b>Selected References</b> .....	82

## LIST OF FIGURES

	<i>Page</i>
3-1 Administrative Structure of the Center for Youth Services.....	12
6-1 P.G.C. Levels of Caring.....	46

## LIST OF TABLES

	<i>Page</i>
4-1 Number of Students Participating in P.G.C. Groups, 1975-76.....	17
4-2 School of Respondents to Attitudinal Questionnaire.....	18
4-3 Referral Sources for P.G.C. Participants, 1975-1976.....	19
4-4 Grade of P.G.C. Participants.....	20
4-5 Age of P.G.C. Participants.....	21
4-6 Sex of P.G.C. Participants.....	22
4-7 Race of P.G.C. Participants.....	22
5-1 Behavioral Incident Leading to Group Participation.....	24
5-2 Self-Reported Delinquent Behavior, 1975-76.....	26
5-3 Official Delinquent Behavior Taken From Police Records, 1975-76.....	27
5-4 Self-Reported Truancy, 1975-76.....	28
5-5 Official Truancy, 1975-76.....	29
5-6 Official Disciplinary Violations, 1975-76.....	31
5-7 Marijuana Consumption by P.G.C. Participants, 1975-76, Self-Reported.....	32
5-8 Hard Drug Consumption by P.G.C. Participants, 1975-76, Self-Reported.....	33
6-1 "P.G.C. Is a Worthwhile Program".....	36
6-2 "P.G.C. Has Reduced Racial Prejudice".....	36
6-3 "P.G.C. Has Reduced Violence in School".....	37
6-4 "P.G.C. Has Increased Communication Among Kids".....	37
6-5 "P.G.C. Has Increased Helpfulness and Caring".....	37
6-6 "P.G.C. Should Include Some Democratic Process".....	38
6-7 "P.G.C. Has Increased Respect for Personal Property".....	39
6-8 "P.G.C. Has Made Me a More Responsible Person".....	39
6-9 "P.G.C. Has Helped Me Respect the Faculty".....	39
6-10 "P.G.C. Has Helped Me Respect the Administration".....	40
6-11 "Group Leader Exercises Right Amount of Control".....	41
6-12 "Group Leader Is Strongly Self-Confident".....	41

	<i>Page</i>
6-13 "Group Leader Has a Genuine Interest in the Group".....	41
6-14 "If You Think You Have Become a Better Person this Semester, Who Helped You?".....	42
6-15 "Group Meetings Have Helped Me to Enjoy Going to School More".....	43
6-16 "Group Meetings Have Made Me Care More About Others".....	43
6-17 "Group Meetings Have Helped Me to be More Responsible in School".....	44
6-18 "Group Meetings Have Helped Me to be More Responsible Out of School.....	44
6-19 "Because of Group I Have a Better Idea of What Is Right and What Is Wrong".....	44
6-20 "Group Meetings Have Made Me Want to Help Others More".....	44
6-21 "I think I Am a Better Person Since Going to Group Meetings".....	45
6-22 "Because of Group I Now Have More Friends".....	45
6-23 "Because of Group Meetings I Like People of Other Races More".....	45
6-24 "I Think Group Meetings Have Helped to Make My School a Better Place".....	45
7-1 Teacher and Guidance Counselor Opinion Survey.....	52

# PEER GROUP COUNSELING A SCHOOL BASED JUVENILE DIVERSION PROGRAM

## CHAPTER I INTRODUCTION

### Violence in American Schools

Violence and vandalism in the nation's public schools are approaching epidemic proportions. South Boston High School has become an unfortunate focal point for a condition that is nationwide, knows no grade level, and festers continuously with no real solution on the immediate horizon.

Investigating the dimensions of school violence a Senate subcommittee on juvenile delinquency reported that from 1970 to 1973 violence and vandalism has been costing an average of \$500 million annually with more than 100 murders committed on school property. Further:

- (1) school related homicides were up 18%;
- (2) rapes and attempted rapes were up 40%;
- (3) robberies went up 37%;
- (4) serious assaults on teachers soared by more than 77%;
- (5) assaults on students shot up 85%; and,
- (6) drug and alcohol offenses on school property increased by 38%.<sup>1</sup>

Furthermore, all the indications are that school crime has continued to grow at an increasing rate. It is clear that this threatens the basic fiber of the American educational process.

There is an obvious need for the development of innovative programs to deal with school based delinquency. Thus far millions of dollars have been poured into programs that have been largely reactionary and protective but do little to deal directly with the causes of the violence. At South Boston High for example, students travel to a staging area where they are loaded on buses and transported to a school that is surrounded by a cordon of motorcycle police. Metal detectors are used to prevent dangerous weapons from getting into school. In Los Angeles, some teachers wear wrist transmitters to summon security guards when trouble arises. In 1965, there were no security guards in Chicago schools. Today there are more than 700. In numerous schools across the country policemen patrol hallways. Closed-circuit television monitors have been suggested as a way of deterrence through early detection.

---

<sup>1</sup> See the Law Enforcement Assistance Administrative *Newsletter*, Vol. 4, No. 10 (May, 1975), p. 26.

While many of these techniques may be necessary in the short run to protect the lives of students, teachers, school employees, and property, they should be viewed as a temporary contingency that needs to be changed as soon as possible. There is an insidious nature to the marriage of law enforcement procedures and the educational process. School children will soon become versed in ways to circumvent police and security guard procedures thereby unknowingly developing behavior characteristics that will be harmful to them as they grow and become active elements of American society.

This report is an evaluation of a program designed to offer an alternative to police and security guards in the schools. The program, Peer Group Counseling, attempts to take advantage of the strong influence that school-age children have on the behavior of each other. The PGC approach is designed to challenge and confront negative behavior with an effective combination of counter-values. In this respect the process is consistent with sound educational principals as well as psychological attempts at behavioral adjustment.

#### **An Introduction to Peer Group Counseling (PGC)**

School based peer group counseling is a modification of positive peer culture<sup>2</sup> which is normally implemented in an institutional setting. While the most apparent difference in the two processes is the environment in which the program is taking place, there are a number of fundamental differences that qualify peer group counseling as a unique approach to dealing with the problems of juveniles. PGC is a voluntary program that meets daily, stresses confidentiality, and makes use of the compelling influence of the natural leaders of the school community on their peers. The program stresses peer caring and helpfulness with self-help being required as a necessary ingredient. The PGC credo states, "You have no right to hurt yourself; you have no right to hurt another human being; you have an obligation to help others."

PGC, when operating properly, manifests itself as one of the most effective juvenile diversion programs in the country. Not only can the program help to divert children who are in trouble from the adjudication process, but it also has the potential to divert youngsters with minor problems from more serious trouble which will likely result in contact with school disciplinary officials or law enforcement personnel. Further, the program can divert students from a passive school commitment characterized by superficial caring into an actively interested and concerned junior citizen. The student's continued participation in group meetings is an out-

<sup>2</sup> For a complete discussion of the nature, structure, and goals of this process see Harry A. Vorrath and Larry K. Brentro, *Positive Peer Culture*. Chicago: Aldine Publishing Company, 1974.

ward manifestation of concern for other students and the overall school environment.

#### **Background of PGC in Rock Island, Illinois**

During the late 1960's there had been almost continuous evidence of racial violence in the Rock Island school system, particularly at the high school. The community, as would be expected, was concerned about this matter. Interested citizens began a systematic search for a means to help Rock Island youngsters resolve their racial differences and get back to the fundamentals of achieving a good education. In the forefront of these attempts was the Human Relations Commission, appointed by the mayor with a local minister, Mr. Don L. Jones, serving as chairman. Harry Vorrath, the principal advocate of positive peer culture (PPC) was invited to Rock Island to hold in-service workshops on the PPC process at the high school.

The issue became critical in 1972 when racial violence broke out at the high school in the form of a full-scale riot. Several students were hospitalized, the police were summoned, and fifty-six juveniles were referred to juvenile court for various offenses committed during the riot. The school was closed for three days. When it re-opened, state police patrolled the corridors for three weeks. A general curfew was instituted in an attempt to avoid any expansion of riot conditions into other parts of the city.

The riot became a mandate for action. Community leaders worked closely with school officials for some form of peer counseling within the school. With a local Foundation providing the initial funding, a contract was signed with Harry Vorrath to provide PPC in Rock Island High School from November 1972 to October 1973. This initial program did three things: one was to calm the general school environment from the confrontative level; another was to provide a vehicle for youngsters to communicate with each other; the third was to instill an awareness of a need for a similar expanded program for the junior high schools as well as the senior high school.

Using the PPC model at Rock Island High School at a prototype, the Center for Youth Services<sup>3</sup>, with the support of the Rock Island school system, applied to the Law Enforcement Assistance Administration (LEAA) for financial support to reorganize and expand the program in Rock Island schools. Law Enforcement Assistance Administration, which is a branch of the United States Department of Justice, responded by providing 90% funding for two successive years of peer group counseling to be administered by the Center for Youth Services in the Rock Island schools.

#### **The Nature of the Program**

The 1975-76 PGC program in the schools of Rock Island consists of daily peer group meetings in eleven schools. There are group meetings in

<sup>3</sup> The Center for Youth Services is a private not-for-profit corporation chartered under the laws of the state of Illinois.



the high school, four junior highs, and six elementary schools. The groups are comprised of the natural leaders in each school. Particular effort is made to involve students who are using their leadership abilities in a harmful way. Other, more passive students may be added who are in need of re-direction or basic values clarification. Although the core of the group consists of students who attend meetings full-time<sup>o</sup>, others attend on a part-time basis often to deal with a specific problem. Students can be recommended for group participation by school officials, CYS group leaders, parents, teachers, or any number of community agencies. Many of the student participants are self-referrals. Each group is comprised of students of the same sex.

Normally each group consists of a group leader (CYS staff) and ten to twelve students. This number may vary considerably at times.

The normal procedure is for each student to verbalize any perceived problem, either his own or someone else's, or a problem situation either in or out of school. A strict code of confidentiality cloaks group activities. Nothing mentioned in group is to be repeated outside. Next the group meeting is "awarded" to the student with the most serious problem. It is at this point that part-time students are frequently called in to consult with the group about a situation that already exists or is about to become a problem. Most of the rest of the meeting involves a problem solving discussion by all members of the group. At the end of the group meeting there is a final summary of the more salient features of the group's discussion.

If the peer group counseling process works according to its philosophical and operational conditions, much can be accomplished. Ideally, the group process will engender among its members a "culture of caring." In the approximately eighty group sessions that meet during a semester, students should begin to genuinely care about each other and the general environment in their school. This attitude, frequently referred to as "tough caring," will enable the group to defuse potential trouble and to provide support and constructive help for each of the other group members when problems arise. Prejudices can be reduced and barriers to communication transcended. It is at this point that peer group counseling has reached its greatest potential and has become an extraordinarily valuable human relations process.

<sup>o</sup> Students who participate full-time for the entire semester receive 1/4 credit in social studies.

## CHAPTER II

### PROGRAM GOALS AND EVALUATION METHODOLOGY

#### Introduction

A number of proposed program goals were stated in the original proposal submitted to L.E.A.A. While these goals were somewhat revised from the first year's program, they were similar in nature. In addition to explicit goals, a number of other objectives were implied either from the nature of the program, from recommendations published in the first year's evaluation report, or from the desires of the C.Y.S. administration to make operational adjustments as the program progressed through the year.

#### Program Goals

The primary stated objectives of the C.Y.S. peer group counseling program were:

1. To equip the schools with a delinquency treatment program. This goal was to be achieved by deploying group leaders in eleven schools who would establish PGC as a means of mobilizing peer influence to control delinquent and disruptive behavior. It was proposed that 1700 students would participate, 600 on a full-time basis and 1100 part-time.
2. To train twelve school staff in the peer group counseling process so that they might lead groups in 1976-77.
3. To create a delinquency treatment resource with strong lines of communication to the Youth Guidance Council<sup>o</sup>, the Juvenile Court and law enforcement agencies, and juvenile institutions such as Arrowhead Ranch and Namequa Lodge. Referrals to PGC from these agencies will be an indication of a spirit of cooperation.
4. To reduce disruptive or delinquent behavior among youth participating in group meetings. Anticipated reductions are truancy (35%), disciplinary violations (40%), delinquent actions (35%), and drug usage (20%).
5. To produce attitudinal changes through values clarification for participating youth. The goal is to bring 50% of the participating youth to a

<sup>o</sup> The Rock Island Youth Service Bureau.

more positive attitude toward themselves, toward their educational future, toward those of other races, and toward the faculty and administration of the schools.

6. To develop means of sharing the program methodology with other school systems.<sup>1</sup>

Certain recommendations emerged from the evaluation report of the 1974-75 PGC program<sup>2</sup> that have been excerpted and put into the form of suggestions for improvements during the second year period. Principal among these were:

1. Educational upgrading and professional certification of staff.
2. Development of a list of personnel policies.
3. Develop a manual of program operations.
4. Reduce the number of required record-keeping forms.
5. Keep appropriate records to differentiate students that repeat in group during the second semester of the year.
6. Develop a planned program for the exposure of school personnel to PGC objectives.
7. Develop a public education program for the community.
8. Arrange for a direct referral system from law enforcement authorities.
9. Develop a summer program.

Further objectives, not previously stated, have become elements of the program's operations during 1975-76. Specifically they include:

1. Preparation of the various school populations for Rock Island's program of desegregation beginning in September of 1976.
2. Gradually allowing the program to metamorphose from a crisis intervention project into long-range maintenance operation designed to keep delinquency and disruptive behavior in the schools at a very low level.
3. Assuming the role of a diversion program. In the case of PGC the term diversion means two things; one, diversion of children from law enforcement agencies and the courts, and two, diverting students' energies from negative behavior to positive activities that will lead to a more pleasant school environment.

<sup>1</sup> "Rock Island School Based Delinquency Prevention Program." A proposal submitted to the U. S. Department of Justice, Law Enforcement Assistance Administration, pp. 3-5.

<sup>2</sup> Frederick W. Howlett and Richard G. Boehm, *School-Based Delinquency Prevention: The Rock Island Experience*. Austin, Texas: Justice Systems, Inc., 1975.

### Evaluation Methodology

In the evaluation process for this program, a variety of instruments and questionnaires were used. Generally the information comprising the largest portion of this evaluation can be divided as follows:

1. Self-reported delinquent and disruptive school behavior statistics.
2. Statistics on disruptive school behavior taken from official school records.
3. Statistics on delinquent behavior taken from Police Department files.
4. Quantifiable (likert-type scales) information on senior and junior high student attitudes toward the PGC program.
5. Attitudinal and values change information for participating elementary school children from three perspectives; the child himself, the child's parent, and the child's teacher.
6. Quantifiable information on teacher and guidance counselor attitudes toward the PGC program.
7. Non-quantifiable material taken from interview questionnaires that were administered to non-participants who were nonetheless closely associated with the program.

The bulk of the behavioral information for both semesters was gathered using a self-reporting, before and after instrument shown in the Appendix as "Behavioral Impact Survey." Only full-time participants were asked to fill out the questionnaire. In both semesters the "before" questionnaire was administered within a few weeks of the formation of groups. The "after" questionnaire was administered within the last two weeks of each semester. Once the data forms were completed and turned in to the evaluators they were coded numerically to protect the confidentiality of the respondent. Student participants filled out these forms in consultation with their group leaders. It was assumed that there was a high level of trust between the student and the group leader as the behavior responses being requested corresponded with information that was normally discussed during the standard group process. They were asked to enumerate delinquent and disruptive school behavior for the semester preceding entrance into the PGC program and for the semester in which they were a PGC participant. Data were tabulated only for participants who filled out both a "before" and "after" questionnaire. For example, if a student filled out a "before" form and then moved to another school system before the "after" questionnaire was administered, his "before" data were discarded.

In this instrument, there was a heavy reliance on self-reported data. There is an ever-increasing number of research studies that not only support

the validity of such information but rely on it heavily as a measure of the magnitude of "hidden" or "dark" delinquency.<sup>3</sup>

The behavioral information on junior and senior high students collected on the "Behavioral Impact Survey" that was not self-reported came from two primary sources. One was the official truancy files of each school, and the other was the official disciplinary file kept in the Assistant Principal's office.

"Hard" data on delinquent behavior of program participants was collected separately and taken directly from case files kept by the Police Department. These data plus the official truancy and disciplinary violation statistics were collected on a "before" and "after" basis so as to correspond accurately with self-reported statistics. This procedure also provided an internal check on the reliability and validity of the self-reported data as well as suggesting the extent of "hidden" delinquency amongst PGC participants.

<sup>3</sup> A classic example of such literature would be F. T. Murphy, M. M. Shirley, and H. L. Winter, "The Incidence of Hidden Delinquency," *American Journal of Orthopsychiatry*, Vol. 16 (1946), pp. 686-96. See also, Ivan F. Nye and James F. Short, "Scaling Delinquent Behavior," *American Sociological Review*, Vol. 22 (June, 1957), pp. 326-31, James F. Short, Jr. and Ivan F. Nye, "The Extent of Unrecorded Delinquency: Tentative Conclusions," *Journal of Criminal Law, Criminology, and Police Science*, Vol. 49 (Nov. - Dec. 1958), pp. 296-302, and Maynard L. Erickson and Lamar T. Empey, "Court Records, Undetected Delinquency and Decision-Making," *Journal of Criminal Law, Criminology, and Police Science*, Vol. 54 (Dec., 1963), pp. 456-69. An indispensable aid to the analysis of the usefulness of self-reported delinquency data is the report by Robert H. Hardt and George E. Bodine, *Development of Self-Report Instruments in Delinquency Research: A Conference Report*. Syracuse: Syracuse University Youth Development Center, 1965. This report summarizes a conference of seventeen experts of the methodologies employed in delinquency data collection and analysis. Nils Christie, for example, reported that "no great differences in response were found between signed and unsigned questionnaires." Robert Dentler, Nancy Jo Barton, and Jerome Himelhoch collected self-reported data in a school setting and found it to be highly reliable. While the conference participants in general, agreed that self-reported data are of great use, they suggest a number of ways to insure validity and reliability, among them internal checks such as comparisons between self-reported statistics and official statistics. This report is significant and should become a standard reference both for its content and the selected bibliography included. More recent substantiation and use of self-reported data include Terrance M. Brungardt, *Self-Reported Delinquent Behavior: An Analysis of Selected Distribution and Causal Variables*. Ann Arbor, Michigan: University Microfilms, 1973 (dissertation); John Blackmore, "The Relationship Between Self-Reported Delinquency and Official Convictions Amongst Adolescent Boys," *British Journal of Criminology*, Vol. 14, No. 2 (1974), pp. 172-176; and Peter C. Kratoski and John Kratoski, "Changing Patterns in the Delinquent Activities of Boys and Girls: A Self-Reported Delinquency Analysis," *Adolescence*, (1975), pp. 83-91. In the study by Maynard L. Erickson, "The Changing Relationship Between Official and Self-Reported Measures of Delinquency: An Exploratory Predictive Study," *Journal of Criminal Law, Criminology, and Police Science*, Vol. 63 (1972), pp. 388-395, the conclusion was reached that self-reported delinquency was found to predict estimates of future violations considerably better than court records. Finally, in the 1974-75 evaluation report of PGC in Rock Island, Howett and Boehm, *op. cit.*, found, using internal checks of official versus self-reported data, that self-reported information was reliable and consistently greater in magnitude, thereby uncovering a measurable level of "hidden" delinquency.

Because the PGC program is school-based and student oriented it was essential to measure participant attitudes toward the various facets of the program. An instrument "Attitudinal Survey" which appears as Appendix 2, was administered to all full-time PGC participants during both semesters. Students who repeated participation during the second semester were not allowed to fill out a second form. Using a likert-type scale with answers ranging from strongly agree to strongly disagree, students were asked to evaluate the program in terms of its overall value, impact on the school environment, impact on student communications, race relations, student-faculty and student-school administration relations, and the performance of their group leaders. They were also given the opportunity to identify those agencies, institutions, or people who helped them improve themselves if indeed that was the case. Students filled these questionnaires out independently and anonymously. This form was pre-tested in the 1974-75 evaluation and modified before being administered.

An attempt was made to measure any changes in the attitudes and values of the elementary school participants by the administration of the instrument "Attitudes and Values Clarification Form" which appears as Appendix 3. This ten question form with only "yes" and "no" answers was severely modified from an earlier forty-nine question instrument with five scaled answers for each question. The original questionnaire was pre-tested on a sample group of Rock Island PGC elementary school participants. The students became bored, they answered without reading the question, and they failed to differentiate adequately between the five possible answers. The result was a greatly simplified form in the hopes of getting more valid results. A new dimension was added, however, when the child's parent and teacher were asked to answer the same questionnaire but from their perception of the program's impact on the child. In other words, the child was asked, "Did PGC help you to enjoy going to school more?" Then the same question was asked of the parent and teacher. The only difference was that the parent and teacher were asked to answer on the basis of their perception of whether or not the child enjoyed going to school more since coming in contact with the program. The idea was that often subtle changes take place in a child's attitudes that he is unaware of but that may be apparent to his parents or teacher. Also, of course, the reverse may be true with the child sensing changes that are unperceived by parents or his teacher. The results of this questionnaire proved to be extremely enlightening.

Many teachers and virtually all of the guidance counselors in the Rock Island schools were aware of and had opinions about the effectiveness of the program. They were surveyed individually by mail with a questionnaire "Teacher and Guidance Counselor Opinion Survey" which appears as Appendix 4. They were asked to answer "yes," "no," or "neither" to questions concerning the impact of PGC on the school environment, students, race relations and whether or not the program helped them in

performing their various professional duties within the school. The questionnaire was left open-ended for "further comments," and was to be filled out anonymously.

Numerous others were closely associated with the program; school administrators, security personnel, school board members, the Rock Island school superintendent, law enforcement officials, probation officials and people working in community agencies such as the Youth Guidance Council. They were surveyed with an interview schedule which allowed them to verbalize their opinions as to the effectiveness of the program.

Finally, interviews were held with the C.Y.S. administration and staff.

## CHAPTER III

### PROGRAM DESCRIPTION, ORGANIZATION AND FUNCTIONS

#### General Description

The Center for Youth Services in cooperation with the Rock Island school system, has been funded by a grant from the U.S. Department of Justice, Law Enforcement Assistance Administration to carry out peer group counseling in the high school, the four junior highs, and six elementary schools in Rock Island, Illinois. During the two semesters of 1975-76, twelve group leaders organized sixty-seven groups involving 723 students on a full-time basis and 1,399 part-time (see Table 4-1).

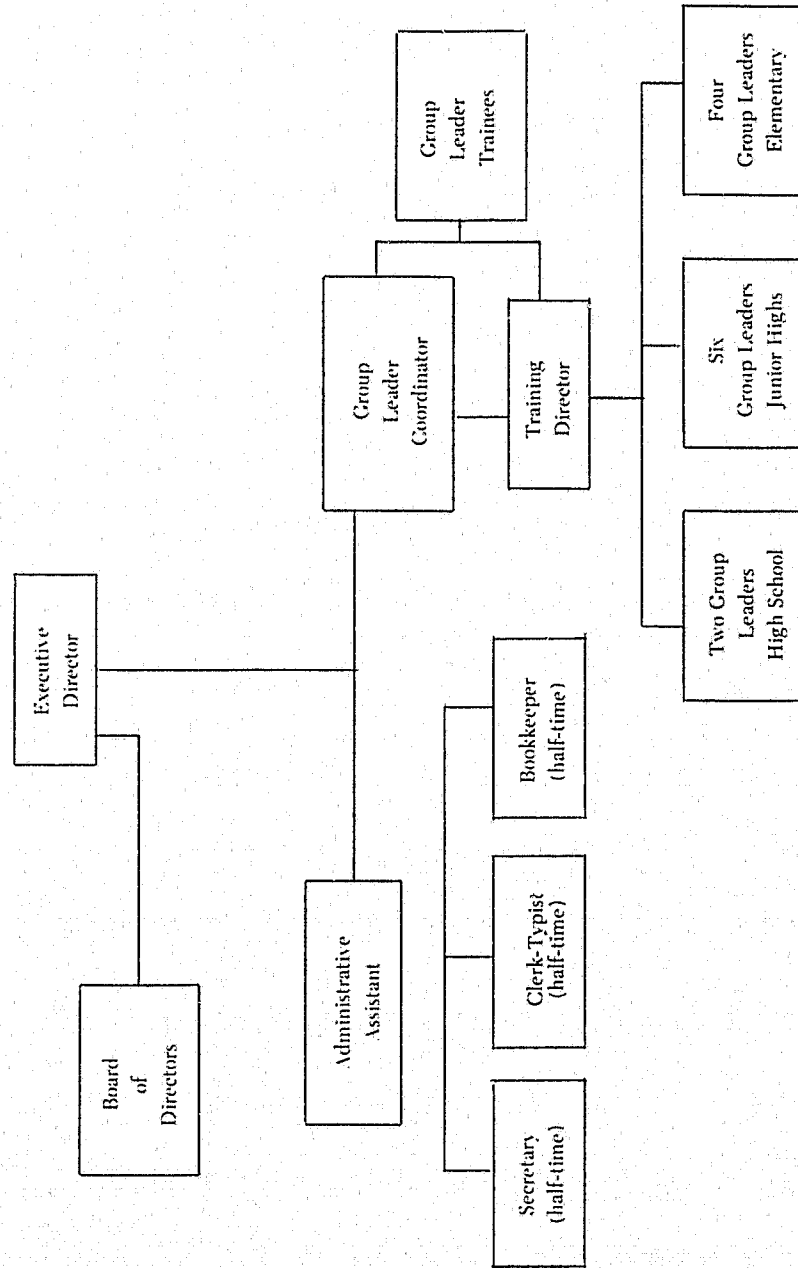
CYS is an external agency with respect to the school, and therefore its internal organization and operations are somewhat different than those comprising the standard educational environment.

#### Administrative Organization

Overall administrative responsibility for this program lies with the Executive Director, who operates with the advice of the Board of Directors (see Figure 3-1). The Executive Director keeps the Board informed of current agency activities. He directs all staff and administrative activities, and works closely with the Group Leader Coordinator in the supervision of the direct service component of the agency. The Executive Director works closely with the School Superintendent and other administrative officials in the various schools. He is the principal fund-raiser and public relations agent. In addition, he must represent CYS at professional meetings, in-service workshops, and must periodically report to the School Board. He is responsible for direct liaison with the L.E.A.A. Project Officer concerning the operations of the program and must file periodic written reports concerning program goal achievements and sound fiscal management.

The Executive Director is assisted in the area of administrative services by an Administrative Assistant who supervises office personnel, organizes all record-keeping, assists in liaison between the Executive Director and PGC group leaders and others external to the program. The Administrative Assistant has the primary responsibility for the preparation and dissemination of C.Y.S. informational brochures and printed material as well as scheduling all public relations engagements for the Executive Director and the Group Leader Coordinator.

FIGURE 3-1  
ADMINISTRATIVE STRUCTURE OF THE  
CENTER FOR YOUTH SERVICES



The Group Leader Coordinator has the major responsibility for the development of the direct service component of the agency. He coordinates the activities of the group leaders by holding weekly staff meetings and by supervising visits to group sessions in the schools. Along with the Executive Director, he has the liaison responsibility between the agency and the school administrators. The Group Leader Coordinator evaluates the performance of group leaders and makes personnel recommendations to the Executive Director. The Group Leader Coordinator also functions as a public relations agent both in and out of the school and makes appearances to describe the peer group counseling process.

The Training Director is responsible for the maintenance of a continuous training program within the agency; both for existing staff as well as designated trainees originating in particular schools. He is responsible for arranging in-service orientation programs for school teachers and administrative officials. The Training Director works closely with the Group Leader Coordinator in supervising the direct service functions of the Group Leaders.

The Group Leaders organize the groups in the schools. They interact with school personnel to select the appropriate students for participation in group meetings. They provide guidance for the participants during the group meeting process. Group Leaders work for parent involvement and are available for after-school home visits. They are available to help school personnel monitor potential "trouble areas;" places such as the school cafeterias, recreation areas, and playgrounds. Group Leaders maintain frequent contact with school teachers and other officials within the school in which their groups are meeting. It is advisable that they attend most of the outside activities such as football games, dances, carnivals, etc. The Group Leader keeps daily attendance records and logs significant happenings in group meetings in order to provide for continuity and guidance in the peer group counseling process.

#### Indirect Service Functions

Certainly the most important of the activities of C.Y.S. is the direct service component. During 1975-76, over 2,000 students were involved in the P.G.C. process. Who they were, and what was achieved will be dealt with later in this report. However, there are numerous activities that are necessary to support the direct service component of P.G.C. in order for the program to be successful. Many of these activities have been initiated during 1975-76 as a result of recommendations made in the 1974-75 evaluation report.

For any program that originates external to the school environment in which it operates, training must be a vital function. For example, federal funding might be reduced thus forcing the local school system to assume greater responsibility for direct service. There must be trained group

leaders within the school environment in case of this or any other similar eventuality. For the two years that it has been in existence in Rock Island, the Center for Youth Services has maintained a rigorous training program. The goal was to train twelve internal group leaders by the end of 1975-76. Thirteen individuals began on-the-job training during this two year period, seven last year and six this year. Two voluntarily left the training program because they felt they were not suited to this type of peer guidance and counseling. Thus, at the end of 1975-76, C.Y.S. had prepared eleven people through a process of formal and on-the-job training to lead groups, two at the high school and nine at the junior highs. However, two people were also trained under a Comprehensive Employment and Training Act (CETA) grant, one of whom was hired by C.Y.S. as a group leader during the second year. In addition, three student interns from local colleges were trained. Thus, eleven faculty or staff have been trained and have led groups. One CETA employee is trained and available plus three interns.

Public relations with the community and school faculties are extremely important. There is considerable apprehension when any external agency enters the public schools to administer any type of program. C.Y.S. has attempted to effectuate a comprehensive public relations program through the use of media, public appearances, in-service workshops, and formal presentations to the School Board, faculty, and other concerned citizen groups. Typical were the formal presentations given to the Judges of the Fourteenth Judicial Circuit, the Probation Officers and Volunteers in Probation (VIP) in Rock Island County, the Illinois Child Care Association, the Illinois Guidance and Personnel Association (school counselors), and the staff of the Comprehensive Mental Health Center. Media presentations included interviews and a simulated group meeting on local television using time contributed in the public interest. Public appearances, in-service workshops and formal presentations have been made by the Executive Director and the Group Leader Coordinator in a variety of professional and citizens groups. Numerous in-service workshops have been held with faculty members. Liaison with community agencies has been attempted with varying degrees of success. Outstanding relations and a feeling of mutual cooperation and benefit exist between C.Y.S. and the Youth Guidance Council while interaction with the Police Department is minimal and largely unproductive.

The Center for Youth Services, in an attempt to formalize internal operations has published a list of personnel policies and a manual of operations. Other internal publications include mimeographed materials on the P.G.C. process, description of typical juvenile problems, and a number of strategies for problem-solving within the peer group process. Outside materials are provided to group leaders on such topics as values clarification and behavioral adjustment.

A number of record-keeping forms were done away with at the recommendation of the 1974-75 evaluators. Currently, C.Y.S. utilizes a "Parental Consent Form," a "Referral Form," in which information is collected that might help the group leader provide assistance to the group in the problem-solving process, and a "Daily Attendance Sheet," which provides for certain aggregated attendance statistics including whether the student was full-time or part-time.

Staff meetings are held to deal with operational problems and to provide a coordination of efforts between group leaders. Normally staff meetings are held more frequently in the early portions of the semester when groups are forming than later when operations become somewhat more standardized. Staff meetings are scheduled weekly with the high school group leaders meeting on Tuesday at the high school, the junior high leaders on Tuesday at the C.Y.S. office, and the elementary leaders on Monday at the C.Y.S. office. A staff training session is held every Wednesday afternoon at the C.Y.S. office.

A final indirect service role for C.Y.S. is the publicizing and dissemination of information about P.G.C. An attractive brochure, combined with an information sheet, details how the program works, why it belongs in the school, the impact of peer influence as a problem-solving mechanism, and some of the positive behavioral changes that resulted from the first year's program. Several thousand of these brochures have been distributed to interested professional groups and to other school systems. The brochure includes a mail-back form so that C.Y.S. can provide further information.

## CHAPTER IV STUDENT PARTICIPANTS IN PEER GROUP COUNSELING (P.G.C.)

In any juvenile diversion process incorporating peer influence the youth involved are the overwhelmingly important element in the success or failure of the program. Illustrative of this principle is the following incident: An advocate of P.G.C. visited a high school in south Chicago recently. He walked up to a group of kids and started a conversation. One of the youth, an obvious leader, stuck his chin out and said, "Are you the one's gonna calm things down around here? Ain't no way!" The immediate answer was, "I ain't gonna do nothin' kid, you're the one that's gonna do it—think you can handle it?" The youth was immediately on the defensive knowing he had to use his influence to help his peers or the blame would be at his feet. Any natural leader responds to such a challenge and youth are no exception. If P.G.C. is ever implemented in that high school this young man will probably become one of the most influential peers!

Acknowledging the importance of the juvenile participants, it is essential to any evaluation of P.G.C. to have a complete profile of the students involved. What follows is a tabular portrayal of some of the more salient features of the student participants in the 1975-76 Rock Island P.G.C. program.

Throughout the year, the program involved 723 full-time participants and 1,399 part-time participants who met in sixty-seven groups (See Table 4-1). These figures were taken from the group leaders' official daily attendance sheet. Part-time peers were students who attended group meetings less than ten consecutive times. Normally, these were students with a specific problem identified by a teacher, school administrator, the group leader, or students both in or out of group. The student comes to group meetings for several days so that the peer group process can impact on his problem. Generally these problems are minor and the student returns to class in a few days. It is interesting to note the large number of part-time participants in the junior highs. This suggests that the junior high years are fraught with problems and that peers at that level are eager to help. The total figures (almost twice as many part-time as full-time) emphasize the outreach characteristic of the P.G.C. process. This should have a very positive impact on the overall school environment.

**TABLE 4-1  
Number of Students Participating in P.G.C. Groups, 1975-1976**

	Number of Groups		Full-Time Student Participants		Part-Time Student Participants	
	First Semester	Second Semester	First Semester	Second Semester	First Semester	Second Semester
Rock Island High School	6	6	96	63	98	117
Junior High Schools	16	15	181	141	402	579
Elementary Schools	12	12	123	119	42	161
Semester Totals	34	33	400	323	542	857
Total For Year	67		723		1,399	

\*Part time is defined as a student who attends less than 10 consecutive group meetings during the semester.



The statistics showing the distribution of student participants by school were taken from the two attitudinal surveys that were administered to full-time students in the program both semesters. This was done because all of the information on these instruments was coded and aggregated by a computer. This accounts for the difference in number of full-time participants in Table 4-2 (572) as opposed to Table 4-1 (723). Some students were absent from school on the day the questionnaire was administered, some were absent from group meetings, and some

TABLE 4-2  
School of Respondents to Attitudinal Questionnaire

School	Number	Percent of respondents by level of school	Percent of Total respondents by level of school
<b>High</b>			
Rock Island	120	100.0	21.0
Sub-Total	120	100.0	21.0
<b>Junior High</b>			
Central	85	35.6	14.9
Edison	48	20.1	8.4
Franklin	68	28.5	11.9
Washington	38	15.9	6.6
Sub-Total	239	100.1°	41.8
<b>Elementary</b>			
Audubon	28	13.1	4.9
Francis Willard	46	21.6	8.0
Grant	32	15.0	5.6
Hawthorne-Irving	32	15.0	5.6
Lincoln	39	18.3	6.8
Longfellow	36	16.9	6.3
Sub-Total	213	99.9°	37.2
<b>Total</b>	<b>572</b>		<b>100.0</b>

° Error due to rounding

had returned to class after having been in the P.G.C. program for more than ten consecutive days. However, 572 is an acceptable sample and for these types of data one would expect little change with the population.

Almost forty-two per cent of the participants were in the junior highs, 37.2 per cent in the elementary schools, and 21.0 per cent at the high school. In the junior highs over 64 per cent of the participants were at Central and Franklin, the smallest of the four schools, but the two located within the inner-city section of Rock Island. They are the two schools with the greatest amount of delinquency and disruptive behavior. These facts seem to support the general school of thought that links delinquent behavior to ecological factors.

The data on referral sources are for the high school and junior highs only, and were taken from the "Behavioral Impact Survey." The figures represent only those who answered this question, but the total of 306 is a statistically representative sample. Table 4-3 shows that a very large percentage of the participants were referred from within the schools. The group leaders were particularly active in generating referrals in the junior highs but much less so in the high school. Seventy-six participants were referred by school officials or outside agencies.

TABLE 4-3  
Referral Sources for P.G.C. Participants, 1975-1976

	1st Semester		2nd Semester		Total	
	High School	Junior Highs	High School	Junior Highs	High School	Junior Highs
Volunteered	24	27	6	38	30	65
Referred by School Officials or Outside Agencies	24	36	4	12	28	48
CYS Group Leader	2	51	11	21	13	72
Volunteered and Referred	10	13	22	5	32	18
<b>Totals</b>	<b>60</b>	<b>127</b>	<b>43</b>	<b>76</b>	<b>103</b>	<b>203</b>

Since increased referrals from outside agencies was one of the stated goals of the program a bit more in-depth analysis is needed. The Youth Guidance Council reported forty-three direct referrals to P.G.C., eight came from the Probation Office and two from the Department of Corrections. There were no direct referrals from the Police Department. However, a close check of Police Department files for P.G.C. participants who were involved with law enforcement personnel (station adjustment or more serious) indicated that twenty-three youth came to the P.G.C. program indirectly from the Police Department via their referrals to the Youth Guidance Council and the Y.G.C. referrals on to P.G.C. Further,



the Director of the Youth Guidance Council reported that since P.G.C. began there has been about a twenty per cent decrease in school referrals to his agency. Clearly, the school has been making greater use of the P.G.C. program as an in-house diversionary option.

It is clear that the proponderance of referrals to this program will continue to come from students, teachers, and school officials; Assistant Principals in the high school and junior highs, and the Principal of the elementary schools. This is as it should be. One of the objectives of the program is to spot trouble before it becomes serious and use the peer group counseling process to divert the youth from more serious offenses and contact with out-of-school authorities. The goal of increased external referrals is improper because if the program is working efficiently, fewer youth will be contacting outside authorities—their problems will become resolved within the school environment.

The grade of the P.G.C. participants is shown in Table 4-4. The data shown in the table and in those remaining in this chapter were collected from the two attitudinal surveys. In the elementary schools almost three-fourths of the participants were sixth graders. In the junior highs over forty per cent were ninth graders and in the high school over sixty-three per cent were in the tenth grade. These figures indicate two peaks in terms of grade of participants; one in the sixth grade, suggesting that students much younger are perhaps not mature enough to respond to the peer process, and two, during the delicate transition years between junior high and senior high. Sixth, ninth and tenth grades supplied almost sixty per cent of the P.G.C. participants.

TABLE 4-4  
Grade of P.G.C. Participants

Grade	Number	Percent of Total
4	3	.5
5	50	8.7
6	153	26.7
7	47	8.2
8	84	14.7
9	105	18.4
10	73	12.8
11	25	4.4
12	17	3.0
No Response	15	2.6
Total	572	100.0

Table 4-5 shows the age of P.G.C. participants. To a certain degree the age figures correspond to the distribution by grade. The relatively young mean age of 13.146 suggests that students are becoming involved in the program at an appropriate age for attitudinal changes and values clarification. Behavioral adjustments and diversion from serious trouble should be well within the reach of these youngsters. Of those responding almost ninety per cent were fifteen or younger.

TABLE 4-5  
Age of P.G.C. Participants

Age (Year)	Number	Percent of Total
9	1	.2
10	25	4.4
11	113	19.8
12	86	15.0
13	77	13.5
14	96	16.8
15	24	4.2
16	49	8.6
17	16	2.8
18	3	.5
No Response	32	5.5
Total	572	100.0

$$\bar{x} = 13.146$$

Program participants were about evenly divided, by sex. Table 4-6 indicates 53.0% male and 46.3% female. This approximate relationship was consistent throughout all of the school levels; high school, junior highs, and elementary schools.

Group members were very unevenly divided by race, with an unusually high proportion of Blacks, 38.5%. This is in a city with only 10.2% Black population according to the 1970 census.<sup>1</sup> The percentage figures for Blacks increase by school level from a low of 34.3% in the elementary schools to a high of 46.7% in the high school (see Table 4-7).

<sup>1</sup> United States Department of Commerce, Bureau of the Census, *1970 Census of Population and Housing: Census Tracts; Davenport-Rock Island-Moline, Iowa-Illinois, Standard Metropolitan Statistical Area*. Washington, D.C. 1972, Table P-1.

TABLE 4-6  
Sex of P.G.C. Participants

Sex	Number	Percent of Total
Male	303	53.0
Female	265	46.3
No Response	4	.7
Total	572	100.0

TABLE 4-7  
Race of P.G.C. Participants

Race	High School		Junior Highs		Elementary		Total	
	#	%	#	%	#	%	#	%
Black	56	46.7	91	38.1	73	34.3	220	38.5
White	61	50.8	135	56.5	133	62.4	329	57.5
Other	2	1.7	11	4.6	3	1.4	16	2.8
No Response	1	.8	2	.8	4	1.9	7	1.2
Totals	120	100.0	239	100.0	213	100.0	572	100.0

## CHAPTER V

### BEHAVIORAL IMPACT OF P.G.C. ON STUDENT PARTICIPANTS

The information presented in this chapter represents an assessment of most of the formally stated goals of this program. More specifically, data will be displayed showing before-after behavioral characteristics of P.G.C. participants in the areas of delinquency, truancy, disciplinary violations, and drug abuse. Virtually all of the data was collected with the "Behavioral Impact Survey" which is shown as Appendix 1. For both semesters the "before" questions were asked within a few weeks of the formation of groups. "After" questions were answered by students during the last two weeks of the semester. Some of the data collected was self-reported and some was taken from school and Police Department records.

It should be emphasized that the figures shown in the following tables and the conclusions drawn from them represent behavioral characteristics of P.G.C. participants only and should not be misrepresented as statistics for all school children in Rock Island. Also, it should be emphasized that these statistics reflect only the behavior of full-time P.G.C. participants and of those, only the ones for which matching "before" and "after" questionnaires could be obtained. Thus this portion of the evaluation report deals with the behavioral impact of the program on 307 students out of the total of more than 2,000 full-time and part-time participants involved.

#### Behavioral Incident Leading to P.G.C. Participation

The referral sources for P.G.C. participants were dealt with in Chapter 4 and are shown in Table 4-3. While these figures illustrate how youth became involved in peer group counseling, they do not address the "why?" In most instances, students volunteered or were asked to join the program to help others. The vast majority of these natural leaders had good behavior records. However, a number of students entered the program because of a specific incident, a combination of incidents, or for general disruptive behavior. Table 5-1 shows the behavioral incident that led to referral to P.G.C. when applicable. Note that 170 students out of 307 showed no reason for referral, indicating that they volunteered to help other youth with problems. Status offenses (truancy, incorrigibility, runaway, discipline problems in school, or minor in possession of intoxi-

TABLE 5-1  
Behavioral Incident Leading to Group Participation

Type of Incident	First Semester			Second Semester		
	High School		Junior High	High School		Junior High
	Number	Percent	Number	Number	Percent	Percent
Status						
Offenses	6	10.0	13	4	9.3	10.4
Delinquent Behavior	9	15.0	5	1	2.3	11.7
Preventive Measures	4	6.7	7	10	23.3	11.7
Multiple**	21	35.0	17	—	—	18.2
Incidents	20	33.0	85	28	65.1	48.1
No offenses	60	100.0	127	43	100.0	100.1°
Totals						

° Error due to rounding.

\*\* A combination of status offenses and delinquent behavior.

cants) accounted for about ten percent of the referrals. Delinquent behavior accounted for somewhat less than ten per cent, while fifty-two students cited multiple incidents. Thirty of the students were referred to group meetings as a preventive measure in an attempt to help divert the youth from negative behavior before the opportunity presented itself.

#### Delinquent Behavior

P.G.C. has had a remarkable impact on altering the participants' delinquent behavior (see Table 5-2). On a self-reported basis, during the first semester, 103 students admitted to 974 delinquent acts for the semester before entering P.G.C. and 73 reported 289 delinquent incidents for the semester that they were involved in the peer group counseling process. This is a reduction in incidents of more than 70%. The second semester was even more impressive. There were 66 youth reporting 515 offenses "before" and 41 admitted to 133 delinquent acts "after", for a per cent change of -74.2. At all school levels, for both semesters, there was a significant reduction on a before-after basis of delinquent incidents and number of offenders.

As a means of checking on these statistics, official data were collected from Police Department files on youth participating in the program who also had contact with law enforcement officials. To be consistent, information was collected only for youth involved in delinquent behavior requiring a station adjustment or more serious disposition. Police contacts were not used since data were not available. The results are shown in Table 5-3. For both first and second semester on a before-after basis there was a 73.4% reduction in the number of delinquent incidents that involved Police Department disposition.

Clearly the program is impacting heavily as a means of delinquency prevention and/or diversion. Also, the relationship between self-reported and official data provides some insight into the magnitude of "hidden" delinquency in Rock Island. According to the self-reported information, P.G.C. participants were involved in 1,069 fewer delinquent acts after becoming part of the peer group counseling process.

TABLE 5-2  
Self-Reported Delinquent Behavior, 1975-76

School	First Semester			Second Semester		
	Incidents Before	Incidents After	Percent Change	Incidents Before	Incidents After	Percent Change
Rock Island High School (n=60)	396 [97]	133 [25]	-66.4 [-32.4]	50 [16]	8 [5]	-84.0 [-68.8]
Junior Highs (n=127)	578 [66]	156 [48]	-73.0 [-27.3]	465 [50]	125 [36]	-73.1 [-28.0]
All (n=187)	974 [103]	289 [73]	-70.3 [-29.1]	515 [66]	133 [41]	-74.2 [-37.9]

( ) number of students surveyed

[ ] number of students reporting delinquent behavior

TABLE 5-3  
Official Delinquent Behavior  
Taken from Police Records, 1975-76

	Incidents Before	Incidents After	Percent Change
1st Semester (n=50)	69	14	-79.7
2nd Semester (n=23)	25	9	-64.0
All (n=73)	94	25	-73.4

( ) number of students with delinquent incidents.

#### Truancy

The impact of the program on truancy is somewhat difficult to assess. During the three semesters from Spring 1975 to Spring 1976, school administrative attitudes toward student attendance have changed. In addition, during the "before" and "after" portions of the evaluation, some students advanced from junior high to senior high; some from elementary school to junior high. Truancy regulations and record keeping also vary significantly from one school level to another.

Students were asked to report their truancy incidents before and after association with P.G.C. The results can be seen in Table 5-4. At both the high school and junior highs there was a uniform decrease not only in incidents but in number of truant students. The statistics are particularly impressive in the junior highs where incidents declined 65.5% during the first semester and 87.7% the second. The percentage decrease in number of truants for the same two semesters was 51.1 and 58.3 respectively.

An internal check was made on the self-reported incidence of truancy by examining official school attendance records. With one exception, official records agree with the self-reported statistics except that they indicate a smaller number of violations and the percentage decrease on a before-after basis is less. The one exception is the first semester at the high school. This anomaly warranted further investigation. It was found, for example, that five P.G.C. participants increased their truant incidents from 57 days before to 132 days after participation in group meetings. Obviously, a few student's behavior has seriously impacted on the overall data.

The comparison between self-reported data on truancy with school attendance records, like the situation with regard to delinquent behavior, suggests that self-report techniques often provide insight into the degree

**TABLE 5-4**  
Self Reported Truancy, 1975-76

School	First Semester			School	Second Semester		
	Incidents Before	Incidents After	Percent Change		Incidents Before	Incidents After	Percent Change
Rock Island High School (n=60)	1212 [44]	620 [42]	-48.8 [-4.5]	Rock Island High School (n=43)	212 [34]	204 [28]	-03.8 [-17.6]
Junior Highs (n=127)	592 [47]	204 [23]	-65.5 [-51.1]	Junior Highs (n=77)	212 [24]	26 [10]	-87.7 [-58.3]
All (n=187)	1804 [91]	824 [65]	-54.3 [-28.6]	All (n=120)	424 [58]	230 [38]	-45.8 [-34.5]

( ) number of students surveyed

[ ] number of students reporting truancy.

**TABLE 5-5**  
Official Truancy, 1975-76

School	First Semester			School	Second Semester		
	Incidents Before	Incidents After	Percent Change		Incidents Before	Incidents After	Percent Change
Rock Island High School (n=60)	411 [56]	498 [59]	+21.2 [+5.4]	Rock Island High School (n=43)	205 [41]	167 [35]	-18.5 [-14.6]
Junior High Schools (n=127)	128 [24]	72 [21]	-43.8 [-12.5]	Junior High Schools (n=77)	98 [13]	72 [12]	-26.5 [-7.7]
All (n=187)	539 [80]	570 [80]	+5.8 [0]	All (n=120)	303 [54]	239 [47]	-21.1 [-13.0]

( ) number of students surveyed

[ ] number of students reporting truancy.

of "hidden" juvenile behavior that would be missed by examining only official records.

### Disciplinary Violations

Information on P.G.C. participant disciplinary violations was collected from the files of the various Assistant Principals who were in charge of school discipline. First semester reductions in number of incidents was 11.4%; the corresponding figure for the second semester was 19.5% (see Table 5-6). Overall reductions were highest in the junior highs where the number of incidents decreased as well as the number of students with disciplinary violations. While there was a decrease in the number of disciplinary incidents in both semesters in the high school the number of students with disciplinary violations increased both semesters.

### Drug Abuse

The statistics on marijuana use shown in Table 5-7 indicate first and foremost that among a particular group of students, there is practically habitual use of marijuana. This is particularly true at the high school. Significant levels of reduction in marijuana usage were reported by the students in the junior highs on a before-after basis, 56.2% the first semester and 52.9% the second.

The program seems to have made a major impact on the use of hard drugs (see Table 5-8). During the first semester there was an 87.1% reduction in the days in which hard drugs were used by respondents on a before-after basis. Additionally, there was a reduction in the number of users from 29 to 18 or a decrease of 37.9%. Data for the second semester probably are not as reliable because of the small number of respondents. For example, one P.G.C. participant increased his use of hard drugs during the program period from 16 days to 48 per semester, thus seriously affecting the overall data.

### Conclusions

The compilations of the statistics gathered on the behavioral impact of P.G.C. in the Rock Island schools provide the means by which an assessment can be made of the level of success achieved by C.Y.S. during 1975-76 in the satisfaction of a number of their primary stated objectives. The following statements are appropriate:

1. The program impacted very heavily on participant delinquent behavior. This was clear from self-reported data and from Police Department files. Clearly, C.Y.S., using the peer group counseling process, had diverted a large number of youth from a considerable number and variety of delinquent acts.

TABLE 5-6  
Official Disciplinary Violations, 1975-76

School	First Semester			Second Semester		
	Before	After	Percent Change	Incidents Before	Incidents After	Percent Change
Rock Island High School (n=60)	216 [32]	204 [34]	-05.5 [+6.3]	128 [12]	104 [13]	-18.8 [+8.3]
Junior High Schools (n=127)	770 [84]	670 [81]	-13.0 [-3.6]	298 [34]	239 [30]	-19.8 [-11.8]
All (n=187)	986 [116]	874 [115]	-11.4 [+0.9]	426 [46]	343 [43]	-19.5 [-6.5]

( ) number of students surveyed  
[ ] number of students reporting disciplinary violations.

**TABLE 5-7**  
**Marijuana Consumption by P.G.C. Participants, 1975-76, Self-Reported**

School	First Semester			School	Second Semester		
	Days of Use Before	Days of Use After	Percent Change		Days of Use Before	Days of Use After	Percent Change
Rock Island High School (n=60)	1808 [35]	1593 [38]	-11.9 [+8.6]	Rock Island High School (n=43)	763 [21]	970 [23]	+27.1 [+9.5]
Junior Highs (n=127)	1453 [40]	636 [32]	-56.2 [-20.0]	Junior Highs (n=77)	845 [24]	398 [22]	-52.9 [-8.3]
All (n=187)	3261 [75]	2229 [70]	-31.6 [-6.7]	All (n=120)	1608 [45]	1368 [45]	-14.9 [0]

( ) number of students surveyed

[ ] number of students reporting marijuana use.

**TABLE 5-8**  
**Hard Drug Consumption by P.G.C. Participants, 1975-76, Self-Reported**

School	First Semester			School	Second Semester		
	Days of Use Before	Days of Use After	Percent Change		Days of Use Before	Days of Use After	Percent Change
Rock Island High School (n=60)	431 [18]	46 [13]	-89.3 [-27.8]	Rock Island High School (n=43)	27 [7]	75 [6]	+177.8 [-14.3]
Junior Highs (n=127)	98 [11]	22 [5]	-77.6 [-54.5]	Junior Highs (n=77)	32 [3]	24 [3]	-25.0 [0]
All (n=187)	529 [29]	68 [18]	-87.1 [-37.9]	All (n=120)	59 [10]	99 [9]	+67.8 [-19.0]

( ) number of students surveyed

[ ] number of students reporting Hard Drug use.

2. Program impact on truancy was very high. Self-reported truancy declined significantly during the year. Officially recorded truancy declined also but not as much as self-reported incidents.
3. Disciplinary violations also declined during the program year but at a lower level than either delinquency or truancy.
4. Among students in the program, marijuana usage declined, particularly in the junior high schools.
5. Hard drug usage declined significantly among program participants during the year. This was especially true during the first semester.
6. The overall behavioral impact of the program appears to be much greater at the junior highs than at the high school.
7. The use of self-reported data, when compared with official statistics, has uncovered a high level of "hidden" delinquency and truancy among the P.G.C. participants in Rock Island high school and junior highs. The program has had a very favorable impact in these areas by significantly decreasing the incidence of delinquency and truancy that escapes the attention of law enforcement and school officials.

## CHAPTER VI

### ATTITUDINAL IMPACT OF P.G.C. ON STUDENT PARTICIPANTS

#### Introduction

With perhaps the exception of the C.Y.S. group leaders, the students participating in P.G.C. probably have the most accurate perception of the value and operational efficiency of peer group counseling. On this assumption, two instruments were administered to measure the impact of peer group counseling on students, the general school environment, and the effectiveness of their group leaders. For the high school and junior highs, students were asked a series of questions that required scaled answers ranging from strongly agree to strongly disagree. Participants were also given an opportunity to identify any person, agency, or institution that might have helped him to become a better person during the semester in which he was a participant in P.G.C.

The elementary students were simply asked to answer a series of questions "yes" or "no" concerning the impact of the program. Their teachers and parents were given the opportunity to answer the same questions for the child from their perspective. They returned their forms directly to the evaluator in sealed envelopes.

#### The Attitudinal Survey for High School and Junior High Participants

During the course of the 1975-76 school year 359 full-time P.G.C. participants answered the "Attitudinal Survey." They were not required to sign the form. Their answers in aggregate form represent an extraordinary source of feedback from those receiving as well as comprising the direct service component of P.G.C. Tables 6-1 through 6-13 display the responses of students to selected questions.

In an attempt to get a measure of overall opinion of the program, students were asked, "Do you think P.G.C. is a worthwhile program?" Almost 87% either agreed or strongly agreed. By any standards this must be considered an overwhelming vote of confidence. The feeling was particularly strong in the high school where 94.1% agreed or strongly agreed with the question.

Tables 6-2 through 6-6 are comprised of answers to questions designed to measure students' feelings about each other. When asked if



P.G.C. has reduced racial prejudice 45.6% agreed or strongly agreed. Only 13.0% disagreed or strongly disagreed. In the high school 63.8% agreed or strongly agreed that racial tensions had diminished since the institution of P.G.C. In terms of reducing violence in the schools, 64.3% agreed or strongly agreed that P.G.C. was instrumental. Opinions were similar in the high school and junior highs. In terms of a very strong measure of the success of peer group counseling, 74.4% of the respondents agreed or strongly agreed that P.G.C. increased communication between kids. Less than six per cent of the students felt that P.G.C. was ineffective in this regard. Increased helpfulness and caring, two strong humanistic elements

TABLE 6-1  
"P.G.C. Is a Worthwhile Program"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	38.3	16.5	32.5
Agree	55.8	48.5	54.3
Neither Agree/Disagree	5.0	27.0	11.5
Disagree	0.8	5.9	1.1
Strongly Disagree	—	2.1	0.6
Totals	100.0	100.0	100.0

TABLE 6-2  
"P.G.C. Has Reduced Racial Prejudice"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	19.3	10.3	13.3
Agree	44.5	26.1	32.3
Neither Agree/Disagree	28.6	47.9	41.4
Disagree	5.0	11.5	9.3
Strongly Disagree	2.5	4.3	3.7
Totals	100.0	100.0	100.0

TABLE 6-3  
"P.G.C. Has Reduced Violence in School"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	25.8	20.3	22.2
Agree	39.2	43.6	42.1
Neither Agree/Disagree	24.2	22.5	23.0
Disagree	9.2	9.3	9.3
Strongly Disagree	1.7	4.2	3.4
Totals	100.0	100.0	100.0

TABLE 6-4  
"P.G.C. Has Increased Communication Among Kids"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	25.8	20.1	22.0
Agree	52.5	52.3	52.4
Neither Agree/Disagree	16.7	21.3	19.8
Disagree	3.3	4.6	4.2
Strongly Disagree	1.7	1.7	1.7
Totals	100.0	100.0	100.0

TABLE 6-5  
"P.G.C. Has Increased Helpfulness and Caring"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	21.0	21.5	21.3
Agree	59.7	54.9	56.5
Neither Agree/Disagree	14.3	19.4	17.7
Disagree	5.0	4.2	4.5
Strongly Disagree	—	—	—
Totals	100.0	100.0	100.0

TABLE 6-6  
"P.G.C. Should Include Some Democratic Process"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	16.1	12.6	13.8
Agree	36.4	37.0	36.8
Neither Agree/Disagree	31.4	22.7	25.6
Disagree	8.5	13.9	12.1
Strongly Disagree	7.6	13.9	11.8
Totals	100.0	100.0	100.0

of the peer group process scored highly with 77.8% agreeing or strongly agreeing that P.G.C. had an impact. Not a single student strongly disagreed with the P.G.C. role in increased helpfulness and caring. Over 50% of the students thought that the group process should include a form of democratic decision making. The lack of a persuasive mandate here may be due to the fact that in many groups a modified democratic process is already in effect.

In an attempt to measure the program's success in changing P.G.C. participant's level of personal responsibility, two questions were asked. Table 6-7 indicates that 48.7% of the students felt that P.G.C. had increased respect for personal property. When asked if P.G.C. has made you a more responsible person, 70.4% agreed or strongly agreed.

Tables 6-9 and 6-10 show participants' attitudes toward the impact of P.G.C. in increasing respect for faculty and school administration. Almost 40% agreed or strongly agreed to both questions. Less than 25% disagreed. The relatively large number of participants marking neither agree or disagree suggests that there are many things that impact on a student's respect for school faculty and administration, not all of which come to the attention of the group meeting.

Several questions were asked in order to evaluate students' impressions of the effectiveness of their group leaders. In all cases, the group leaders scored very well. In Table 6-11, 64.3% of the students agreed or

TABLE 6-7  
"P.G.C. Has Increased Respect for Personal Property"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	5.9	8.4	7.6
Agree	37.3	43.0	41.1
Neither Agree/Disagree	43.2	32.9	36.3
Disagree	10.2	12.7	11.8
Strongly Disagree	3.4	3.0	3.1
Totals	100.0	100.0	100.0

TABLE 6-8  
"P.G.C. Has Made Me a More Responsible Person"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	14.2	18.9	17.3
Agree	50.0	54.6	53.1
Neither Agree/Disagree	33.3	19.3	24.0
Disagree	1.7	6.7	5.0
Strongly Disagree	0.8	0.4	0.6
Totals	100.0	100.0	100.0

TABLE 6-9  
"P.G.C. Has Helped Me Respect the Faculty"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	8.3	9.7	9.2
Agree	29.2	30.0	29.7
Neither Agree/Disagree	45.0	32.9	37.0
Disagree	12.5	17.3	15.7
Strongly Disagree	5.0	10.0	8.4
Totals	100.0	100.0	100.0

TABLE 6-10  
"P.G.C. Has Helped Me Respect the Administration"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	5.8	8.0	7.3
Agree	25.0	35.9	32.2
Neither Agree/Disagree	47.5	32.5	37.5
Disagree	15.0	15.6	15.4
Strongly Disagree	6.7	8.0	7.6
Totals	100.0	100.0	100.0

strongly agreed that their group leader exercised the right amount of control. Overall, 69.5% felt that their group leader was strongly self-confident, while 84.1% agreed or strongly agreed that their group leader had a genuine interest in the group. Perhaps the most significant thing about Table 6-13 is that, given the enormous range of personality differences amongst students, that only 2.5% of those in group meetings disagreed or strongly disagreed with the "genuine interest" question. These responses are a remarkable measure of the level of rapport that can be built up between group leaders and participants in a very brief span of time.

To insure that there could be no implication that P.G.C. alone was responsible for positive results in participant's attitudes and behavior, each P.G.C. student was asked, "If you think you have become a better person this semester, who helped you?" Table 6-14 shows the results. P.G.C. and "friends" which frequently are synonymous, outstripped all of the other choices combined. If the question did nothing else, it proved beyond any question that the impact of peers on each other is a staggering force.

#### Attitudes and Values Clarification in the Elementary Schools

P.G.C. group meetings were introduced into the elementary schools for the first time in 1975-76. This was in part due to the higher rates of

TABLE 6-11  
"Group Leader Exercises Right Amount of Control"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	22.0	19.7	20.5
Agree	45.8	42.9	43.8
Neither Agree/Disagree	28.8	26.1	27.0
Disagree	2.5	9.2	7.0
Strongly Disagree	0.8	2.1	1.7
Totals	100.0	100.0	100.0

TABLE 6-12  
"Group Leader Is Strongly Self-Confident"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	26.9	23.1	24.4
Agree	46.2	44.5	45.1
Neither Agree/Disagree	23.5	25.6	24.9
Disagree	2.5	4.6	3.9
Strongly Disagree	0.8	2.1	1.7
Totals	100.0	100.0	100.0

TABLE 6-13  
"Group Leader Has a Genuine Interest in the Group"

	% High School (n=120)	% Junior High (n=239)	% Total (n=359)
Strongly Agree	45.0	29.5	34.7
Agree	42.5	53.0	49.4
Neither Agree/Disagree	11.7	14.1	13.3
Disagree	—	2.1	1.4
Strongly Disagree	0.8	1.3	1.1
Totals	100.0	100.0	100.0

**TABLE 6-14**  
**If You Think You Have Become a Better**  
**Person this Semester, Who Helped You?**

Person(s)	First Semester	Second Semester
PGC	153	76
Parents	76	51
Teachers	36	18
School Administration	14	10
Friends	93	74
Church	22	17
School Counselors	30	23
Youth Guidance Council	30	11
Probation Officer	3	4
Police	3	5
School Security Personnel	4	8
Project Common Ground*	4	4
Other	15	21

\*Project Common Ground is a federally funded program in the high school where school leaders counsel troubled kids on a one-to-one basis.

success experienced in the junior highs last year as opposed to the senior high. It was hoped that reaching younger children might result in attitudinal changes that would help to modify behavior characteristics later. No behavioral goals were stated. However, the objectives of the elementary school component stressed attitudinal modifications and values clarification. After pre-testing a rather lengthy likert-type scaled questionnaire, it was discarded in favor of a simple yes/no approach to ten questions that were designed to measure the child's perception of the impact of the program on himself, his personal feelings, and on the general school environment. For each child, a parent and his primary teacher were asked to answer the same questions about their perception of the child's attitudinal changes, if any. For example, in Table 6-15, the child was asked if group meetings have helped him enjoy going to school more. He answered yes or no according to his own perception. Then his parent and teacher was asked, "From your perspective, have group meetings helped this child to enjoy going to school more?" It should be noted that a "no" answer could include a "no change" attitude. The questions were worded to uncover definite positive feelings and "no" could mean "no" or I (he) hasn't changed at all since contact with P.G.C.

Tables 6-15 through 6-24 are organized for graphic portrayal in a similar manner. The question appears at the top of the table. The full questionnaire can be seen as Appendix 3. The answers are listed by aggregated per cent for the student, teacher, and parent. The different "n"

values are because the students filled the form out in group, while the teachers and parents were asked to fill them out on their own time and return them directly to the evaluator. Nonetheless, the large number of returned questionnaires by teachers and parents are a credit to their concern for the youth and for the proper evaluation of this program.

It is interesting to note in Tables 6-15 through 6-18 that student and parent responses tend to be similar and considerably more positive than those of teachers. In this report, one can merely speculate as to the reasons for this phenomenon but obviously it would be a subject for further research. Table 6-19 indicates a rather uniformly high opinion on strengthening children's notions of the difference between right and wrong. Table 6-20 once again indicates that students and parents have a more positive impression than the teachers of the program's ability to encourage children to help others. Tables 6-21 through 6-23 show a somewhat more uniform agreement between the three groups but an overall lower positive attitude.

Clearly, the overall rating of the program by all three groups of respondents was very high. The teacher's tendency to rate lower must be considered as important as they are the ones who see the children in action

**TABLE 6-15**  
**"Group Meetings Have Helped**  
**Me to Enjoy Going to School More"**

	Student (n=212)	Teacher (n=185)	Parent (n=115)
Yes	77.8	61.6	80.0
No	22.2	38.4	20.0
Totals	100.0	100.0	100.0

**TABLE 6-16**  
**"Group Meetings Have Made Me Care More About Others"**

	Student (n=212)	Teacher (n=182)	Parent (n=116)
Yes	89.2	70.3	88.8
No	10.8	29.7	11.2
Totals	100.0	100.0	100.0

**TABLE 6-17**  
**"Group Meetings Have Helped Me  
 to be More Responsible in School"**

	Student (n=211)	Teacher (n=184)	Parent (n=112)
Yes	86.7	59.2	83.0
No	13.3	40.8	17.0
Totals	100.0	100.0	100.0

**TABLE 6-18**  
**"Group Meetings Have Helped Me to be  
 More Responsible Out of School"**

	Student (n=211)	Teacher (n=108)	Parent (n=112)
Yes	69.7	46.3	63.4
No	30.3	53.7	36.6
Totals	100.0	100.0	100.0

**TABLE 6-19**  
**"Because of Group I Have a Better Idea  
 of What Is Right and What Is Wrong"**

	Student (n=210)	Teacher (n=168)	Parent (n=114)
Yes	95.2	80.4	83.3
No	4.8	19.6	16.7
Totals	100.0	100.0	100.0

**TABLE 6-20**  
**"Group Meetings Have Made Me Want to Help Others More"**

	Student (n=207)	Teacher (n=174)	Parent (n=116)
Yes	90.8	68.4	90.5
No	9.2	31.6	9.5
Totals	100.0	100.0	100.0

**TABLE 6-21**  
**"I Think I Am a Better Person  
 Since Going to Group Meetings"**

	Student (n=210)	Teacher (n=176)	Parent (n=113)
Yes	75.2	69.3	82.3
No	24.8	30.7	17.7
Totals	100.0	100.0	100.0

**TABLE 6-22**  
**"Because of Group I Now Have More Friends"**

	Student (n=210)	Teacher (n=170)	Parent (n=108)
Yes	59.0	62.9	69.4
No	41.0	37.1	30.6
Totals	100.0	100.0	100.0

**TABLE 6-23**  
**"Because of Group Meetings  
 I Like People of Other Races More"**

	Student (n=205)	Teacher (n=136)	Parent (n=98)
Yes	73.2	60.3	73.5
No	26.8	39.7	26.5
Totals	100.0	100.0	100.0

**TABLE 6-24**  
**"I Think Group Meetings Have Helped to  
 Make My School a Better Place"**

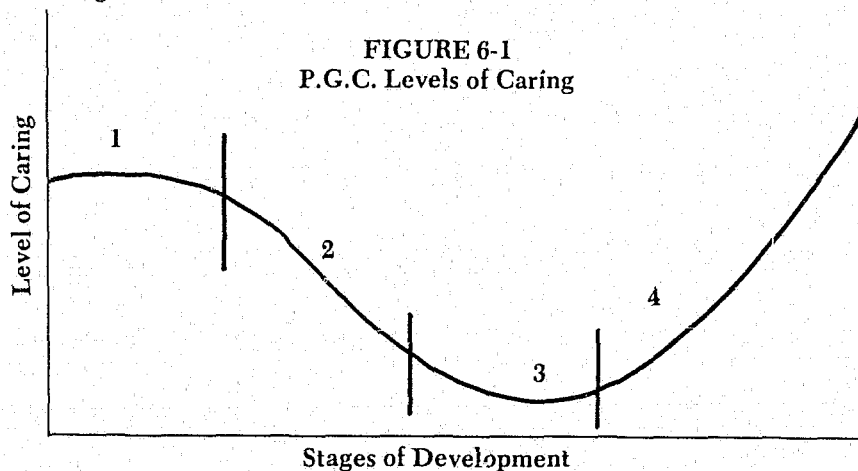
	Student (n=206)	Teacher (n=156)	Parent (n=111)
Yes	78.2	79.5	88.3
No	21.8	20.5	11.7
Totals	100.0	100.0	100.0

in the school environment for six hours, five days a week. It is truly significant that teachers, from their perception of the impact of group meetings on individual children, registered an almost 80% testimony that the school has become a better place.

### A Model for "Tough Caring"

There is one last technique that was used to allow the P.G.C. participants to rate or evaluate the group process. Six groups, two girl's and four boy's, three at the high school and three at junior highs, were visited and shown a model depicting stages in the development of levels of caring. One of the major goals in the peer group process is for the group to reach a level of "tough caring" which can be equated to a genuine concern for and a sincere desire to care about and help fellow group members no matter how dear the cost.

The model of levels of caring which is shown below (see Figure 6-1) was put on the blackboard and the "levels" were explained in terms of four stages.



**Stage 1**—The group has just been formed and there is a superficial high level of caring based on a desire to help others.

**Stage 2**—Problems emerge. Group members find out how hard it is to truly care about and help others with problems. Simultaneously, it becomes more difficult to admit a problem because no real level of trust has developed yet. The level of caring plummets.

**Stage 3**—The level of caring is very low. However, group members now begin to make hard decisions. They know what it takes and they begin to decide if they can give enough. This is a crucial point in the group process. If the group proceeds on, it becomes a dy-

namic problem solver and a real asset in the school. The group can stay in level three and be very functional. However, it will not likely deal with any exceptionally "heavy" situations.

**Stage 4**—This is the level of "hard" or "tough" caring. No problem is too big. Trust is complete. Real concern for group members and the general school environment is the pervading emotion.

After the stages in the "P.G.C. Levels of Caring" model were explained each student in the six groups was asked to write down on a piece of paper where he thought his group was. Incidentally, this exercise was conducted three weeks before the end of the second semester. The aggregated results are:

Stage 1 —	2
Stage 2 —	7
Stage 3 —	20
Stage 4 —	24
Total	<u>53</u> Students

One enlightened young man suggested that his group operated at stages 1-4 on different days. This is certainly true. However, it is revealing to see the proportion of students who feel their group is either on the threshold or into "tough caring". It is possible that those who perceive themselves in stage 3 will never reach stage 4. This does not mean that the group is non-functional, simply that it will operate at a somewhat less intense level. In three of the six groups sampled a majority of the students felt their group was ready for "tough caring."

### Conclusions

According to students involved in the program, P.G.C. is a very worthwhile process. Their responses to the attitudinal questionnaires were overwhelmingly favorable. They felt that the program helped the students and the overall school environment in a significant manner. Ratings on the abilities of C.Y.S. group leaders were similarly high. In the case of the elementary program, teachers and parents, through their own perceptions, agreed with the students, with the magnitude of teacher agreement being somewhat lower than that of parents.

The perception of students in a sample of six groups indicates that they feel that the peer group counseling process is manifesting itself and all of the sampled groups seem to be striving for a level of interaction called "tough caring." It is at this level of caring that peer influence is at its highest, embodying a genuine spirit of community concern for the individual.

## CHAPTER VII

### PERCEPTIONS OF THE VALUE OF P.G.C. IN ROCK ISLAND SCHOOLS

#### Introduction

For a program such as P.G.C. to be successful, it must have the support of both the school system in which it is operating and the related and supportive agencies with which the program interacts.

Seldom has a community been so polarized over a federally funded human service program as Rock Island is over P.G.C. Part of this polarization can be attributed to politics. Some people are opposed to any and all federal "giveaway" programs. Some people feel that rising violence and disruptive behavior in America's schools are caused by a breakdown in primary moral attitudes and basic educational processes. To their way of thinking, an increasingly permissive society has engendered revolt and learning lethargy to the extent that the basic fabric of the nation's educational system is being sorely tested. These are the "back to the basics" folks who espouse traditional educational methods and content as well as swift and consistent discipline as an answer to any disruptive behavior. At the other extreme are people who are equally convinced that today's youth are different from those of past years and as such need to be exposed to innovative educational methodologies and strikingly different approaches to cope with delinquent and disruptive behavior.

A series of interviews were conducted over a four month period toward the end of the 1975-76 school year with people indirectly associated with the P.G.C. program but who nonetheless had abundant opportunities to develop a perception or opinion of the value of the process. Among these were the School Superintendent, School Board Members, Principals and Assistant Principals in the participating schools, Teachers and Guidance Counselors, school security people, law enforcement personnel including the Chief of Police, Probation Officers and the Director of the Youth Guidance Council. In several instances one couldn't help wondering if the respondents were all answering questions about the same program!

#### Superintendent of Schools

The present Superintendent of the schools of Rock Island, himself brought to the city to initiate innovative programs in education, called

P.G.C. "the most important human relations program in the Rock Island School System and the best I have seen anywhere." He feels strongly that P.G.C. belongs in the schools because outside agencies lack a student body of peers thus removing the basic strength of the process. Further, it is his position that the school is an extraordinarily significant environment of the child and thus the place to deal with many of their needs and basic values. Such a diversion program in a school system adds a valuable dimension to the educational process. P.G.C. diverts the students from potential delinquent and disruptive behavior thereby freeing regular school personnel to pursue sound educational programs with a minimum of tension within the student environment. The Superintendent indicated he would recommend a similar program to other school systems whether a high level of student violence and disruptive behavior is evident or not. He also recommends the program be retained in Rock Island in 1976-77 to aid students in the adjustments attendant to the implementation of the desegregation plan.

#### School Board

The five School Board Members serving until mid-April 1976 were interviewed. Three members were highly favorable in their comments about the program, two negative. The three positive members had a "high" opinion of the professional attitude of both C.Y.S. administration and staff. The two negative members rated C.Y.S. administration and staff as "low" in professional attitude, with one comment "can't really consider them (staff) as professionals . . . (since) they are not certified as teachers or as school guidance counselors." When asked if the goals of P.G.C. could be achieved through existing counseling services and juvenile agencies the three positive members answered "no" because of the unique nature of the process. The two other members answered this question "yes". Three members would support this type of program in Rock Island for a third year, two would not. When asked for the strong points of the program the three positive board members cited the following:

1. The program created an atmosphere of trust. It prevented major problems from erupting. It helped by making good kids aware of elements in Rock Island that they had little contact with before.
2. P.G.C. encouraged child to child caring. It has increased children's self-esteem and his feelings for others.
3. P.G.C. provides a non-school staff outlet for confidential communications from kids.

These same three board members tended to agree that the weakest point of the program was a failure to lay an adequate public relations foundation for acceptance by the teachers and the community in general.

The board members negative toward the program suggested the following strong points:

1. None. C.Y.S. has accomplished very little.
2. May have had a part in erasing racial tensions at the high school.

Weak points were enumerated as:

1. Hasn't helped the kids. Hasn't been worth \$500,000 (over two years).
2. I'm not sure that this program is the function of the school.
3. The cloak of secrecy. The program should not be immune from law enforcement authorities or from the School Board.

#### School Administration

The school administrators at each level with the greatest contact with the program were interviewed. At the high school and junior highs this administrator was the Assistant Principal while at the elementary level it was the Principal.

The Assistant Principal at the high school was generally favorable toward the program with the reservation that its success was strongly linked to the leadership ability of the group leaders. While the program has done a lot of good it could be more effective with internal re-structuring and much greater liaison with teachers and the assistant principal. The program would benefit if the group leaders were faculty, were certified, and originated within the school rather than externally.

The junior high assistant principals were uniformly in favor of the program. Each of them suggested a few operational modifications. They all rated the professional attitude of C.Y.S. administration and staff as high or average. Each one admitted that the program aided them in counseling and disciplining juveniles. All agreed that the goals of P.G.C. could not be achieved through existing counseling services and juvenile agencies. All would support the program for a third year in the Rock Island schools. Typical comments about the strong points of the program include:

1. Provides an alternative means of juvenile disposition. It is in school. Child to child caring and the group leader provide a means of counseling normally unavailable to them.
2. Provides an alternative to confrontation and direct disciplinary action. Child to child caring is exceptionally important. Youth will listen to their peers.
3. The program creates an *esprit de corps* among youth. Caring. Willingness to help. Helps mainly with fights and classroom behavior.

Two general weaknesses emerge:

1. Groups do not seem to be able to break through and help the hard core incorrigible child.
2. There needs to be more liaison between group leaders, teachers, guidance counselors and the administration.

One assistant principal expressed grave concern about the program being unavailable in 1976-77 during desegregation. "Desegregation is going to mix schools racially and socio-economically . . . and the need for student to student communication will be much greater."

Of the six elementary principals, four found the program to be a valuable resource, two did not. The situation at both of the negative respondents' schools seemed to revolve around the C.Y.S. group leader, however, and not the program. The group leader was characterized as being suited for older youth. One comment was made that there simply were not enough problems at the school to warrant group meetings. Another suggested that group meetings might not be suited for children of this age (6th grade).

The other four principals strongly supported the program. All rated C.Y.S. staff and administration as high or average in professional attitude. All felt that group meetings aided them in discipline and counseling. All agreed that the goals of P.G.C. could not be achieved through existing personnel or agencies, and all would support the program for implementation in 1976-77. Typical comments were that teachers were hired to teach and not handle the problems of youth. Group leaders had the time to deal with students in a patient manner, and teachers simply can't assume a counseling function in addition to their regular duties. The chief complaint by these principals was the problem of scheduling students out of classes and into group.

#### Teachers and Guidance Counselors

A confidential questionnaire was mailed directly to 49 teachers and 19 guidance counselors who were identified by C.Y.C. group leaders as having referred students to group meetings during the year. They were asked twelve questions about the operations and effectiveness of the program. Their answers could be "yes," "no," or "neither" to the questions. The instrument was not to be signed. It appears as Appendix 4 as "Teacher/Counselor Evaluation Form." It was mailed by the respondent directly back to the evaluator.

The response was encouraging. Overall, 55 questionnaires were returned, 39 by teachers and 16 by counselors. The results are shown in Table 7-1. Almost 90% were familiar with the goals and operations of P.G.C. When asked if P.G.C. had a positive impact on school life 54%



TABLE 7-1  
Teacher and Guidance Counselor Opinion Survey

	N <sup>a</sup>	Yes	Neither	No
Are you familiar with the goals and operations of the Peer Group Counseling (PGC) program?	54	88.9	5.7	5.6
Has the PGC program had a positive impact on everyday school life?	50	54.0	26.0	20.0
Has the PGC program had a positive impact on the behavior of student participants that you know?	51	58.8	19.6	21.6
Has PGC made race relations better in your school?	46	39.1	39.1	21.7
Has PGC reduced the possibility of a disruptive riot?	46	43.5	26.1	30.4
Has PGC helped student participants to respect faculty and administration in your school?	50	48.0	20.0	32.0
Has PGC aided your efforts in counseling, advising, disciplining and/or teaching student participants?	53	58.5	7.5	34.0
Have you attended any PGC meetings?	55	36.4	—	63.6
Have you been invited to attend any PGC meeting by CYS staff?	54	33.3	1.9	64.8
Do you have a good working relationship with the PGC counselors in your school?	54	90.7	1.9	7.4
Could the goals of PGC be achieved through the regular school guidance counseling procedures?	44	52.3	11.4	36.4
If financing were available, would you like to see PGC in the Rock Island schools next year?	48	68.8	8.3	22.9

<sup>a</sup>N = number of respondents to each question.

answered "yes" while 20% answered "no." The percentages for P.G.C.'s positive impact on the behavior of student participants, 58.8% answered "yes," with 21.6% replying "no." A lower figure of 39.1% agreed that P.G.C. had helped race relations, but 43.5% thought that the program reduced the possibility of a disruptive riot. Almost half agreed that P.G.C. has helped students to respect the faculty and administration, while 58.5%

felt that P.G.C. had aided their efforts in counseling, advising, disciplining and/or teaching student participants. Further investigation into the answers to this question showed that 67.6% of the faculty answered "yes" while only 37.5% of the counselors answered "yes." Question 10 indicates a good working relationship between school personnel and C.Y.S. staff. When asked if the goals of P.G.C. could be achieved through the regular school guidance counseling procedures, 52.3% answered "yes" and 36.4% answered "no." As might be expected there was a considerable disparity between teachers and counselors in their answers to this question. Counselors answered "yes" in 63.6% of the cases and "no" in 27.3%. Teachers said "yes" in 48.5% of the cases and "no" in 39.4%. When asked if they would like to see P.G.C. in the Rock Island schools next year, 68.8% answered in the affirmative.

Teachers and counselors were invited to make further comments. About one-half did. The positive comments outnumbered the negative by approximately two to one. The positive comments tended to praise individual C.Y.S. group leaders and the fact that P.G.C. has been a major problem-solver and helps to keep things "loose." The negative comments indicated a feeling by many that the program was not as effective in the elementary school as in the high school and junior highs. Two statements were made about the abuse of the confidentiality agreement and its harmful effect on students.

#### School Security Officers

Four school security officers were interviewed. Two were very positive about the impact of the program, one was neither positive or negative, and one was opposed to P.G.C. The latter officer felt that the students were too "street-wise" and were manipulating their group leader and the program in general. Two others said they would definitely like to see the program in effect next year and that P.G.C. had "calmed things down a lot."

#### Law Enforcement

A lengthy interview was conducted with the Chief of Police, who had some very specific comments to make about the effectiveness of P.G.C. The Chief rated the professional attitude of C.Y.S. administration as low. He was particularly critical of the Executive Director, stating that "he (the Executive Director) was the wrong person to be administering the program." The Chief feels that the goals of P.G.C. could be achieved through existing juvenile agencies. As a measure of the program's ineffectiveness, he cited statistics that show that station adjustments have not decreased since P.G.C. started. When asked about the strong points of the program, the reply was, "Peer Group pressure is good but needs to be administered properly. (It) probably should be in an institution." The major weakness is "no liaison whatsoever with law enforcement personnel."

The Police Chief's principal criticism seems to be leveled at the C.Y.S. administration, more specifically the Executive Director, and not so much at the program itself. Substantiation for this statement comes from his own words, when asked if P.G.C. is continued for a third year in the Rock Island Schools what suggestions for improvement would you make? His answer was, "There is a need to facilitate an in-school takeover of (the) counseling services. The turnaround at the high school this year, as far as disciplinary problems (are concerned), has been because of better administration . . . and a no nonsense attitude toward disciplinary violations."

It is difficult to assess the value of the Police Chief's comments about the program. A mid-year incident permanently handicapped the possibility of C.Y.S.-law enforcement direct cooperation. The Police Chief made public allegations that a C.Y.S. group leader knew of a crime that was to be committed by one of his group members and he failed to report it to law enforcement authorities. Later, the Police Chief, after further investigation, formally withdrew his allegation.<sup>o</sup> However, the breach in good relations between the two agencies was complete with little hope for change in the future.

The Police Department-Community Relations Officer who works at the high school was also critical but not to the level of intensity shown by the Police Chief. He stated that the "students need someone to go to, but I'm not sure who it is." He feels that the program is doing some good but needs lots of improvement. He suggests a "greater interaction with law enforcement personnel and with the rest of the community."

#### Juvenile Probation Department

The Director of Rock Island's Juvenile Probation Department has a generally favorable attitude toward P.G.C. Cooperation between the two agencies has been good, although only eight direct referrals were made during 1975-76. P.G.C. has aided the Probation Department, and according to the Director "It is important to know that there's more at the school than just the guidance counselor. It is good that there is a program designed specifically for behavioral problems." Further, the program "has dealt adequately with racial tensions and has helped students to bring out their own strengths." P.G.C. goals could not be achieved by outside agencies because of a lack of time and a spatially remote location. The chief drawback to the program was a failure of the C.Y.S. administration to prepare the schools and community for the program through a public information campaign.

The juvenile officer in the County Sheriff's office had very little to say about the program because the children that she deals with do not attend Rock Island schools.

<sup>o</sup> "News Release" by Charles Meyers, Jr., Chief of the Rock Island Police Department, dated November 12, 1975.

#### Youth Guidance Council

The Youth Guidance council has worked closely with C.Y.S. in the coordination of their services. There was an increase in Y.G.C. referrals to P.G.C. of four per cent (51 from 49) from 1974-75. There are frequent meetings between the Directors of the two agencies and continuous "progress reports" exchanged by workers on referred children. Y.G.C. has been acting as a clearing house for police referrals. Of the total police referrals to Y.G.C., most are referred to P.G.C., some are handled internally, some are referred to other community agencies, and several are referred to multiple destinations.

#### Conclusions

The general perception of P.G.C. in Rock Island schools by those who are indirectly associated with the program is favorable. There appears to be a relationship between close association with the program and a favorable attitude. For example, the Assistant Principals in the high school and junior highs, and the Principals in the elementary schools almost uniformly believe that the program has had a positive impact on the general school environment. Teachers and guidance counselors, taken as a group, report a favorable inclination toward the program. The Superintendent of Schools vigorously endorses P.G.C. as one of the leading innovative delinquency prevention programs in the United States. Youth Guidance Council supports the program verbally and through a continuous flow of referrals. The same can be said of the Juvenile Probation Department.

The Rock Island School Board is split three to two in favor of the project. Clearly, the two opposing School Board members base much of their criticism on the fact that the program is federally funded and external to the normal school environment. The use of federal money to support this program has been a campaign issue in the last two School Board elections. Further at least one of these two School Board members has criticized the program on the basis of personal differences with the C.Y.S. Director that go back well beyond the period of federal funding. The matter of the Executive Director's motives in developing this program and an allegation that P.G.C. was a means of self-aggrandizement was suggested. This evaluation, however, finds absolutely no evidence of improper motivation, and an examination of the program's budget eliminates the possibility of imminent wealth for any member of the staff or administration. The Executive Director of this program has a long history of involvement in human rights causes. He is an ordained minister of the Christian Church. This program is merely an extension of his humanitarian values into the juvenile community. Attacks on his personal integrity lack credibility. It is conceivable that the Executive Director, because of long involvement in community affairs, should not direct this program in Rock Island. In any other community, however, his experience and his concern for the

rights and welfare of juveniles make him eminently qualified to direct such a program.

The lack of support from the law enforcement community is certainly a more credible and substantial criticism. C.Y.S. has failed to establish a cooperative relationship with the Rock Island Police Department. This type of symbiotic relationship is essential and must be developed early, preferably before the program begins.

Perhaps the most serious legitimate criticism of the program, related to the previous statement, is that any external juvenile diversion program proposing to operate in the school system must lay a firm foundation with the community, school personnel, law enforcement people and related agencies through a carefully planned public and private relations program. This was not done in Rock Island in the fall of 1974 and the repercussions are still being felt. In any replication of this type of program this vital element must be given primary consideration.

## CHAPTER VIII

### CENTER FOR YOUTH SERVICES STAFF

The primary asset of P.G.C. is the students comprising the groups. However, without humane and confident leadership on the part of group leaders, student participants would flounder and group meetings would become ineffective. The question of what makes a good group leader is a perplexing one. In some respects, the question is similar to "what makes a good teacher?" In both cases, it is knowledge of content and methodology mixed with the right type of personality. And yet, there's more. Basic ingredients are caring, trust, honesty, love, compassion, and many other intangible human traits. Even if you know all these things it would be difficult to predict the success of a teacher until he gets into the classroom, or the group leader until he gets behind the desk in a group meeting.

In the course of two years, this evaluator has observed most of the P.G.C. group leaders in action. None were ineffective and most were outstanding. All genuinely cared about the kids and enjoyed their work. They sat on the opposite side of the interface between C.Y.S. and the students who both comprised and were being served by the program. They were thus perceived to be a valuable source of information about the nature and effectiveness of the program. Each group leader was interviewed. They were asked questions about the program as a whole, the program in their school, and the effectiveness of the administrative staff of C.Y.S.

#### Profile of Group Leaders

At the end of the 1975-76 school year there were two group leaders at the high school, six at the junior highs and four in the elementary schools. Vorrath and Brendtro claim that, "Successful group leaders have emerged from many kinds of backgrounds. No one profession appears to be more advantageous than another in producing effective leaders . . . some sensitive, concerned individuals with no formal educational background have become highly successful group leaders."<sup>1</sup> This may be true in the largely institutional setting in which positive peer culture (P.P.C.) normally operates. However, in school based programs, educational credentials are more important and teacher or counselor certification helpful.

<sup>1</sup> Vorrath and Brendtro, *op. cit.*, p. 83.

Of the twelve C.Y.S. staff, three do not have a bachelor's degree, but are actively enrolled in a program leading to a degree. Six have bachelor's degrees, three have masters and four are permanently certified in either teaching or guidance counseling.

Five of the group leaders came from an institutional background with training in P.P.C. One group leader was trained internally under the Comprehensive Employment and Training Act (C.E.T.A.). Six were trained within the program by the Group Leader Coordinator and the Training Director.

Two of the group leaders are Black, and two are female.

#### Staff Comments on Program Improvement

Staff were asked to pin-point problems facing the program in the Rock Island schools. Their statements were considerably similar and did not vary significantly from problems cited earlier in this report. Several of them noted that the nature of the program had changed from crisis intervention to a low level diversion or maintenance program. This changes the role of the group leader considerably. It gives him a chance to focus on positive methodologies rather than problem solutions. One group leader thoughtfully suggested that there be in-depth training of group leaders so that when the maintenance level was reached the students can begin to work on cause and effect human relations situations in a more sophisticated manner.

Most of the group leaders felt the program would have benefited from a more carefully laid out strategy of public relations. This would have made acceptance by the community and school personnel much easier.

Several stressed academic credentials as being essential in gaining the acceptance and support of school teachers and guidance counselors.

Several also commented on the need for an expanded program of home visits. This approach would bring another dimension into the overall role or responsibility of the group leader.

Many felt that the program was overburdened with administrative personnel and salaries. However, most of the group leaders who made this comment admitted that they did not know all of the things that were required of C.Y.S. in terms of federal grant administration and that they knew very little about efforts being made to disseminate the program into other areas.

Almost all of the group leaders vigorously endorsed the objectives and processes attendant to peer group counseling, but thought that the program was less effective in the spring of 1976 than in previous semesters. This attitude was particularly evident in the opinions of those with a back-

ground in P.P.C. in an institutional setting. Clearly, the training and experience of these group leaders was geared to constant problem solving, a situation that is unlikely to exist in a school environment that has been calmed down by the successful application of the basic canons of P.G.C.

#### Staff Comments on P.G.C. Progress in Their Respective Schools

The vast majority of the group leaders felt that the program was proceeding normally in their school with student participants and the overall school environment deriving significant benefits. One group leader who views the process as one of crisis intervention solely, said there was no need for the program in his school anymore. Another admitted to having serious adjustment problems during the earlier part of the year but that these problems had been resolved and the program was progressing satisfactorily. One of the group leaders in the elementary schools felt that the program was ineffective at that level. This was because very little is known about this type of process for sixth grade children. For this reason, the on-the-job training of this group leader was allegedly neglected creating control and guidance problems from the beginning. While the situation improved, this group leader did not think the program reached its true potential because of operational problems.

#### Staff Attitudes Toward C.Y.S. Administration

There were two principal criticisms of C.Y.S. administrative operations. One was that there was too little liaison between the staff and administration particularly regarding the future of the program and the possibility of P.G.C. being incorporated into other school systems. This lament is highly predictable. C.Y.S. staff would like to have information on job security for future planning. However, C.Y.S. is reluctant to share information concerning program dissemination until final contractual arrangements have been made. This particular communication problem is inherent in the nature of any single-year, externally funded, contract direct service program. One group leader felt that this situation is not only normal but desirable, stating, "There are many changing administrative situations that should not be shared with the on-line staff. Group leaders have enough operational problems to keep busy, and they should not be subjected to the vagaries of administrative situations. That's what an administration is for!"

Clearly, an administration-staff flow of information is important. It creates an internal feeling of cooperativeness and builds agency *esprit de corps*. However, a decision must be made as to how much administrative information is to be shared with staff. In this case, an interview with the C.Y.S. Executive Director indicated that the need to know on the part of the staff was weighed against the possible erosion of morale created by revealing speculative job security and the decision was made to share future contract information only when such contracts were assured. This, in the evaluator's opinion, was the correct decision.

A second criticism, also relating to administrative-staff liaison concerned a perceived low level of feed-back between the Group Leader Coordinator and the group leaders. This criticism is relevant and the situation is created by an overload of public relations duties assumed by the Group Leader Coordinator. More of his time should be spent observing group meetings and conferring with group leaders concerning process methodology. It would also be helpful if in future applications of peer group counseling, arrangements could be made for external program consultation. Group leaders need to know if they are doing a good or bad job and they need consultation of methodological strategies for a variety of situations.

### Conclusions

In any school-based juvenile diversion program that originates externally, the direct service staff should have college degrees and preferably be certified as teachers or guidance counselors.

C.Y.S. group leaders, while vigorously endorsing the peer group counseling process, have identified several broad areas where the program has had difficulty in the Rock Island school system. Several of these problems are legitimate and can be corrected in future program application. However, several of the problems verbalized can be traced to the transformation of the program from crisis intervention to school related diversion and the maintenance of a low level of delinquency and disruptive behavior. The identification of these latter problems tends to be aggravated by the correctional experience background of five of the group leaders. Interestingly, while several group leaders identified program problems virtually none of them cited unusual difficulties within their own school environment.

The problem of administrative-staff liaison and a continuous feed-back system could be alleviated with a formal training program designed so that each group leader would enter group meetings with approximately the same quantity and quality of background schooling and on-the-job training. External program consultation would be beneficial coupled with increased liaison activity between the Group Leader Coordinator and the group leaders.

## CHAPTER IX

### CONCLUSIONS AND RECOMMENDATIONS

This report is the result of a year-long evaluation of the peer group counseling process administered by the Center for Youth Services in Rock Island, Illinois. Every attempt was made to make the evaluation effort as comprehensive as possible for a variety of reasons. First, violence and disruptive behavior in the schools has reached epidemic proportions and educators, social scientists and law enforcement officials are seeking sound and effective means of dealing with this nation-wide problem. Secondly, similar programs, both school-based and institutional have identified peers as a powerful element that can work to prevent juvenile delinquency and divert youth from negative pursuits to positive behavior. Third, the P.G.C. process, as developed by the Center for Youth Services, has reached a level of refinement after two years of operation, where it is ready for national dissemination.

This chapter will be comprised of two major elements; one will be the level of achievement of the goals of this year's program, and the second will be a listing of recommendations that if followed will engender a favorable climate for the replication of this type of program in other school environments.

#### Goal Achievements

The primary stated objectives of the C.Y.S. peer group counseling program were:

1. To equip the schools of Rock Island with a delinquency treatment program. This goal was achieved throughout the year as C.Y.S. placed twelve group leaders in eleven Rock Island schools. These group leaders organized 67 groups and incorporated the peer group counseling method as a means of mobilizing peer influence to control delinquent and disruptive behavior. It was proposed that 1700 students would participate, 600 full-time and 1100 part-time. In actuality, 723 full-time students formed the core of the groups and 1399 part-time participants benefited from the P.G.C. process.
2. C.Y.S. was to train twelve school staff in P.G.C. so that they might lead groups. Eleven were trained within the program and two more were trained under a CETA grant. In addition training was provided for three student interns.

3. C.Y.S. was to create a delinquency treatment resource with strong cooperative ties to other community agencies. This has been accomplished with the exception of the lack of direct referrals from the Police department. However, pursuant to an informal agreement the Police Department refers juveniles to the Youth Guidance Council and they refer them to P.G.C.
4. It was proposed to reduce disruptive and delinquent behavior among youth participating in group meetings. Truancy was to be reduced by 35%. Using self-reported data as a measure truancy was reduced 54.3% and 45.8% during the first and second semesters respectively. Delinquent actions were to be reduced by 35%. Using self-reported data and "hard" data from Police Department files delinquent actions decreased by more than 70% during the year. According to self-reported statistics, which have proved to be a valid and reliable source of information, P.G.C. prevented 1,069 delinquent acts from being committed in Rock Island during the 1975-76 school year. Disciplinary violations were to be reduced by 40%. Using school records, disciplinary violations decreased by 11.4% the first semester and 19.5% during the second. While these figures indicate the goal was not achieved they clearly show the program's impact on reducing disciplinary violations. Further, virtually all of the school officials that deal with disciplinary problems cited P.G.C. as being responsible for "calming things down" in the schools. Drug usage was to be reduced 20%. Self-reported data show that this goal was exceeded in terms of frequency of use of marijuana but not in the number of users. This probably reflects the pervading feeling among youngsters that dope smoking is all right as long as it doesn't become excessive. Hard drug consumption during the 1st semester, which was the only one in which there were enough respondents to accurately measure change, decreased by 87.1% in terms of days of usage and 37.9% in terms of number of students using hard drugs. Obviously, the program is having outstanding success in dealing with the problem of drug abuse.
5. C.Y.S. was to produce attitudinal changes for participating youth. The goal was for more than half of the participating youth to develop a more positive attitude toward themselves, their educational future, race relations, and toward the school faculty and administration. In the junior highs and the high school, of those having an opinion, consistently more than half and usually close to three-fourths of the students answered positively to questions such as: "Has P.G.C. increased communications among kids?"  
 "Has P.G.C. reduced racial problems?"  
 "Has P.G.C. reduced violence in school?"  
 "Has P.G.C. increased helpfulness and caring?"

"Has P.G.C. made you a more responsible person?"

"Has P.G.C. helped you to respect the faculty and administration?"

In the elementary schools the questions were similar and the positive answers ranged in the 60-90% bracket. These student opinions of attitudinal changes and values clarification were supported by similar answers from teachers and parents who were asked if the changes were apparent in the child from their unique perspective.

6. C.Y.S. was to develop a means of sharing the program methodology with other school systems. A variety of print and media materials has been produced and distributed that describe the peer group counseling project. C.Y.S. has received over a hundred requests for more information. More than fifty presentations have been made by the Executive Director and the Group Leader Coordinator, many of which were to professional educational organizations.

Center for Youth Services has responded to recommendations made to them in the 1974-75 evaluation report. Rather than precisely stated objectives, most of these recommendations were suggestions for improvements. C.Y.S. actions in this regard include:

1. The hiring of second-year staff with higher levels of formal education, combined with certification when possible. All staff without a minimum of a bachelor's degree enrolled in a formal program, taking courses at night that could satisfy degree requirements.
2. The development of a formally stated list of personnel policies. This document includes a description of duties for all personnel and complete information concerning such things as office hours, pay periods, vacations, holidays, and personal days. There is also explicit information pertaining to standards of performance, leaves of absence, tenure, termination, grievances, and fringe benefits.
3. A manual of operations has been written in outline form that deals with the functional organization and procedures of C.Y.S.
4. Record keeping forms have been streamlined and only those absolutely necessary have been retained. Four forms used during 1974-75 have either been discontinued or made optional.
5. Formal presentations, in-service workshops, print and media materials have been used frequently in an attempt to familiarize the community and school officials with the objectives and operations of P.G.C.
6. No arrangement was made for direct referrals to the program by law enforcement officials but referrals come from the Police Department to C.Y.S. indirectly through the Youth Guidance Council.



7. A program for summer involvement of C.Y.S. staff with the youth of Rock Island has been developed. Group leaders have been deployed to city parks and recreation centers to work informally with youth. These areas have been traditional trouble spots, particularly with reference to drug abuse. C.Y.S. is cooperating in this program with the Rock Island Park District and with the Youth Guidance Council.

Other unstated objectives of the program which have become integral parts of the C.Y.S. operation include:

1. Application and L.E.A.A. approval for a grant extension that will allow C.Y.S., with a reduced staff, to aid in the desegregation process of Rock Island's schools until November 1, 1976. This will include peer group counseling at the four junior high schools where most of the desegregation activity will be concentrated.
2. C.Y.S. staff has observed and actively attempted to make internal adjustments as the program, over a two year period, changed from direct crisis intervention to a longer-ranged maintenance process that was designed to keep delinquent and disruptive behavior at a continuously low level. This included the encouragement of an "early-warning" system to spot trouble before it became serious. It also consisted of group leaders exerting maximum efforts to involve part-time participants in order to emphasize the "outreach" aspect of the program and to disseminate peer influence to a greater proportion of the student body.
3. C.Y.S. has assumed a more positive role as a diversion agent. In the case of P.G.C., the term diversion refers to two primary activities; one, diversion of children from law enforcement agencies and the courts, and two, diverting student's energies from negative behavior to positive activities that will engender a more pleasant school environment. In this regard, this objective closely parallels the preceding one. This objective is particularly important at the junior high level. Both this evaluation and the one from 1974-75 have shown higher rates of success for P.G.C. at the junior high level. Obviously, it is in the junior highs that the greatest opportunity exists to divert youth from negative behavior to positive pursuits that will create a school environment conducive to the educational process.

### Recommendations

In the course of this evaluation a number of things have come to the attention of the evaluators that do not fall directly under the category of "goal achievement." These things consist of elemental observations that deserve consideration by those who are considering the replication of this type of program, by those school systems that are considering adopting such a program, and by those institutions, agencies or foundations that are considering the funding of such programs. These recommendations are

not criticisms, they are merely observations that should be considered in terms of the nature of the problem, the constraints of funding levels, the availability of staff, and the nature of the community in which a potential program is to be located. These recommendations or observations are listed below, but are not ordered by level of importance. Each will have a different level of significance that will be dictated by the particular set of circumstances in effect at any given time in any given place.

1. Peer influence should be widely mobilized in the school environment as a technique of juvenile delinquency prevention.
2. Peer influence should be widely mobilized in the school environment as a means of diverting the negative behavior of certain youth into positive channels.
3. Peer influence should be utilized in the school environment to create a "culture of caring" at an early age.
4. A formal training program in P.G.C. should be instituted. This training program should be offered in affiliation with an accredited university and should include:
  - A. Classroom and practicum in crisis intervention processes;
  - B. Classroom and practicum in maintenance strategies;
  - C. Classroom work in child psychology;
  - D. Instruction in strategies for in-depth analysis and action related to the contemporary difficulties of problem youth;
  - E. Instruction in strategies for handling problems related to substance abuse;
  - F. Instruction in street language and behavior;
  - G. A research effort should be undertaken to identify the attributes necessary for success as a P.G.C. group leader; and
  - H. Instruction in children's rights.
5. The above training program should be organized so that successful completion will result in a master's level degree in human relations or some other appropriate humanistic sub-field.
6. Lacking the resources to institute the above type of training program, all P.G.C. staff should have as a minimum requirement, a bachelor's degree preferably with certification as a teacher or as a guidance counselor. This will provide a favorable environment for the acceptance of group leaders by school teachers and guidance counselors.
7. The program should be internalized within the school system as much as possible while maintaining enough independence in image to keep a high level of trust among participating youth.

8. There should be a substantial effort to activate a pre-program public relations campaign with school officials especially teachers and guidance counselors.
9. The program should be stressed at the junior high level. Evaluations, over a two-year period, indicate that the highest rates of success for peer group counseling are achieved in the junior high schools.
10. Every attempt should be made to engender a cooperative relationship with law enforcement agencies.
11. Group size should be maintained at 9-12 to allow for the addition of 3-5 part-time students at any given time.
12. The concept of confidentiality within the group meeting should be strictly maintained.
13. The voluntary nature of participation should be maintained.
14. "Outreach" should be stressed by encouraging part-time students.
15. A high level of administrative-staff communications should be maintained within the program, especially relating to operational procedures.
16. Group leaders should actively pursue a policy of home visits.
17. Group leaders should make themselves available at any time to students with problems.
18. A summer program that will complement the school-year operation should be maintained.
19. There is a pressing need for further research into values clarification and attitudinal changes at the elementary level to determine the appropriateness of P.G.C. for elementary students.
20. There is a need to develop a strategy for measuring behavioral changes in elementary children in relation to this type of program.
21. Provisions need to be made for systematic feed-back to teachers, school administrators and guidance counselors who have referred students to the program. Steps must be taken in this procedure to protect the confidentiality of the students involved.
22. Provisions need to be made for the same type of feed-back to law enforcement and other community agencies.
23. There needs to be a continuous method of critical review of group leader's performance. External program consultation in this matter at least once a year would be of great value.

24. In-service workshops for group leaders should be held at least once a year. External training experts should be used in a consultative capacity for these workshops.
25. The program should be evaluated externally every year.
26. In a multi-year program the evaluation design should include some means of examining the behavior and attitudes of past student participants to determine the extent of permanence of the impact of peer group counseling.



APPENDICES

APPENDIX I Code #.....  
Behavioral Impact Survey  
(Before)  
Second Semester

Group Leader .....

School ..... Grade .....

Age ..... Sex ..... Race .....

Part Time ..... Full Time .....

Were You in a Group Last Semester Full Time? Yes..... No.....

1. Reason for participation in group. Volunteered .....

Referred ..... Asked by group leader .....

2. Source of Referral .....

.....

3. Behavioral Incident Leading to Group Participation

Truancy ..... Class Disruption .....

Runaway ..... Incurrible .....

Delinquent Behavior

.....Property Offense (Theft, Burglary, etc.)

.....Personal Offense (Assault, Fighting, Armed Robbery, Rape,  
etc.)

.....Victimless Offense (Drunkenness, Dope, Procuring or Pimp-  
ing, Prostitution, etc.)

.....As a Preventive Measure. Explain. ....

.....

.....Other. Explain. ....

.....

4. Truancy Record for Fall 1975 Semester.  
Average Number of Days Absent Unexcused from School Per Month (self reported).....

5. Delinquent Behavior for the Fall Semester (self-reported)
- |  | Number of Incidents |
|--|---------------------|
| A. Property Offenses, (Includes Burglary Theft, Auto Theft, Shoplifting, etc.) | .....               |
| B. Personal Offenses (Includes Robbery, Assault, Fighting, Rape, etc.)         | .....               |
| C. Victimless Offenses (Includes Procuring, Pimping, Prostitution, etc.)       | .....               |
| D. Other (Includes non-delinquent behavior such as runaway). Explain           | .....               |
| E. None  | .....               |

6. Use of Marijuana for Fall 1975 Semester. Frequency of Use (days per week).....

7. Use of Other Drugs for Fall 1975 Semester.

Type	Frequency of Use (Days per week)
.....	.....
.....	.....
.....	.....

8. Truancy Record for Fall 1975 Semester. (Average Number of Unexcused Absences from School per Month). Taken from school records.....

9. Disciplinary Record for the Fall 1975 Semester.  
Number of recorded incidents ..... To be determined by looking at school records.

Code #.....

### Behavioral Impact Survey (After) Second Semester

Group Leader .....  
School ..... Grade .....

1. Truancy Record for Spring 1976 Semester.  
Average Number of Days Absent Unexcused from School per Month (self reported).....

2. Delinquent Behavior for the Spring 1976 Semester (self reported)

- |  | Number of Incidents |
|--|---------------------|
| A. Property Offenses (Includes Burglary, Theft, Auto Theft, Shoplifting, etc.)                     | .....               |
| B. Personal Offenses (Includes Robbery, Assault, Fighting, Rape, etc.)                             | .....               |
| C. Victimless Offenses (Includes Procuring, Pimping, Prostitution, etc.)                           | .....               |
| D. Status Offenses (Non-delinquent behavior such as runaway, incorrigible, class disruption, etc.) | .....               |
| E. None  | .....               |

3. Use of Marijuana for Spring 1976 Semester. Frequency of Use (days per week).....

4. Use of Other Drugs for Spring 1976 Semester.

Type	Frequency of Use (Days per week)
.....	.....
.....	.....
.....	.....

5. Truancy Record for Spring 1976 Semester (Average Number of Unexcused Absences from School per Month). Taken from School records.....

6. Disciplinary Record for the Spring 1976 Semester (Number of recorded incidents .....). To be determined by looking at school records.

## APPENDIX II

### Attitudinal Survey

#### Personal

Male ..... Female ..... Age .....

Race: Black ..... White ..... Other .....

Grade in School ..... School .....

1. How many incidents involving disciplinary action have you been involved in within the last year?
- .....None
- .....1 - 2
- .....3 - 4
- .....5 or more

#### Peer Group Counseling (PGC)

2. PGC is a very worthwhile program.
- .....strongly agree
- .....agree
- .....neither agree or disagree
- .....disagree
- .....strongly disagree
3. PGC has made me a more mature person.
- .....strongly agree
- .....agree

- .....neither agree or disagree
- .....disagree
- .....strongly disagree
4. PGC has made me a more responsible person.
- .....strongly agree
- .....agree
- .....neither agree or disagree
- .....disagree
- .....strongly disagree
5. PGC has increased the level of communication between kids in school.
- .....strongly agree
- .....agree
- .....neither agree or disagree
- .....disagree
- .....strongly disagree
6. PGC has reduced racial prejudice.
- .....strongly agree
- .....agree
- .....neither agree or disagree
- .....disagree
- .....strongly disagree
7. PGC has reduced violence (especially fighting) in the school.
- .....strongly agree
- .....agree
- .....neither agree or disagree
- .....disagree
- .....strongly disagree

8. PGC has increased helpfulness and caring for other human beings.
- .....strongly agree
  - .....agree
  - .....neither agree or disagree
  - .....disagree
  - .....strongly disagree
9. PGC has increased respect for personal property.
- .....strongly agree
  - .....agree
  - .....neither agree or disagree
  - .....disagree
  - .....strongly disagree
10. PGC has made me into a better student.
- .....strongly agree
  - .....agree
  - .....neither agree or disagree
  - .....disagree
  - .....strongly disagree
11. PGC has helped me to respect the faculty at the school.
- .....strongly agree
  - .....agree
  - .....neither agree or disagree
  - .....disagree
  - .....strongly disagree
12. PGC has helped me to respect the administration at the school.
- .....strongly agree
  - .....agree
  - .....neither agree or disagree

- .....disagree
- .....strongly disagree

### The PGC Group

13. Groups should include both boys and girls.
- .....strongly agree
  - .....agree
  - .....neither agree or disagree
  - .....disagree
  - .....strongly disagree
14. Groups should include only kids of one race.
- .....strongly agree
  - .....agree
  - .....neither agree or disagree
  - .....disagree
  - .....strongly disagree
15. Groups should have some meetings without Group Leaders.
- .....strongly agree
  - .....agree
  - .....neither agree or disagree
  - .....disagree
  - .....strongly disagree
16. Groups should include kids who have been in trouble and kids who have not.
- .....strongly agree
  - .....agree
  - .....neither agree or disagree
  - .....disagree
  - .....strongly disagree

17. The Group should include some form of democratic process that is binding on all members (like voting).  
 .....strongly agree  
 .....agree  
 .....neither agree or disagree  
 .....disagree  
 .....strongly disagree
18. Groups should meet during the summer months.  
 .....strongly agree  
 .....agree  
 .....neither agree or disagree  
 .....disagree  
 .....strongly disagree

**Group Leaders**

19. The Group Leader should be the same sex as members of the Group.  
 .....strongly agree  
 .....agree  
 .....neither agree or disagree  
 .....disagree  
 .....strongly disagree
20. The Group Leader exercises the right amount of control over the group.  
 .....strongly agree  
 .....agree  
 .....neither agree or disagree  
 .....disagree  
 .....strongly disagree
21. The Group Leader should be available to Group Members at all times if they need them.  
 .....strongly agree  
 .....agree

- .....neither agree or disagree  
 .....disagree  
 .....strongly disagree
22. The Group Leader is strongly self-confident.  
 .....strongly agree  
 .....agree  
 .....neither agree or disagree  
 .....disagree  
 .....strongly disagree
23. The Group Leader has a genuine interest in Group Members.  
 .....strongly agree  
 .....agree  
 .....neither agree or disagree  
 .....disagree  
 .....strongly disagree

**Miscellaneous**

24. If you think you have become a better person this semester, who helped you?
- |                                     |                                |
|-------------------------------------|--------------------------------|
| PGC .....                           | Guidance Counselors .....      |
| Your parents.....                   | Youth Guidance Council.....    |
| Your teachers .....                 | A Probation Officer .....      |
| The school adminis-<br>tration..... | Police Department.....         |
| Your friends .....                  | School Security Personnel..... |
| Church.....                         | Project Common Ground.....     |
| Other. Explain. ....                |                                |

**APPENDIX III**

**Attitudes and Values Clarification Form**

Name ..... School .....

Age..... Sex: M..... F..... Race: W..... B..... Other..... Grade.....

Please answer the following questions: The choices are:

YES—When you agree with the statement.

NO—When you disagree with the statement.

- |   | YES   | NO    |
|---|-------|-------|
| 1. Group meetings have helped me to enjoy going to school more.               | ..... | ..... |
| 2. Group meetings have made me care more about others.                        | ..... | ..... |
| 3. Group meetings have helped me to be more responsible in school.            | ..... | ..... |
| 4. Group meetings have helped me to be more responsible out of school.        | ..... | ..... |
| 5. Because of group, I have a better idea of what is right and what is wrong. | ..... | ..... |
| 6. Group meetings have made me want to help others more.                      | ..... | ..... |
| 7. I think I am a better person since going to group meetings.                | ..... | ..... |
| 8. Because of group meetings I now have more friends.                         | ..... | ..... |
| 9. Because of group meetings I like people of other races more.               | ..... | ..... |
| 10. I think group meetings have helped to make my school a better place.      | ..... | ..... |

**APPENDIX IV**

**Teacher/Counselor Evaluation Form  
Confidential**

This questionnaire is part of an attempt to evaluate the effectiveness of the Center for Youth Services' peer group counseling program. You have been identified as having knowledge of the program, either personally or professionally, or indirectly through student referrals. I would appreciate it immensely if you would take a few minutes to fill out this form and mail it to me. Thank you.

- |   | Yes   | Neither | No    |
|---|-------|---------|-------|
| 1. Are you familiar with the goals and operations of the Peer Group Counseling (PGC) program?             | ..... | .....   | ..... |
| 2. Has the PGC program had a positive impact on everyday school life?                                     | ..... | .....   | ..... |
| 3. Has the PGC program had a positive impact on the behavior of student participants that you know?       | ..... | .....   | ..... |
| 4. Has PGC made race relations better in your school?   | ..... | .....   | ..... |
| 5. Has PGC reduced the possibility of a disruptive riot?  | ..... | .....   | ..... |
| 6. Has PGC helped student participants to respect faculty and administration in your school?              | ..... | .....   | ..... |
| 7. Has PGC aided your efforts in counseling, advising, disciplining and/or teaching student participants? | ..... | .....   | ..... |
| 8. Have you attended any PGC meetings?  | ..... | .....   | ..... |
| 9. Have you been invited to attend any PGC meetings by CYS staff?   | ..... | .....   | ..... |
| 10. Do you have a good working relationship with the PGC counselors in your school?                       | ..... | .....   | ..... |

11. Could the goals of PGC be achieved through the regular school guidance counseling procedures? .....

12. If financing were available, would you like to see PGC in the Rock Island schools next year? .....

Do you have any further comments?

.....  
.....

School .....

**SELECTED REFERENCES**

## SELECTED REFERENCES

- Blackmore, John. "The Relationship Between Self-Reported Delinquency and Official Convictions Amongst Adolescent Boys." *British Journal of Criminology*. 14(1974):172-76.
- Brodsky, Stanley L., and Knudten, Richard D. *Strategies for Delinquency Prevention in the Schools and other Recommendations for Phase III in Criminal Justice Programs and Planning*. Tuscaloosa, Ala.: University of Alabama, 1973.
- Brungardt, Terrance M. *Self-Reported Delinquent Behavior: An Analysis of Selected Distribution and Causal Variables*. (Ph.D. Dissertation) Ann Arbor, Mich.: University Microfilms, 1973.
- Clark, John P., and Tiffit, Larry L. "Polygraph and Interview Validation of Self-Reported Deviant Behavior." *American Sociological Review* 31. (1966):516-23.
- Clark, John P., and Wenninger, Eugene P. "Socio-Economic Class and Area as Correlates of Illegal Behavior Among Juveniles." *American Sociological Review*. 27(1962):826-34.
- Clinard, Marshall B. *Sociology of Deviant Behavior*. 3rd ed. New York: Holt, Rinehart and Winston, Inc. 1968.
- Dentler, Robert A., and Monroe, Lawrence J. "Social Correlates of Early Adolescent Theft." *American Sociological Review*. 26(1961):733-43.
- Dixon, Michael C., and Wright, William E. *Juvenile Delinquency Prevention Programs: An Evaluation of Policy Related Research on the Effectiveness of Prevention Programs*. Nashville, Tenn.: Peabody College for Teachers, 1975.
- Elliot, Delbert S., and Voss, Harwin L. *Delinquency and Dropout*. Lexington, Mass.: D.C. Heath and Co., 1974.
- Erickson, Maynard L. "The Changing Relationship Between Official and Self-Reported Measures of Delinquency: An Exploratory Predictive Study." *Journal of Criminal Law, Criminology and Police Science*. 63(1972):388-95.
- Erickson, Maynard L., and Empey, Lamar T. "Court Records, Undetected Delinquency and Decision-Making." *Journal of Criminal Law, Criminology and Police Science*. 54(1963):456-69.
- Farrington, David P. "Self-Reports of Deviant Behavior: Predictive and Stable?" *Journal of Criminal Law and Criminology*. 64(1973):99-110.
- Giles, John Robert. "Positive Peer Culture in the Public School System." *National Association of Secondary School Principals Bulletin*. (1975):22-28.
- Hardt, Robert H., and Bodine, George E. *Development of Self-Report Instruments in Delinquency Research: A Conference Report*. Syracuse, N.Y.: Youth Development Center, Syracuse University, 1965.
- Hirschi, Travis, and Selvin Hanan C. *Delinquency Research: An Appraisal of Analytic Methods*. New York: The Free Press, 1967.
- Howlett, Frederick W., and Boehm, Richard G. *School-Based Delinquency Prevention: The Rock Island Experience*. Austin, Texas: Justice Systems, Inc. for the Center for Youth Services, 1975.

- Knott, Paul D. *Project Intercept: Delinquency Prevention That Works*. Denver, Colo.: Colorado Youth Services Institute, 1975.
- Knudten, Richard D. "Delinquency Programs in Schools: A Survey." *Criminal Justice and Behavior*. 2(1975):346-57.
- Kratcoski, Peter C., and Kratcoski, John E. "Changing Patterns in the Delinquency Activities of Boys and Girls: A Self-Reported Delinquency Analysis." *Adolescence*. (1975):83-91.
- Krohn, Marvin; Waldo, Gordon P.; and Chiricos, Theodore G. "Self-Reported Delinquency: A Comparison of Structured Interviews and Self-Reported Checklists." *Journal of Criminal Law and Criminology*. 64(1974):545-53.
- L.E.A.A. Newsletter*, Vol. 4, No. 10, May, 1975.
- Murphey, Fred J. "Delinquency Off the Record." In *Society's Stake in the Offender: Yearbook National Probation Association, 1946*, pp. 179-95. New York: National Probation Association, 1946.
- Murphy, F. T.; Shirley, M. M.; and Witner, H. L. "The Incidence of Hidden Delinquency." *American Journal of Orthopsychiatry*. 16(1946):686-96.
- Nye, F. Ivan, and Short, James F. "Scaling Delinquent Behavior." *American Sociological Review*. 22(1957):326-31.
- Porterfield, Austin L. *Youth In Trouble*. Fort Worth: The Leo Potishman Foundation, 1946.
- Reckless, Walter C. *The Crime Problem*. New York: Appleton-Century-Crofts, Inc., 1950.
- Scott, John F. "Two Dimensions of Delinquency Behavior." *American Sociological Review*. 24(1959):240-43.
- Severy, Lawrence J. "Exposure to Deviance Committed by Valued Peer Group and Family Members." *Journal of Research in Crime and Delinquency*. 10(1973):35-46.
- Short, James F., Jr., and Nye, F. Ivan. "This Extent of Unrecorded Juvenile Delinquency: Tentative Conclusions." *Journal of Criminal Law, Criminology and Police Science*. 49(1958):296-302.
- Short, James F., Jr., Tennyson, Ray A., and Howard, Kenneth I. "Behavior Dimensions of Gang Delinquency." *American Sociological Review*. 28(1963):411-28.
- U.S. Department of Commerce, Bureau of the Census. *1970 Census of Population and Housing: Census Tracts, Davenport-Rock Island-Moline, Iowa-Illinois Standard Metropolitan Statistical Area*. Washington, D.C.
- U.S. Senate, Judiciary Committee. *Our Nation's Schools—A Report Card: "A" in School Violence and Vandalism*. Washington, D.C.: U.S. Government Printing Office, 1975.
- Vorrath, Harry A., and Brendtro, Larry K. *Positive Peer Culture*. Chicago: Aldine Publishing Company, 1974.
- Williams, Jay R., and Gold, Martin. "From Delinquent Behavior to Official Delinquency." *Social Problems*. 20(1972):209-29.
- Wise, John M. "A Comparison of Sources of Data as Indexes of Delinquent Behavior." Unpublished master's thesis. University of Chicago, 1962.



**END**

7/26/50