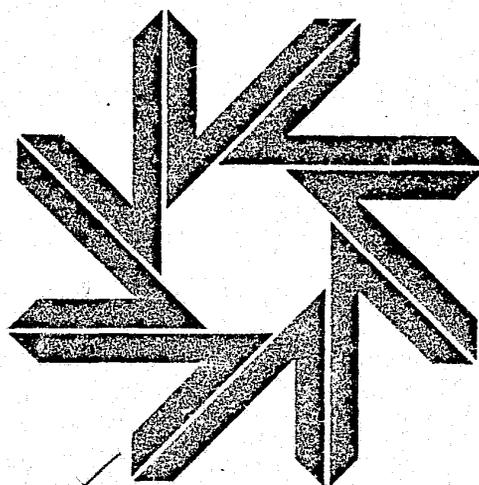


X BEAUMONT  
TREATMENT PROGRAM  
RESEARCH



X VIRGINIA  
DEPARTMENT OF  
CORRECTIONS

Division of Program Development & Evaluation  
RESEARCH AND REPORTING UNIT

NOVEMBER 1979

Report No. 79109

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BEAUMONT TREATMENT  
PROGRAM RESEARCH

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ACQUISITIONS

Division of Program Development & Evaluation  
RESEARCH AND REPORTING UNIT

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## INTRODUCTION

The Beaumont Learning Center, established in 1890, provides care and differential treatment for approximately 300 male students between the ages of 15 and 17 who have been committed to custodial care and treatment by the Juvenile Courts.

The treatment program at Beaumont is a multifaceted one which focuses on all aspects of the student's life. The stated goal of the treatment approach is to foster a climate which not only offers specific treatment of behavioral and emotional problems, but which offers the opportunity for maximal growth and the development of individual personalities and interests.

The resident cottages furnish the base for the treatment program. When students arrive at Beaumont, they are maintained in the Intake Cottage for a week of orientation and adjustment. During this time they are assigned a Learning Environment Action Plan (LEAP) personality classification. Subsequently, they are designated to a cottage and school program in congruence with their LEAP Classification. LEAP, developed in 1972, proposes to determine the personality needs of the individual and consequently, by grouping the people with similar needs together, hopes to better meet those particular needs. Each cottage at Beaumont provides the appropriate treatment program for students with particular LEAP classifications.

Beaumont also offers a team treatment plan assessment for each student. This plan is designed and implemented by

a team of treatment personnel including counselors, teachers, psychologists and chaplains. Besides the individualized treatment team program, there is a levels system. Students graduate to higher levels by accumulating points for good behavior. The higher the level, the more privileges afforded the student.

In addition to residential care and treatment, Beaumont offers several other programs. Among these is an academic and vocational training program. Boys not only receive an accredited academic education, but also vocational training in areas where they show the greatest interest and aptitude. Beaumont provides a varied program of special activities including an athletic program, field trips and social events. Moreover, a well rounded religious program is available for youth who wish to participate.

#### A New Treatment Program

In 1978, a new treatment program was introduced at Beaumont in addition to the existing team treatment and levels approach. In essence, the treatment program maintained that staff members be trained in certain treatment modalities (e.g., reality therapy, rational-emotive therapy and transactional analysis). The program involved six cottages, four with trained staff and two with untrained staff. The residents of the cottages were classified into two major personality types.

It was felt that there was a need to assess the effectiveness of this treatment program. Therefore, the purpose of this project is to ascertain whether staff training has a significant effect on the youth's perception of his physical environment, his tendency toward rule-breaking behavior and his self-esteem. The analysis of the effect of staff training will provide information from which alterations and improvements in the program can be made if they are necessary.

## RESEARCH DESIGN

Procedure

The treatment program research included six cottages and two personality types. Two of the cottages housed Social Responsibility (SR) students, while four of the cottages had Personal Interaction Active (PIA) students. Further explanation of these cottages will be provided in a later section of the paper concerning operational definitions.

The research follows a pre-test post-test control group design.<sup>1</sup> The independent variable is staff training. The dependent variables are attitude toward physical and emotional environment, perception of self-esteem, and tendency toward deviant behavior measured by the Correctional Institutions Environment Scale, (CIES), Self Esteem Inventory (SEI), and the Psychopathic Deviate (PD) Scale of the Minnesota Multiphasic Personality Inventory (MMPI), respectively. The experimental groups for both personality types were from cottages with trained staff. For comparative purposes, control groups, cottages without trained staff, were also designated for both personality types.

Rather than comparing the two test scores to examine the increase in scores it was more productive to compare the experimental group with the control group on the post-test scores. Analysis of covariance with the pre-test as a

covariate is usually preferable to simple gain score comparisons. This is a more precise measurement than the comparisons of tests, one set for the pre-test post-test differences in the experimental group, another set for the comparisons of pre and post-test data for the control group. There needs to be a direct statistical comparison of the experimental and control group. Covariance analysis provides this statistical comparison. Also, because the study does deal with attitude change, it is likely that exposure to the pre-test may have desensitized the individual and consequently might threaten valid responses on the post-test. Therefore, using the pre-test as a covariate would control for that possibility. Additionally, the time between the test was also a covariate.

The use of the two personality types and various treatment modalities compounds the complexity of the research. The difference in the treatment programs in each of the cottages as well as the behavioral disparity between the two personality types necessitates individual analysis of cottages with their respective control groups. First, the differences between the SR students in the experimental and control cottages will be discussed; second, the difference between the PIA cottage C and the PIA control cottage G will be discussed; last, the difference between the PIA cottage H and control cottage G will be discussed.

It was anticipated that students from cottages with trained staff would score higher on the post-test than students from

cottages where there was no trained staff. Further, it was expected that the score difference would be salient for both personality types. Data collection began in March, 1978 and ended in October, 1978. To allow a clearer understanding of the research, operational definitions of the variables are provided in the following section.

### Operational Definition of Variables

#### Training

A trained staff member is one who had at least 40 hours of training in either reality therapy, rational-emotive therapy or transactional analysis. The staff was instructed in how to set up groups as well as how to facilitate treatment. Conversely, untrained staff members did not receive any training.

#### SR Group - Trojan and Crusader Cottages

Two of the six cottages, Crusader and Trojan, housed Social Responsibility (SR) youths. Individuals who are classified as SR according to LEAP are characterized by their manipulative behavior, little or no feelings of guilt or anxiety, lack of empathy for others, an egocentric value system, and the inability to respond to the usual types of punishment and rewards. The Trojan Cottage was the experimental group. The staff of Trojan Cottage were trained in confrontive techniques. Because of the manipulative nature of the SR youth, staff felt that confrontive structured groups would

be the most appropriate. The Crusader Cottage, on the other hand, received no training and was thus the control group for the experiment.

#### PIA Group - Cottages H, C, O and G

The other four cottages H, C, O and G were composed of youth classified somewhere on the Personal Interaction Active (PIA) spectrum. According to LEAP classification, PIA youths are characterized by poor communication skills, low frustration tolerance, poor ability to wait for necessary instructions and then follow through. The youths in Cottage H can be classified on the active side of the PIA scale. In other words, they are more likely to lean toward physical violence than the boys in the other cottages who are also PIA. The staff in H Cottage were trained in the use of assertiveness techniques, reality therapy, and rational-emotive therapy.

The students in C Cottage were in the mid-range of the personal interaction scale. Typically, these students have not been entrenched in a delinquency pattern. Instead, they got in trouble because they went along with the crowd or acted on a dare rather than prior delinquent behavior. The treatment program chosen for this cottage was Transactional Analysis (T.A.) because the majority of the students have high intelligence levels as well as the ability to think abstractly.

In contrast to Cottage H, the most passive or withdrawn group of the PIA Cottages is the group from Cottage O. There is a high profile on borderline PIP (Personal Interaction-Passive) among this group. These students also had trained staff and were part of the experimental group, however, the data for this group were not available.<sup>2</sup> Consequently, they had to be omitted from the analysis.

Cottage G, also containing PIA youth, was designated to be the control group for the PIA cottages H and C. Cottage G is an appropriate control group for PIA comparisons because it contains students who were categorized at various places on the PIA spectrum. The staff of Cottage G had no formal training in therapy.

#### Measurement Instruments

In order to measure the students' perceptions of their physical environment, self-esteem and tendency toward rule breaking behavior, a pre-test battery and a post-test battery was administered. The three tests used to measure these attributes included the Psychopathic Deviant Scale (PD) of the Minnesota Multiphasic Personality Inventory (MMPI), Correctional Institutions Environmental Scale (CIES) and the Self-Esteem Inventory (SEI). The personality classification determined which tests were administered. All cottages received the PD Scale of the MMPI and the complete CIES. However, only the cottages containing the PIA youth were administered the SEI.<sup>3</sup> The length of the time between pre-test and post-test varied from as little as one month to as long as six months for both groups.

## MMPI - PD Scale

The Psychopathic Deviate Scale of the MMPI is designed to measure amoral and asocial behavior. Major personality features of individuals scoring high on this scale are disregard for social mores and customs, failure to profit from punishment, emotional shallowness in relationships and little display of stress. The higher the score, the more traits of psychopathic deviance are exhibited. (See Appendix A for test copy).

## CIES

The Correctional Institutions Environment Scale is composed of nine subscales which measure the youth's perception of his environment. The higher the score, the more favorably the youth perceives his environment. The nine subscales and what they measure are as follows:

## Relationship Dimensions

- (1) Involvement-  
measures how actively involved the youth perceives himself as being in daily activities and with other students.
- (2) Support-  
assesses the youth's perception of how much he is encouraged and how supportive the staff is towards him.
- (3) Expressiveness-  
measures the youth's perception of how much open expression of feelings is encouraged by residents and staff.
- (4) Autonomy-  
measures the youth's perception of how much initiative he is encouraged to take in the cottage planning and leadership.
- (5) Practical Orientation-  
measures the youth's perception of how much encouragement he is receiving towards preparing for release.

- (6) Personal Problem Orientation-  
measures the youth's perception of how much encouragement he is receiving in learning to deal with and solve his personal problems.

System Maintenance Dimensions

- (7) Order and Organization-  
assesses the youth's perception of how orderly and organized the correctional environment is.
- (8) Clarity-  
measures the youth's perception of how clearly he understands the program rules and procedures as well as his knowledge of what is expected of him daily.
- (9) Staff Control-  
measures the youth's perception concerning the extent to which the staff keeps residents under control.

(See Appendix B for test copy and answer key).

SEI

The Self-Esteem Inventory (SEI) is specifically designed to be used on children. Rather than using a "true/false" format it uses a "like/unlike me" form. This allows the juveniles being tested to relate the questions to themselves. The higher the score, the more value the individual places on himself. (See Appendix C for test copy and answer key).

Sample

The sample consisted of 116 cases. The subsamples include 58 SR youths and 58 PIA youths. In the SR group, 30 students resided in the experimental cottage Trojan, while 28 students lived in the control cottage, Crusader.

Of the 58 subjects in the PIA group, 36 were in the experimental group (22 residents from Cottage H and 18 residents from Cottage C), and the 18 residents of Cottage G served as the control group for H and C.

## FINDINGS

SR Youth - Comparisons between Trojan and Crusader Cottages

Of the ten (10) scales presented in Table 1, significant differences between the groups were noted only on the Involvement Scale and the Order and Organization Scale. Interestingly, even though there was a significant difference between the two groups on the Involvement Scale, it was the control group, the group without trained staff that seemed to indicate that they perceived themselves as more involved in daily activities and with each other than the cottage that had trained staff. There was also a significant difference in the way the two groups responded on the Order and Organization Scale. Apparently, the trained staff in Trojan Cottage influenced the youth's assessment of how orderly and organized the correctional environment is.

TABLE 1  
Mean Scores for Trojan and Crusader Cottages

Scale	Trojan	Crusader	F-Score	Significance level
Involvement	3.44	4.60	4.900	*
Support	5.24	5.49	.264	NS
Expressiveness	3.86	4.40	1.409	NS
Autonomy	4.57	3.93	2.361	NS
Practical Orientation	6.45	5.97	1.063	NS
Personal Problem Orientation	4.04	4.90	1.339	NS
Order and Organization	5.76	4.73	4.129	*
Clarity	6.25	5.84	1.025	NS
Staff Control	6.10	6.20	.002	NS
PD-MMPI	23.58	25.39	1.978	NS

NS - Not Significant

\* - Significant to the .05 level

Trojan N=30

Crusader N=28

PIA Youth - Comparisons between C and G Cottages

The only statistically significant difference found between the students in C Cottage and those in G cottage was on the Self-Esteem Inventory. According to the mean scores presented in Table 2, the PIA students in cottage C with trained staff rated their self esteem higher than those youths in cottage G. Two other scales worthy of mention are the Expressiveness and the Autonomy Scales. These differences were not statistically significant; nonetheless, they are still important because they represent a trend toward significance. (Any significance value greater than .05 and less than .10 is considered a trend.) Hence, the staff training program aided C cottage students in experiencing an encouragement of open expression by the residents and the staff. Additionally, C Cottage students felt they were encouraged to take initiative in the cottage planning and leadership.

TABLE 2  
Mean Scores for C and G Cottages

Scale	C Cottage	G Cottage	F-Score	Significance level
Involvement	7.87	5.64	.438	NS
Support	10.55	4.17	1.519	NS
Expressiveness	7.28	3.84	3.002	trend
Autonomy	7.84	4.38	3.019	trend
Practical Orientation	9.27	5.01	1.647	NS
Personal Problem Orientation	9.42	3.46	2.571	NS
Order and Organization	8.35	6.03	.394	NS
Clarity	9.55	4.95	1.685	NS
Staff Control	8.88	5.96	.773	NS
SEI	37.95	31.21	4.819	*

NS - Not Significant

\* - Significant to the .05 level

C Cottage N=30

G Cottage N=28

Note: The PD scale scores were lost for Cottage C, so no comparison could be made.

PIA Youth - Comparisons between H and G Cottages

Like the PIA students in Cottage C, the students in H cottage with trained staff also reported their perceived self-esteem as higher than the PIA youths in the control cottage (See Table 3). The difference between the two groups on the Support Scale was also significant. A sense of encouragement and support from staff that was felt by H Cottage was attributed to staff training. There was also a significant trend noted between the two groups on the Practical Orientation Scale. Seemingly, H cottage students perceived that they were receiving encouragement towards preparing for release.

TABLE 3  
Mean Scores for H and G Cottages

Scale	H Cottage	G Cottage	F-Score	Significance level
Involvement	5.89	5.31	.551	NS
Support	6.68	4.99	6.746	**
Expressiveness	3.91	4.44	.609	NS
Autonomy	5.34	4.48	1.738	NS
Practical Orientation	6.86	5.61	2.950	Trend
Personal Problem Orientation	5.11	4.75	.407	NS
Order and Organization	5.94	6.29	.340	NS
Clarity	6.20	5.75	.624	NS
Staff Control	6.13	6.01	.156	NS
PD-MMPI	23.54	24.23	.156	NS
SEI	37.94	32.07	4.283	*

NS - Not Significant  
 \* - Significant to the .05 level  
 \*\* - Significant to the .01 level  
 Trend - Significance level greater the .05 but less than .10

H Cottage N=22  
G Cottage N=18

## CONCLUSION

In sum, the use of trained staff in the SR cottage did not significantly affect the post-test scores in the majority of the scales. The impact of trained staff on the physical and emotional outlook and the tendency toward rule breaking behavior was negligible for the SR Students. However, for the PIA youths more significant findings were noted. This suggests that the training program may have been beneficial for PIA students.

In particular, several conclusions can be drawn from the study.

- (1) Trained staff affected the increased perception of order and organization in th SR cottage.
- (2) Trained staff appeared to have a negative impact on the amount of cottage involvement viewed by the SR youth.
- (3) Staff training in both PIA cottages (H and C) appeared to have a positive effect on perceived self-esteem.
- (4) C Cottage students who had the benefit of trained staff illustrated higher scores on the Expressiveness and Autonomy scales than the students in the control group.
- (5) H cottage students experienced more support from staff as well as greater preparation for release than did their counterparts in Cottage G.

## DISCUSSION

The SR youth who had trained staff did not show a marked difference in attitude. In fact, in the instance of the Involvement Scale staff training in the confrontive techniques appeared to have a negative effect. Thus, the effectiveness of the staff training program with SR youths is questionable. One could venture several explanations for the lack of effectiveness. Possibly, this particular confrontive approach is not the most beneficial way to deal with SR youth. It did not lessen the tendency toward deviant behavior nor did it improve their outlook for their environment, except the order and organization aspect of their surroundings.

Another speculation is that the scales employed to measure the success of this program were inadequate. A further consideration is that the lack of change in the SR youths might be because the SR students are more resistant to change than the PIA students. Perhaps a long-term analysis might be needed to ascertain the effects on the SR group.

On the other hand, staff training did seem somewhat valuable in dealing with PIA youths. Positive gains were made in terms of self esteem, expressiveness, autonomy, support, and preparation for release. Consequently, the use of TA with PIA's who are not entrenched in a delinquent pattern and the use of reality therapy, assertiveness training, and rational emotive therapy with the more aggressive PIA students appears desirable.

There are several problems with this study that require addressing. First, there were factors not included in the design that might have affected the outcome. For example, one could not control the amount of time the individual spent at Beaumont. The student could have been at Beaumont for six months before the commencement of the testing or could have arrived at Beaumont when the tests began. At the same time, many of the subjects may have left Beaumont before the experiment was completed. Another factor that could not be controlled was the amount of communication about therapy techniques among staff members. Untrained staff members may have inadvertently absorbed some of the treatment jargon and methods.

Besides factors that were not controlled for, there were documented problems with the collection and scoring of the data. Some of the data were scored improperly and a large amount of data was lost. Additionally, one of the questions on the PD scale was omitted, which made comparisons with national norms impossible. However, since all the students were given the same test with one question missing comparisons could be made within the sample. The original design called for the tests to be administered monthly but this plan was not carried out at the learning center. Consequently, the analysis was based on the pre-test and post-test data only, and not on a monthly basis. One recommendation that might alleviate some of these problems in the future, would be that one person should be responsible for monitoring the

project through all the stages of planning and data collection. Nonetheless, with the problematic nature taken into consideration, it is hoped that the results will prove useful.

## FOOTNOTES

<sup>1</sup>The original research design called for monthly collection of the data. However, because some of the data was lost at Beaumont and for some months the tests were not given, an implementation of the original research design was impossible. Consequently, the analysis had to be based on data from the pre-tests and post-tests.

<sup>2</sup>The data from Cottage O was lost at Beaumont.

<sup>3</sup>Since PIA's had the greatest problem with self-esteem it was felt that they would be the most likely to show a difference on the scale.

APPENDIX A

BEAUMONT LEARNING CENTER

MODIFIED M.M.P.I. - Once a month

DATE \_\_\_\_\_ NAME \_\_\_\_\_

- |   | TRUE  | FALSE |
|---|-------|-------|
| 1. I have not lived the right kind of life.   | _____ | _____ |
| 2. These days I find it hard not to give up hope of amounting to something.             | _____ | _____ |
| 3. In school I was sometimes sent to the principal for cutting up.                      | _____ | _____ |
| 4. There is very little love and companionship in my family as compared to other homes. | _____ | _____ |
| 5. My parents have often objected to the kind of people I went around with.             | _____ | _____ |
| 6. My way of doing things is apt to be misunderstood by others.                         | _____ | _____ |
| 7. I liked school.  | _____ | _____ |
| 8. I have been quite independent and free from family rule.                             | _____ | _____ |
| 9. My relatives are nearly all in sympathy with me.                                     | _____ | _____ |

	TRUE	FALSE
10. I have very few fears compared to my friends.	_____	_____
11. I have very few quarrels with members of my family.	_____	_____
12. My family does not like the work I have chosen (or the work I intend to choose) for my life work.	_____	_____
13. I have used alcohol excessively.	_____	_____
14. My parents and family find more fault with me than they should.	_____	_____
15. If people had not had it in for me I would have been much more successful.	_____	_____
16. My sex life is satisfactory.	_____	_____
17. I have periods in which I feel unusually cheerful without any special reason.	_____	_____
18. What others think of me does not bother me.	_____	_____
19. I am against giving money to beggars.	_____	_____
20. I am neither gaining nor losing weight.	_____	_____
21. I am happy most of the time.	_____	_____
22. My daily life is full of things that keep me interested.	_____	_____
23. I find it hard to keep my mind on a task or job.	_____	_____

	TRUE	FALSE
24. Sometimes without any reason or even when things are going wrong I feel excitedly happy, "on top of the world."	_____	_____
25. I wish I could be as happy as others seem to be.	_____	_____
26. I believe that my home is as pleasant as that of most people I know.	_____	_____
27. My conduct is largely controlled by the customs of those about me.	_____	_____
28. I am always disgusted with the law when a criminal is freed through the arguments of a smart lawyer.	_____	_____
29. I have been disappointed in love.	_____	_____
30. Someone has it in for me.	_____	_____
31. I am sure I am talked about.	_____	_____
32. I have never been in trouble with the law.	_____	_____
33. I am sure I get a raw deal from life.	_____	_____
34. No one seems to understand me.	_____	_____
35. I know who is responsible for most of my troubles.	_____	_____
36. I do many things which I regret afterwards (I regret things more or more often than others seem to do).	_____	_____

	TRUE	FALSE
37. My hardest battles are with myself.	_____	_____
38. Much of the time I feel as if I have done something wrong or evil.	_____	_____
39. During one period when I was a youngster I engaged in petty thievery.	_____	_____
40. I have had very peculiar and strange experiences.	_____	_____
41. I have never been in trouble because of my sex behavior.	_____	_____
42. At times I have very much wanted to leave home.	_____	_____
43. I do not mind being made fun of.	_____	_____
44. I like to talk about sex.	_____	_____
45. I wish I were not so shy.	_____	_____
46. I find it hard to make talk when I meet new people.	_____	_____
47. When in a group of people I have trouble thinking of the right things to talk about.	_____	_____
48. I am easily downed in an argument.	_____	_____
49. It makes me uncomfortable to put on a stunt at a party even when others are doing the same sort of things.	_____	_____

MODIFIED M.M.P.I.

Correction Key

Score one point for every answer that follows the key below.

<u>Question #</u>	<u>Key</u>	<u>Question #</u>	<u>Key</u>
1	T	26	F
2	T	27	F
3	T	28	F
4	T	29	T
5	T	30	T
6	T	31	T
7	F	32	F
8	F	33	T
9	F	34	T
10	F	35	T
11	F	36	T
12	T	37	T
13	T	38	T
14	T	39	T
15	F	40	T
16	F	41	F
17	F	42	F
18	F	43	T
19	F	44	F
20	F	45	F
21	F	46	F
22	F	47	F
23	T	48	F
24	F	49	F
25	T		

APPENDIX B  
ENVIRONMENT SCALE

NAME _____	HOW LONG AT BEAUMONT _____	DATE _____	TRUE	FALSE
MARK EACH QUESTION TRUE OR FALSE WITH AN X OR A CHECK.				
1. The students are proud of this cottage.			_____	_____
2. Staff have very little time to encourage students.			_____	_____
3. Students are encouraged to show their feelings.			_____	_____
4. The staff act on student's suggestions.			_____	_____
5. There is very little emphasis on making plans for getting out of here.			_____	_____
6. Students are expected to share their personal problems with each other.			_____	_____
7. The staff make sure that the cottage is always neat.			_____	_____
8. Staff sometimes argue with each other.			_____	_____
9. Once a Treatment Plan is arranged for a student, he must follow it.			_____	_____
10. Students here really try to improve and get better.			_____	_____
11. Staff are interested in following up students once they leave.			_____	_____
12. Students tend to hide their feelings from the staff.			_____	_____
13. Students are expected to take leadership in the cottage.			_____	_____
14. Students are encouraged to plan for the future.			_____	_____
15. Students rarely talk about their personal problems with other students.			_____	_____
16. The basement is often messy.			_____	_____
17. If a student's Treatment Plan is changed, someone on the staff always tells him why.			_____	_____
18. Students may criticize staff members to their faces.			_____	_____
19. Students in this cottage care about each other.			_____	_____
20. The staff help new students get acquainted in the cottage.			_____	_____
21. Staff and students say how they feel about each other.			_____	_____
22. The staff give students very little responsibility.			_____	_____
23. Students are encouraged to learn new ways of doing things.			_____	_____
24. Personal problems are openly talked about.			_____	_____
25. The cottage usually looks a little messy.			_____	_____
26. When students first arrive in the cottage, someone shows them around and explains how the cottage operates.			_____	_____
27. Students will be transferred from this cottage if they do not obey the rules.			_____	_____
28. There is very little group spirit in this cottage.			_____	_____
29. The more mature students in this cottage help take care of the less mature ones.			_____	_____
30. People say what they really think around here.			_____	_____
31. Students have a say about what goes on here.			_____	_____
32. There is very little emphasis on what students will be doing after they leave the hill.			_____	_____
33. Discussions in the cottage emphasize understanding personal problems.			_____	_____
34. This is a very well organized cottage.			_____	_____
35. Staff are always changing their minds here.			_____	_____
36. All decisions about the cottage are made by the staff and not by the students.			_____	_____
37. Students put a lot of energy into what they do around here.			_____	_____
38. Students rarely help each other.			_____	_____
39. Students say anything they want to the counselors.			_____	_____
40. The staff discourage criticism.			_____	_____
41. Staff care more about how students feel than about their practical problems.			_____	_____
42. Staff are mainly interested in learning about students' feelings.			_____	_____
43. Things are sometimes very disorganized around here.			_____	_____
44. Staff tell students when they're doing well.			_____	_____
45. The staff very rarely punish students by restricting them.			_____	_____



CORRECTIONAL INSTITUTIONS ENVIRONMENT SCALE

Correction Key

Involvement Scale:

Score one point for every answer that follows the key below:

<u>Question #</u>	<u>Key</u>
1	True
10	True
19	True
28	False
37	True
46	False
55	False
64	True
73	False
82	True

Total the number of answers that match this key and record it on the questionnaire (e.g. "Involvement Scale = 6").

Support Scale Key:

<u>Question #</u>	<u>Key</u>
2	F
11	T
20	T
29	T
38	F
47	T
56	T
65	F
74	T
83	T

Record the number of answers that match the key (e.g. "Support Scale = F")

Expressiveness Scale Key:

<u>Question #</u>	<u>Key</u>
3	T
12	F
21	T
30	T
39	T
48	F
57	F
66	F
75	T

Record the number of answers in the keyed direction  
(e.g. "Expressiveness Scale = 3")

Autonomy Scale Key :

<u>Question #</u>	<u>Key</u>
4	T
13	T
22	F
31	T
40	F
49	T
58	F
67	T
76	F

Record the score on the test sheet. Do the same for  
all the scales that follow.

Practical Orientation Scale

<u>Question #</u>	<u>Key</u>
5	F
14	T
23	T
32	F
41	F
50	T
59	T
68	T
77	T
86	F

Personal Problem Orientation Scale

<u>Question #</u>	<u>Key</u>
6	T
15	F
24	T
33	T
42	T
51	F
60	F
69	T
78	F

Order and Organization Scale

<u>Question #</u>	<u>Key</u>
7	T
16	F
25	F
34	T
43	F
52	F
61	T
70	F
79	T
88	T

Clarity Scale

<u>Question #</u>	<u>Key</u>
8	F
17	T
26	T
35	F
44	T
53	T
62	F
71	F
80	F
89	T

Staff Control Key

<u>Question #</u>	<u>Key</u>
9	T
18	F
27	T
36	T
45	F
54	F
63	T
72	T
81	F

APPENDIX C

BEAUMONT LEARNING CENTER

SELF-ESTEEM INVENTORY (SEI)-MONTHLY

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column, "Like Me."

If the statement does not describe how you usually feel, put a check (✓) in the column, "Unlike Me."

There are no right or wrong answers.

	LIKE ME	UNLIKE ME
1. I spend a lot of time daydreaming.	_____	_____
2. I'm pretty sure of myself.	_____	_____
3. I often wish I were someone else.	_____	_____
4. I'm easy to like.	_____	_____
5. My parents and I have a lot of fun together.	_____	_____
6. I never worry about anything.	_____	_____
7. I find it very hard to talk in front of the class.	_____	_____
8. I wish I were younger.	_____	_____
9. There are lots of things about myself I'd change if I could.	_____	_____
10. I can make up my mind without too much trouble.	_____	_____
11. I'm a lot of fun to be with.	_____	_____

LIKE ME

UNLIKE ME

- |   |       |       |
|---|-------|-------|
| 12. I get upset easily at home.                             | _____ | _____ |
| 13. I always do the right thing.                            | _____ | _____ |
| 14. I'm proud of my school work.                            | _____ | _____ |
| 15. Someone always has to tell me<br>what to do.            | _____ | _____ |
| 16. It takes me a long time to get<br>used to anything new. | _____ | _____ |
| 17. I'm often sorry for the things I do.                    | _____ | _____ |
| 18. I'm popular with kids my own age.                       | _____ | _____ |
| 19. My parents usually consider my<br>feelings.             | _____ | _____ |
| 20. I'm never unhappy.                                      | _____ | _____ |
| 21. I'm doing the best work that I can.                     | _____ | _____ |
| 22. I give in very easily.                                  | _____ | _____ |
| 23. I can usually take care of myself.                      | _____ | _____ |
| 24. I'm pretty happy.                                       | _____ | _____ |
| 25. I would rather play with children<br>younger than me.   | _____ | _____ |
| 26. My parents expect too much of me.                       | _____ | _____ |
| 27. I like everyone I know.                                 | _____ | _____ |
| 28. I like to be called on in class.                        | _____ | _____ |
| 29. I understand myself.                                    | _____ | _____ |
| 30. It's pretty tough to be me.                             | _____ | _____ |
| 31. Things are all mixed up in my life.                     | _____ | _____ |

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**END**