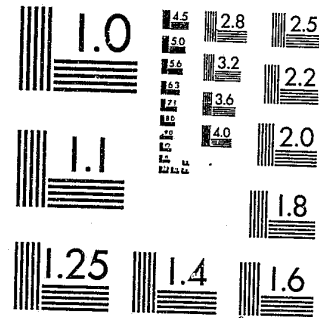


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National Institute of Justice
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STATUS OFFENDER PROGRAM EVALUATION
FINAL REPORT

U.S. Department of Justice 80729
National Institute of Justice

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July, 1980

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INTRODUCTION

The evaluation report which follows is the culmination of research initiated in January, 1979, to assess the effectiveness of the Status Offender Program, a component of the Agency's Reception and Evaluation Center. The evaluation proposal, approved in March, 1979, projected interim reports at three, six and nine month intervals, and a final report to reflect the first full year of implementation (December, 1978 - November, 1979). The three and six month reports were completed in May and December, 1979, and have provided Program personnel and Agency administrators with basic population statistics as well as an ongoing assessment of the degree to which STOP has achieved its primary goal of completing diagnostic services to clients within ten working days. In the interest of producing a final report within a reasonable time frame, the nine month summary was eliminated from the evaluation schedule.

In this final report, population and length of stay figures are updated to reflect STOP's entire first year of operation, and the scope of analyzation is expanded to include more extensive comparisons between the STOP client population and that of the main campus R&E Program. Listed below are the specific research questions to be addressed, incorporating those identified in the evaluation proposal as well as additional questions deriving from issues which emerged during the actual evaluation process.

RESEARCH QUESTIONS

Two primary research questions were developed in the original proposal to assess the Program's effectiveness in operationalizing its established goals:

- 1) To what extent have STOP personnel been successful in completing services to clients within the specified time frame of ten working days? and

- 2) Are the "short-term" evaluations of STOP clients equal in quality to those completed during the longer stays of non-status offenders negotiating the Main Campus Program?

Questions three and four also derive from the evaluation proposal and relate to certain issues raised at the Program's initiation concerning differences between status and non-status offenders, the possible application of a STOP-format program to the non-status offender population of the R & E Center, and the concurrence between R & E recommendations and court dispositions:

- 3) What characteristics other than offense distinguish STOP clients from those evaluated at the main campus, and, what evidence is there to suggest that short-term evaluations might function well for juveniles who are not status offenders? and
- 4) How do STOP and Main Campus clients compare with respect to concurrence of treatment team recommendations and final court dispositions?

It should be noted that the development and administration of a questionnaire to assess certain aspects of the relationship between R & E and the Family Courts, as outlined in the evaluation proposal was not completed due to time constraints.

Questions five, six and seven are based on issues identified by the researcher during the evaluation process, relating to admissions criteria for the STOP Unit as well as certain factors that affected population size and length of stay:

- 5) Is commitment offense the most suitable criterion for distinguishing status from non-status offenders for purposes of admission to the STOP Unit?
- 6) To what extent does the commitment of sibling groups contribute to the size of the STOP population, overall, and the large representation of certain courts within this population? and
- 7) To what extent do factors external to the STOP organization affect the length of stay for STOP clients?

The methodology developed to address these research questions is reviewed below.

METHODOLOGY

The data base for this report includes: 1) Client folders; 2) computerized records obtained from Data Processing; 3) "Daily Institutional Status Reports"; 4) Admissions logs maintained by the R & E Center and the STOP Unit; 5) "Judicial Actions Reports" submitted by the Family Courts or taken by phone; 6) Information and impressions deriving from direct contact with STOP personnel and visits to the Unit; and 7) Records maintained by the Agency's Public Safety Division. Certain basic variables are examined in terms of the entire STOP population for the full reporting period (404 admissions in twelve months), specifically: 1) Admissions by month, quarter and year; 2) Average daily population by month, quarter and year; 3) Average length of stay by month, quarter and year; 4) Committing court; 5) Commitment of sibling groups; 6) Age, race and sex; and 7) Commitments of STOP clients to DYS residential schools. Two other variables, STOP commitment offense and incidence of prior non-status delinquent behavior are analyzed on the basis of a monthly random selection of STOP clients totaling 102 clients for the one year period.

For comparison, a second random selection of Main Campus R & E clients was drawn, resulting in a total sample of 105 clients for the same period. Utilizing the two-sample base, the following hypotheses, stated in the null form, are tested statistically:

- 1) H_0 There is no significant difference between the STOP and Main Campus populations with respect to race
- 2) H_0 There is no significant difference between the STOP and Main Campus populations with respect to sex
- 3) H_0 There is no significant difference between the STOP and Main Campus populations with respect to age
- 4) H_0 There is no significant difference between the STOP and Main Campus populations with respect to family structure at time of commitment
- 5) H_0 There is no significant difference between the STOP and Main Campus populations with respect to level of academic achievement

- 6) H_0 There is no significant difference between the STOP and Main Campus populations with respect to intelligence

The two samples also are compared according to treatment team recommendations and rates of concurrence between recommendation and judicial action.

The methodology outlined above is supplemented by certain qualitative observations noted in the narrative description of the STOP Unit, which precedes the quantitative analyzation in this report.

STATUS OFFENDER PROGRAM DESCRIPTION

Purpose and Organization. The Status Offender Unit is a component of the Agency's Reception and Evaluation Center, and, like the Main Campus Program, has as its primary purpose the delivery of comprehensive diagnostic services to clients temporarily committed by the courts for evaluation prior to the final dispositional hearing. Following his evaluation, the client returns to court with a set of well-supported recommendations for his future treatment. Although STOP and the Main Campus Unit share this same responsibility and thus provide similar types of services, there are at least two important characteristics that distinguish them in addition to the type of offender population served, one essentially organizational and the other relating to length of stay.

The Status Offender Program is housed in a 48 bed cottage which is physically removed from the main campus. This cottage is subdivided into 24 bed wings separated by a core area containing the kitchen and dining room as well as office space for the social worker in charge. "Day rooms" on each of the wings provide working space for the educational evaluator and the psychologist. The STOP Unit is self-contained in the sense that virtually every procedure during the client's stay excepting only intake and the medical evaluation takes place within the cottage. Professional staff come to the client, rather than the converse as is true at the main campus.

Because STOP clients receive their evaluation within about two weeks (or ten working days) compared to the 30-45 days characteristic of the Main Campus Program, the concentrated evaluational process is the focus of the client's stay. STOP youth remain at the Unit throughout the day, and time not consumed by testing and interviewing may be taken up by remedial work in areas targeted as deficient by the educational evaluator, basic indoor chores, indoor recreational activities, and outside games which are facilitated by an adjacent volleyball court and softball diamond. Youth counselors assume primary responsibility for leisure activities, as recreational specialists and volunteers have not been made available to the STOP Unit. In contrast to the daily routine of STOP clients, Main Campus youth leave their cottages early in the day to attend school in a formal classroom setting, and, given afternoon recreational activities along with meals taken in a central dining hall, may not return until evening.

It is important to stress the sense of cohesiveness which characterizes the STOP Unit. Professional staff are quick to relate the kinds of advantages deriving from working within the cottage environment, including chances to observe client interactions with peers and staff, and, in the general sense, a greater opportunity to "see the whole child." Contrasts are drawn between the more "natural" atmosphere at STOP and the "sterile" setting of R & E, where most diagnostic procedures take place in buildings devoted exclusively to professional offices. It should be noted in discussing staff loyalty to the Program, that STOP has benefited from a consistent leadership structure. Both the social worker in charge and the educational evaluator have been with the Unit since its inception.

The STOP Program operates on a principle of trust between the clients and staff, who indicate that discipline problems are relatively unusual. Indeed, it is rare to find critical incident reports in STOP client folders, and most youth are noted to have made a good adjustment to the structure of the Program. Although

doors remain unlocked throughout the evening hours, there have been only two runaways (in a single episode) in the seventeen months that the Program has been operational.*

Comparison of Diagnostic Services. At both the Main Campus Program and the STOP Unit, staff input in the form of social, educational and psychological summaries is the basis of the client's overall evaluation, which in turn provides the justification for those final recommendations made to the court. The social summary in each case contains specific information on the client's home situation, including such pertinent factors as amount of supervision available, degree to concern expressed for the child, and overall adequacy of the home setting to meet the child's needs. Whenever possible, these observations derive from direct or phone contact with the client's family.

The educational evaluation is based on an average of two to four tests administered to determine the child's level of academic functioning and pinpoint specific deficient areas. Generally speaking, Main Campus clients receive the Comprehensive Test of Basic Skills, while STOP clients usually take the Peabody Individual Achievement Test along with the Wide Range Achievement Test. Additionally, both Programs make use of the Slosson Oral Reading Test, the Stanford Diagnostic Reading Test, and, occasionally, the Gates-McGinitie or Woodcock batteries for children functioning at a very low level.

The psychological evaluation process also is similar for the two R & E components, and includes administration of a Wechsler intelligence scale (WISC-R or WAIS for older clients), usually accompanied by projective tests such as the Psychotherapy Predictor Scale, the Behavioral Rating Scale, or the Social Interaction Scale, which serve to verify the general impressions noted during the

*The number of escapes from the Main Campus facility during the December, 1978-June, 1980 period was 35, although this figure is difficult to compare to the STOP total because of the much larger population served.

clinical interview. On occasion, the psychological, educational and social summaries are supplemented by a psychiatric report, generally reflecting specific court requests, or, in the case of Main Campus clients, youth who have been involved in serious "person" crimes.

Professional staff time devoted to completion of each part of the evaluation varies widely depending upon the individual client. However, STOP personnel report that the average time taken to develop the social summary is 1.5 hours, about the same as that spent in psychological testing and the clinical interview. In terms of educational testing, administration of the Peabody instrument alone takes about 1.5 hours. These frames do not include the coordinated staffing effort necessary to produce the team recommendations. Personnel at the Main Campus Program confirm similar average amounts of time, and thus it appears that both the array of diagnostic tests and the degree of professional involvement are highly comparable for the two components of the R & E Center.

QUANTITATIVE ANALYZATION

Average Daily Population and Length of Stay. Table I presents admissions, average daily population, and average length of stay in total and working days by month for all clients admitted to STOP between December 1, 1978 and November 30, 1979. Client admissions and average daily population fluctuated markedly over the twelve month period, with the greatest number of admissions, 58, recorded in March compared to a low of 11 in July. Admissions were concentrated in the first six months of the reporting period (December-May), which accounted for 64% of the total figure. June, July, August and September recorded fewer than 20 admissions, and the third quarter as a whole (June, July and August) contributed only 11% of the total number for the twelve month period. Daily population trends were similar to those noted for admissions, averaging 22 clients for the first six

TABLE I

AVERAGE DAILY POPULATION AND AVERAGE LENGTH OF STAY IN TOTAL DAYS AND WORKING DAYS FOR ALL CLIENTS ADMITTED TO STOP BETWEEN DECEMBER 1, 1978, AND NOVEMBER 30, 1979

Month	Total Clients Admitted	Percent of Total-12 mos.	Average Daily Population	Average Stay in Total Days	Average Stay in Working Days
December	36	8.9	18.3	13.8	8.3
January	38	9.4	14.6	13.7	8.1
February	41	10.1	16.8	13.2	8.2
ST - 1st Qtr.	115	28.5	16.5	13.5	8.2
March	58	14.3	26.7	13.7	9.4
April	35	8.7	18.1	14.5	10.1
May	51	12.6	20.9	13.8 *	8.9 *
ST-2nd Qtr.	144	35.6	21.9	13.9 *	9.3 *
TOTAL 1st 6 Mons.	259	64.1	19.4	13.7 *	8.8 *
June	19	4.7	9.7	12.1	8.0
July	11	2.7	3.4	12.8	9.0
August	14	3.5	7.6	13.5	9.7
ST-3rd Qtr.	44	10.9	6.9	12.7	8.6
September	12	3.0	3.8	13.1 **	8.8 *
October	36	8.9	15.3	14.7 *	10.3 *
November	53	13.1	19.5	12.7 *	8.3 *
ST-4th Qtr.	101	25.0	13.1	13.5 *	9.1 *
TOTAL 2nd 6 Mos.	145	35.9	10.0	13.2 *	8.9 *
GRAND TOTAL 12 Mos.	404	100.0	14.6	13.6 *	8.9 *

* Length of stay analyses exclude two May admissions on AWOL status, one September, one October and two November admissions ordered held for placement, and one November admissions ordered held for placement, and one November admission transferred to the Main Campus Program

months, more than twice the number computed for the second half of the year. During the third quarter, the average daily population was just seven clients.

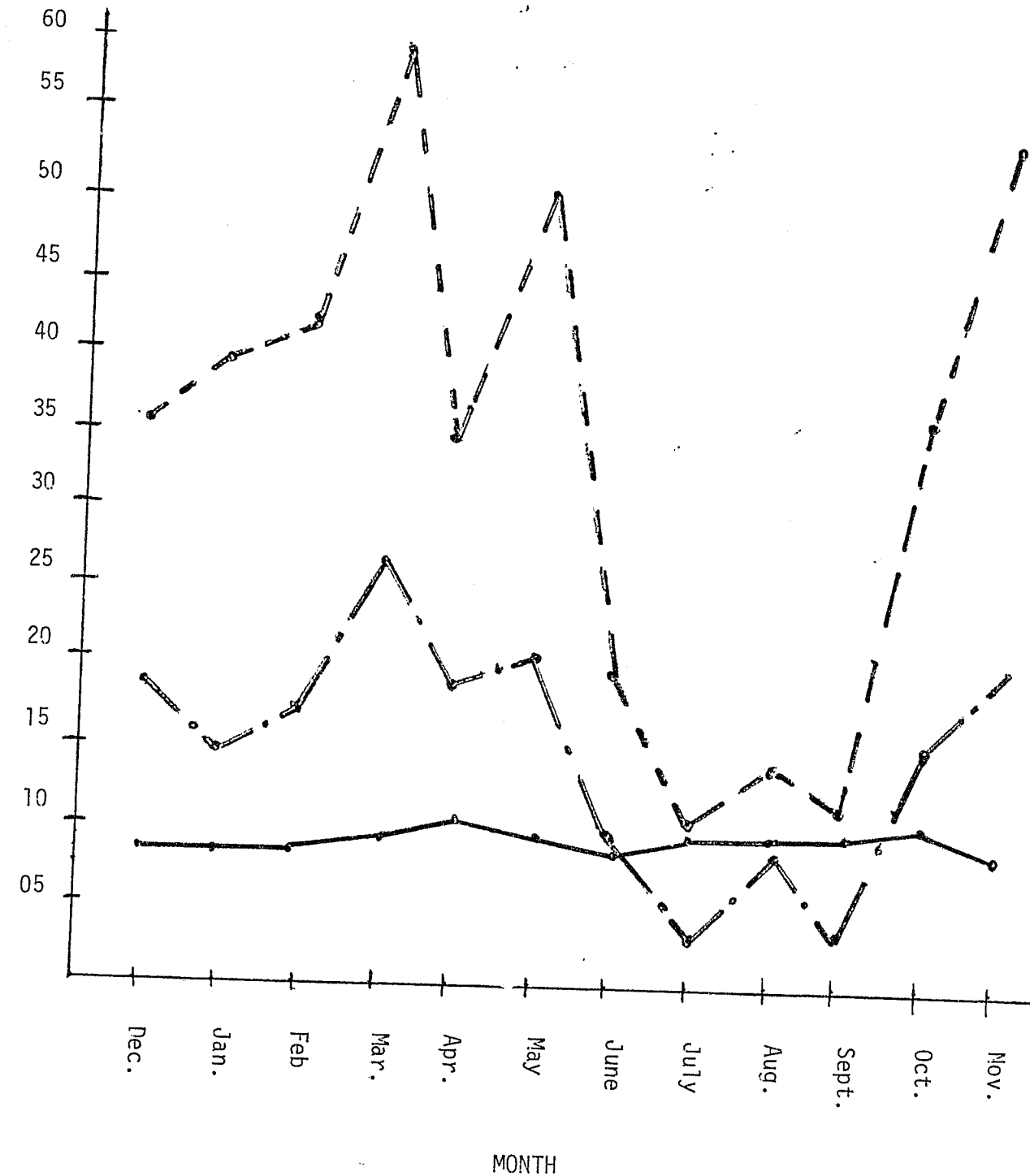
Despite the noted fluctuations in admissions and average daily population, average length of stay remained relatively stable during the first year of operation, ranging from 8.0 working days and 12.1 total days in June to 10.3 working and 14.7 total days in October. For the entire twelve month period, there were 404 admissions to the STOP Unit, daily population averaged 14.6 clients, and total stay averaged 13.6 days or 8.9 working days.

Supplemental Figure 1 depicts admissions, average daily population, and average length of stay by month, providing a visual representation of the marked seasonal variations in population and the contrasting stability of length of stay. Although admissions peaked in March, the figures were nearly as high in May and November. Trends in average daily population closely paralleled admissions, an expected function of the stable, short length of stay.

Table II presents another way of assessing client stays, that is, by grouped categories of working days and total days. Particularly noteworthy is the fact that some 79.6% of all clients served were discharged within ten working days. Thus, STOP personnel were almost 80% effective in achieving one of their primary goals during the first year of operation. In terms of total stay, 83% of the clients were discharged within 15 days.

According to Table II, approximately 20% of all clients admitted to STOP during the first year of operation remained longer than ten working days. It was noted earlier that there is no apparent relationship between length of stay, which was relatively stable during the period, and population as measured by admissions per month or average daily population. STOP personnel have contended all along that the small number of longer stays do not reflect an inability of staff to complete services within the prescribed time period, but rather that

FIGURE I



--- Admissions
 - . - Average Daily Population
 — Average Stay in Working Days *

* Average stay in working days for the month of May excludes two students on AWOL status.

they are caused by factors external to the Program, namely, Reception and Evaluation Center practices with respect to scheduling transportation and Family Court policies in certain counties. Family Court judges occasionally order that a child be held for a stipulated period, and certain courts will accept children back only on particular days of the week.

Distribution of the STOP Population by Committing Court. Table III provides the distribution of all clients admitted to STOP between November 27, 1978, when the Unit opened, and November 30, 1979, by committing court. The greatest number derived from the family courts of Aiken, Anderson, Spartanburg, Darlington and Chesterfield Counties, which together accounted for 144 admissions, or 34.4% of the total. However, when population size was taken into account, Allendale, Chesterfield, Darlington, Dillon, and Marlboro ranked highest by rate per 1,000 of juvenile population. In particular, Pee Dee area courts figured disproportionately in both sets of rankings, and five of the six (Chesterfield, Darlington, Dillon, Marion, and Marlboro) exceeded the state average of 1.1 admissions per thousand, the only exception being Florence. Five courts, Abbeville, Calhoun, Clarendon, Edgefield, and Greenville did not send any status offenders to STOP during the first year of operation.

Table III-A presents documentation of court commitments of sibling groups to the Status Offender Program, a phenomenon which may help to explain the apparent over-representation of certain counties in the distribution discussed above. Twelve courts committed at least one sibling group, and of these, six ranked in the top ten by rate per 1,000 of juvenile population (Aiken, Anderson, Chester, Chesterfield, Darlington and Marlboro). A total of 19 such groups, incorporating 42 individual children, were admitted during STOP's first year of operation, accounting for about 10% of the total population. Of these, white clients represented only a slight majority of 52% and males a clear majority

TABLE II

LENGTH OF STAY IN GROUPED CATEGORIES OF WORKING DAYS
AND TOTAL DAYS FOR ALL CLIENTS ADMITTED TO STOP
BETWEEN DECEMBER 1, 1978 AND NOV. 30, 1979

Working Days	No.	Percent	Cumulative Percent	Total Days	No.	Percent	Cumulative Percent
Less Than 7	45	11.3	11.3	Less Than 10	9	2.3	2.3
7 - 8	131	33.0	44.3	10 - 12	111	28.0	30.3
9 - 10	140	35.3	79.6	13 - 15	211	53.1	83.4
11 - 12	67	16.9	96.5	16 - 18	60	15.1	98.5
13 - 14	12	3.0	99.5	19 - 21	4	1.0	99.5
More Than 14	2	.5	100.0	More Than 21	2	.5	100.0
Total *	397*	100.0	-	-	397*	100.0	-

*Length of stay analyses exclude two May admissions on AWOL status, one September, one October and two November admissions ordered held for placement, and one November admission transferred to the Main Campus Program.

TABLE III

DISTRIBUTION OF ALL CLIENTS ADMITTED TO STOP
BETWEEN NOVEMBER 27, 1978 AND NOVEMBER 30, 1979 BY COMMITTING COURT

County	No. Of Admissions	Rank By No. Of Admissions	Estimated Juvenile Population 10-16	Rate Per 1,000	Rank By Rate Per 1,000
Abbeville	0	42	2,724	-	42
Aiken	34	1	13,420	2.5	8
Allendale	7	23	1,364	5.1	1
Anderson	34	1	14,119	2.4	9
Bamberg	2	37	2,430	.8	28
Barnwell	2	37	2,631	.8	28
Beaufort	10	16	7,106	1.4	18
Berkeley	10	16	10,858	.9	26
Calhoun	0	42	1,750	-	42
Charleston	20	6	36,619	.5	36
Cherokee	5	27	5,081	1.0	23
Chester	10	16	4,209	2.4	9
Chesterfield	23	5	5,162	4.5	2
Clarendon	0	42	4,325	-	42
Colleton	9	19	4,347	2.1	12
Darlington	24	4	8,209	2.9	3
Dillion	13	10	4,888	2.7	4
Dorchester	3	32	5,488	.5	36
Edgefield	0	42	2,474	-	42
Fairfield	5	27	3,116	1.6	16
Florence	13	10	13,440	1.0	23
Georgetown	14	9	5,399	2.6	6
Greenville	0	42	33,241	-	42
Greenwood	2	37	6,782	.3	40
Hampton	6	25	2,338	2.6	6
Horry	11	14	10,450	1.1	22
Jasper	1	40	1,920	.5	36
Kershaw	3	32	5,102	.6	33
Lancaster	6	25	6,301	.9	26
Laurens	4	30	6,649	.6	33
Lee	5	27	3,204	1.6	16
Lexington	11	14	13,339	.8	28
McCormick	3	32	1,285	2.3	11
Marion	9	19	4,461	2.0	13
Marlboro	12	12	4,397	2.7	4
Newberry	7	23	3,706	1.9	15
Oconee	4	30	5,573	.7	31
Orangeburg	8	21	10,873	.7	31
Pickens	1	40	7,417	.1	41
Richland	17	7	28,832	.6	33
Saluda	3	32	2,105	1.4	18
Spartanburg	29	3	23,268	1.2	20
Sumter	16	8	13,036	1.2	20
Union	8	21	4,060	2.0	13
Williamsburg	3	32	5,603	.5	36
York	12	12	11,797	1.0	23
TOTAL	419	-	374,898	1.1	-

TABLE III-A

COMMITMENTS OF SIBLING GROUPS TO STOP
BY COMMITTING COURT
NOVEMBER 27, 1978 - NOVEMBER 30, 1979

Court	Number Of Sibling Groups	Total Number Of Clients Involved	Age, Race and Sex
Aiken	3	6	12, 13 B/F; 13, 15 B/M; 14 W/F, 15 W/M
Anderson	2	4	12 W/M, 13 W/F; 15, 16 B/M
Charleston	1	2	15, 16 W/F
Chester	1	4	12, 15 B/M; 14, 16 B/F
Chesterfield	3	8	14, 16 W/M; 10, 11 W/F 13, 15 W/M; 13, 16 W/M
Darlington	1	2	12, 14 W/F
Lee	1	2	14 B/F Twins
Marlboro	1	2	12, 13 B/M
Newberry	1	2	13, 15 W/F
Orangeburg	1	2	15 B/M Twins
Spartanburg	3	6	13, 15 W/F; 13 B/M, 15 B/F; 12, 16 W/M
Sumter	1	2	11, 14 B/M
Total	19	42	

White: 22 or 52.4%

Male: 23 or 54.8%

Black: 20 or 47.6%

Female: 19 or 45.2%

Under Age 14: 18 or 42.9%

of 54%, figures which contrast distinctly with the white and male proportions for the overall STOP population (61% and 48%, respectively, see Table IV). Additionally, 43% of these children were under the age of 14, compared to only about 25% of the general STOP population.

Investigation of the commitment offenses and recommendations for youth admitted in sibling groups revealed that the majority, eleven groups of twenty-two individuals, were committed to the Program for truancy. One group of four was referred to STOP for "child neglect, educational neglect, improper supervision, and possible sexual abuse." In thirteen of fifteen groups for which case history data were available, community/court efforts to work with the children prior to the STOP commitment were documented, taking the forms of probation, intake counseling, or alternative placement. Examination of treatment team recommendations for eighteen groups revealed that three, totaling six children, left STOP with unconditional recommendations for placement outside of the home, while seven groups incorporating fourteen individuals were to receive alternative placement only if further home investigation or lack of response to counseling indicated its necessity. The remaining eight groups (eighteen children) received recommendations for counseling and time structuring. At present, two groups of two children each are known to have been committed to DYS residential schools, one on truancy charges, the other on multiple non-status charges. Additionally, one individual was committed for criminal offenses which had occurred prior to the STOP evaluation.

Distribution of the STOP Population by Age, Race and Sex. Table IV presents the distribution of clients admitted to STOP between November 27, 1978 and November 30, 1979 by age, race and sex. A clear majority of the youth were white (61%), and a slight majority female (52%). White females constituted the largest proportion, making up more than one-third of all admissions, while black

TABLE IV

DISTRIBUTION OF ALL CLIENTS ADMITTED TO STOP
BETWEEN NOVEMBER 27, 1978 AND NOVEMBER 30, 1979
BY AGE, RACE AND SEX

Age	Total	%	White Male	%	White Female	%	Non-White Male	%	Non-White Female	%
10	4	.9	2	1.8	1	.7	1	1.1	0	-
11	7	1.7	2	1.8	1	.7	4	4.5	0	-
12	25	6.0	8	7.1	5	3.5	7	7.9	5	6.7
13	70	16.7	18	15.9	24	16.8	18	20.5	10	13.3
14	110	26.3	26	23.0	36	25.2	21	23.9	27	36.0
15	139	33.2	36	31.8	59	41.2	26	29.5	18	24.0
16	62	14.8	19	16.8	17	11.9	12	12.5	15	20.0
17	1	.2	1	.9	0	-	0	-	0	-
18	1	.2	1	.9	0	-	0	-	0	-
Total	479	100.0	113	27.0	143	34.1	88	21.0	75	17.9

White: 256 or 61.0%

Male: 201 or 48.0%

Non-White: 163 or 38.9%

Female: 218 or 52.0%

females represented the smallest percentage (17.9). The average age for all admissions was 14.3 years.

Distribution of STOP and Main Campus Clients by Commitment Offense(s). Tables V and VI present the distributions of commitment offenses for the two comparison samples. Within the STOP sample, truancy proved the most common reason for commitment, incorporating about 38% of the 102 clients. Combining truancy with violation of probation by suspension from school, and in the "Other" category, expulsion from school, misbehavior at school, educational neglect, and violation of a court order to attend school, revealed that 56 clients, about 55% of the sample, were committed with school-related problems. Running away was also a common reason for commitment, occurring in about 31% of the client sample or about 39% when violation of probation by running away was included. Approximately one-quarter of the STOP sample clients were committed with multiple offenses.

Table VI indicates the distribution of commitment offenses for Main Campus sample clients, charting only the most serious charge. This table is presented mainly for informational purposes, although it is interesting to note that only 22% of the main campus clients were committed for "crimes against person," while the largest proportion, about 39%, were reflected in the more serious property crimes of housebreaking/breaking and entering, grand larceny motor vehicle, and grand larceny.

Incidence of Non-Status Delinquent Behavior for STOP Sample Clients. Table VII documents the incidence of non-status delinquent behavior in STOP sample clients. Examination of client records revealed that 54 clients, more than one-half of the total sample, had recently engaged in some form of non-status activity. Although 26 such cases reflected self or parent-reported behavior, mostly relating to drug experimentation, the majority (52%) were based on more substantive sources, namely court histories, law enforcement records, a prior R & E

TABLE V
DISTRIBUTION OF COMMITMENT OFFENSES
FOR STOP SAMPLE CLIENTS

Offense	Number	Percent of Sample (N=102)
Truancy	40	39.2
Runaway	32	31.4
Incorrigible	27	26.5
Violation of Probation*	24	23.5
Other**	12	11.8
Total	135	-
Multiple Offenses	26	25.5
Two Offenses	20	19.6
Three Offenses	5	4.9
Four Offenses	1	1.0

*Reasons associated with violation of probation and not counted in the above distribution, (may be multiple): truancy (11); running away (8); incorrigible (6); unsupervised and on streets at night (1); suspended from school (3) curfew (1).

** "Other" offenses included the following: staying out late, association with a particular person, frequenting undesirable places, expulsion from school for threatening a student, taking father's car without permission, misbehavior at school, educational neglect, contempt of court, violation of a court order to attend school (2), "needs care and protection of State Section 14-21-510," and attempting to stab brother.

TABLE VI

DISTRIBUTION OF COMMITMENT OFFENSES*
FOR MAIN CAMPUS SAMPLE CLIENTS

OFFENSE	NUMBER
Criminal Sexual Conduct	1
Strong Armed Robbery	2
Assault and Battery of a High and Aggravated Nature	4
Assault and Battery	9
Simple Assault	3
All Other Assaults**	3
Burglary	1
<hr/>	
SUBTOTAL - Crime Against Person	23 (21.9%)
<hr/>	
Housebreaking or Breaking and Entering	28
Grand Larceny, Motor Vehicle	5
Grand Larceny	8
Petty Larceny	3
All Other Larceny/Theft Except Shoplifting	7
Shoplifting	6
Malicious Injury to Property	3
Possession of Marijuana	3
Violation of Probation (Criminal)***	10
Other****	9
<hr/>	
TOTAL	105

*Only the most serious offense was charted for main campus clients

**"Other" Assaults included; Stabbing with a steak knife (1), Assault and Battery with Intent to Ravish (1); and Assault and Battery on a Police Officer (1).

***Reasons associated with violation of probation included: breaking and entering (1), grand larceny (1), disorderly conduct (1), failure to obey rules of school, home or community (5), failure to complete restitution program (1), failure to attend counseling (1).

****"Other" offenses (one client each) included: Resisting Arrest, Illegal Weapons, Bomb Threat, Harrassment by Phone, Trespassing, Disorderly Conduct, Disturbing School, Use of Vehicle without Owner's Consent, and Possession of Beer.

TABLE VII

INCIDENCE OF NON-STATUS DELINQUENT
BEHAVIOR FOR STOP SAMPLE CLIENTS

<u>Category</u>	<u>Number of Clients</u>	<u>Percent of Sample Clients (N=102)</u>
I. Self Reported *	20	19.6
II. Parent Reported *	6	5.9
III. Prior Court History * or Law Enforcement Record	18	17.6
VI. Court Documentation * relating to current (STOP) commitment	8	7.8
V. Prior R&E Commitment *	1	1.0
VI. Other *	1	1.0
	<u>54</u>	<u>52.9%</u>

* Specific Activities by Category:

- I. Drug experimentation (20) - Marijuana (12); - other - "speed", valium, "angel dust," barbiturates (8)
- II. Drug experimentation (1); Hospitalized for drug overdose (1); Drug experimentation/ checks against mother's account/theft of mother's car (1); "Peeping Tom" (1); sniffing gasoline and vandalizing cars (1); stealing (1)
- III. Simple possession (2); shoplifting (2) Larceny (1); Assault/grand larceny (1) Breaking and entering (1), aromatic hydrocarbons/malicious mischief (1); Theft (1); Simple assault (1); DUI (1); Pulled knife on and hit Grandmother (1); Housebreaking, grand larceny, auto theft (1); striking step-father with a stick, burglary (1); kicking mother and biting brother while high on queluudes (1); Forgery and larceny (1); shoplifting and use of owner's car without permission (1); Commitment to a correctional school in another state, for running away, larceny (1)
- IV. Drug user (3); Expelled from school for threatening/disruptive behavior (1); Theft of brothers car, bottle of wine, administration of wine to a 12 year old (1); Contempt of court (1); Harboring escapees from John G. Richards, possession of a bag of marijuana, assault on another student while at Blanding House (1); Use of Father's car without permisison (1)
- V. Grand Larceny, stolen goods, Aromatic hydrocarbons
- VI. AWOL from STOP

commitment, or episodes which occurred in connection with the actual STOP admission.

Comparison of the Main Campus and STOP Samples by Age, Race and Sex. Tables VIII, IX and X verify expected differences between the STOP and Main Campus sample groups on the variables of race, sex and age. The Main Campus sample reflected a slight black majority (53%) compared to the STOP sample which exhibited a clear white majority (62%), and this difference was statistically significant at the .05 level. Comparison of the two samples on the basis of sexual composition revealed that only about 10% of the main campus selection was female as opposed to a majority (51%) of the STOP selection. This difference produced a strong ChiSquare value significant at the .001 level. Similarly, the difference in average age of six months (Main Campus-14.9 years; STOP-14.3 years) was statistically significant at the .001 level.

Comparison of the Main Campus and STOP Samples by Family Structure at Time of Commitment. Tables XI, XII and XIII present data on family structure at time of commitment for the STOP and Main Campus sample groups. It is apparent that in each sample a child living with both natural parents was atypical, occurring in just 18.1% of the Main Campus group and about one-quarter of the STOP group. The family headed by the Mother only proved to be modal for both samples, although the proportion in the Main Campus selection was much greater than that for the STOP selection (43.8% compared to 30.4%). Children residing with a parent and stepparent accounted for about 17% of the Main Campus sample and nearly 20% of the STOP sample. The proportion of youth living with relatives other than parents was higher for the Main Campus group (11.4%) than that for STOP (6.9%), while a much greater percentage of STOP sample clients were residing in foster care or group home placements (16.7%) than those in the Main Campus selection. These proportional differences were sufficient to produce a Chi Square value significant at the .05 level when the data were analyzed by grouped categories of "both natural

TABLE VIII

CHI SQUARE TEST
RACE

	<u>White</u>	<u>Non-White</u>	<u>Total</u>
Main Campus Sample	49 (46.7%)	56 (53.3%)	105
STOP Sample	63 (61.8%)	39 (38.2%)	102
Total	112 (54.1%)	95 (45.9%)	207

$\chi^2 = 4.16$; d.f.=1; Significant; Probability <.05.

Decision: Reject H_0 - There is a significant difference between the Main Campus and STOP populations with respect to race.

TABLE IX

CHI SQUARE TEST
SEX

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Main Campus Sample	95 (90.5%)	10 (9.5%)	105
STOP Sample	50 (49.0%)	52 (51.2%)	102
Total	145 (70.0%)	62 (30.0%)	207

$\chi^2 = 40.43$, d.f. = 1; Significant; Probability <.001

Decision: Reject H_0 - There is a significant difference between the Main Campus and STOP populations with respect to sex.

TABLE X

DIFFERENCE OF MEANS TEST
AGE

<u>Main Campus</u>		<u>STOP</u>	
<u>Age</u>	<u>Frequency</u>	<u>Age</u>	<u>Frequency</u>
11	2	10	1
12	3	11	3
13	10	12	7
14	16	13	12
15	35	14	27
16	36	15	37
17	3	16	15

$\bar{X} = 14.9$ years

$\bar{X} = 14.3$ years

$t = -3.50$; d.f. = 205; Significant - Probability <.001

Decision: Reject H_0 - There is a significant difference between the Main Campus and STOP populations with respect to age.

TABLE XI

DISTRIBUTION OF MAIN CAMPUS SAMPLE CLIENTS BY
FAMILY STRUCTURE AT TIME OF COMMITMENT

Family Structure @ Time of Commitment	Number	Percent of Total Sample	REASON FOR PRESENT HOME SITUATION/PLACEMENT OF CHILDREN NOT RESIDING WITH BOTH NATURAL PARENTS					Other/ Unknown
			Mother Deceased	Father Deceased	Natural Parents Separated	Natural Parents Divorced	Natural Parents Never Married	
Child with both Natural Parents	19	18.1	-	-	-	-	-	-
Child with Father only	4	3.8	1	-	1	2	0	0
Child with Mother only	46	43.8	-	11	13**	9	6	7
Child with Father/Stepmother	2	1.9	1	-	0	1	0	0
Child with Mother/Stepfather	16	15.2	-	4	0	5	2	5
Child with Relatives other than Parent(s)	12	11.4	5*	1	0	0	2	4***
Child in Foster Care	3	2.9	0	0	0	1	0	2****
Child in Group Home or Other Shelter	1	.9	0	0	0	0	0	1
Adoptive Parents	2	1.9	-	-	-	1	0	1
Total	105	100.0	7	16	14	19	10	20

*Includes one child whose mother was killed by his father

**Includes two children whose mothers left their fathers because of child abuse

***Includes one child whose natural parents are deceased, and one whose mother is seriously disabled

****Includes one child whose mother is unable to support her

TABLE XII
 DISTRIBUTION OF STOP SAMPLE CLIENTS BY
 FAMILY STRUCTURE AT TIME OF COMMITMENT

Family Structure @ Time of Commitment	Number	Percent of Total Sample	REASON FOR PRESENT HOME SITUATION/PLACEMENT OF CHILDREN NOT RESIDING WITH BOTH NATURAL PARENTS					
			Mother Deceased	Father Deceased	Natural Parents Separated	Natural Parents Divorced	Natural Parents Never Married	Other/ Unknown
Child with both Natural Parents	25	24.5	-	-	-	-	-	-
Child with Father only	2	2.0	0	-	1	1	0	0
Child with Mother only	31	30.4	-	8	11	5	2	5**
Child with Father/Stepmother	6	5.9	4	-	0	2	0	0
Child with Mother/Stepfather	14	13.7	-	3	0	9	1	1
Child with Relatives other than Parent(s)	7	6.9	3	2	0	0	0	2***
Child in Foster Care	6	5.9	2*	0	1	0	0	3****
Child in Group Home or Other Shelter	11	10.8	1	1	0	3	0	6*****
Total	102	100.0	10	14	13	20	3	17

*Includes one child whose father was incarcerated for murder shortly after the mother's death
 **Includes one child whose living with an adoptive parent - both natural parents deceased
 ***Includes one child whose mother was incarcerated for murder and one child adopted in infancy by grandparents
 ****Includes one child removed from the home of the natural Father/Stepmother because of incest
 *****Includes one child whose parents are described as "mentally incompetent"

TABLE XIII

CHI SQUARE TEST
FAMILY STRUCTURE

	<u>Both Natural</u> <u>Parents</u>	<u>Parent/</u> <u>Stepparent</u>	<u>Single</u> <u>Parent</u>	<u>Relative Other</u> <u>than Parent</u>	<u>All Other</u> <u>Placements</u>	<u>Total</u>
Main Campus Sample	19 (18.1%)	18 (17.1%)	50 (47.6%)	12 (11.4%)	6 (5.7%)	102
STOP Sample	25 (24.5%)	20 (19.6%)	33 (32.3%)	7 (6.9%)	17 (16.7%)	105
Total	44 (21.3%)	38 (18.3%)	83 (40.1%)	19 (9.2%)	23 (11.1%)	207

$\chi^2 = 10.94$; d.f = 4; Significant - Probability < .05

Decision: Reject H_0 - There is a significant difference between the Main Campus and STOP populations with respect to family structure at the time of commitment.

parents", "parent/stepparent", "single parent", "relative", and "all other placements", as presented on Table XIII.

Tables XI and XII also provide information regarding the reason for present home situations of clients not living with both natural parents. The known reasons for the placements of 77 such STOP clients included 24 cases in which one parent was deceased (31.2%) and 36 cases in which the natural parents were separated, divorced or never married (46.7%). The 86 Main Campus clients not residing with both natural parents were accounted for largely by 23 cases in which one parent was deceased (26.7%) and 43 cases in which the parents were separated, divorced or never married (50.0%).

Comparison of School Grade Placement to Level of Academic Functioning for the Main Campus and STOP Sample Clients. Tables XIV, XV and XVI compare school grade placement to level of academic functioning for Main Campus and STOP sample clients, excluding from analysis children placed in special education classes, those not enrolled at the time of commitment, and any for whom grade placement in the community was not recorded. About two-thirds of the STOP sample and three-quarters of the Main Campus sample were placed in grades 7-9 in the home school, and within this grade range 60% of the STOP selection compared to 67% of the Main Campus selection tested three or more grades below placement. Only about 15% of the total Main Campus group and 18% of the total STOP group were achieving commensurate with their grade placement, while those testing 1-2 grades below accounted for 16% and 28%, respectively, and those 3 or more grades below for 69% and 55%, respectively. These proportional differences were not great enough to produce a statistically significant Chi Square value, as indicated on Table XVI.

Comparison of Main Campus and STOP Sample Clients by Levels of Intelligence. Table XVII provides comparative data on levels of intelligence for the STOP and Main Campus groups. The distributions were strikingly similar for the two sam-

TABLE XIV

COMPARISON OF SCHOOL GRADE PLACEMENT
AND LEVEL OF ACADEMIC FUNCTIONING-MAIN CAMPUS SAMPLE *

School Grade Placement	Total		Academic Functioning Commensurate With Grade Placement		Academic Functioning 1-2 Grades Below Placement		Academic Functioning 3 or More Grades Below Placement	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
6	7	8.6	1	14.3	2	28.5	4	57.1
7	10	12.3	0	0.0	2	20.0	8	80.0
8	29	35.8	7	24.1	5	17.2	17	58.6
9	22	27.2	3	13.6	3	13.6	16	72.7
10	10	12.3	1	10.0	1	10.0	8	80.0
11	3	3.7	0	0.0	0	0.0	3	100.0
Total	81	100.0	12	14.8	13	16.0	56	69.1

* Excludes eight children not enrolled in school, nine enrolled in special classes or ungraded alternative school, and seven for whom grade placement was not specified in the record

TABLE XV

COMPARISON OF SCHOOL GRADE PLACEMENT
AND LEVEL OF ACADEMIC FUNCTIONING-STOP SAMPLE*

School Grade Placement	Total		Academic Functioning Commensurate With Grade Placement		Academic Functioning 1-2 Grades Below Placement		Academic Functioning 3 or More Grades Below Placement	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
3	1	1.0	0	0.0	1	100.0	0	
4	1	1.0	0	0.0	0	0.0	1	100.0
5	5	4.9	2	40.0	2	40.0	1	20.0
6	11	10.9	4	36.4	3	27.3	4	36.4
7	21	20.8	2	9.5	8	38.1	11	52.4
8	26	25.7	5	19.2	7	26.9	14	53.8
9	22	21.8	2	9.1	4	18.2	16	72.7
10	13	12.9	3	23.1	2	15.4	8	61.5
11	1	1.0	0	0.0	1	100.0	0	0.0
Total	101	100.0	18	17.8	28	27.7	55	54.5

* Excludes one child enrolled in a special education class

TABLE XVI

CHI SQUARE TEST
LEVEL OF ACADEMIC FUNCTIONING

	Academic Functioning Commensurate With Placement	Academic Functioning 1-2 Grades Below Placement	Academic Functioning 3 or more Grades Below Placement	Total
Main Campus	12 (14.8%)	13 (16.0%)	56 (69.1%)	81
STOP	18 (17.8%)	28 (27.7%)	55 (54.5%)	101
TOTAL	30 (16.5%)	41 (22.5%)	111 (61.0%)	182

$\chi^2 = 4.55$; d.f. = 2; Not significant

Decision: Accept H_0 - There is no significant difference between the STOP and Main Campus populations with respect to level of academic functioning

TABLE XVII

COMPARISON OF MAIN CAMPUS AND STOP
SAMPLES BY LEVEL OF INTELLIGENCE

	<u>Mentally Deficient</u>	<u>Borderline</u>	<u>Low Average</u>	<u>Average</u>	<u>Bright Average</u>	<u>Total</u>
Score Range	(69 or Below)	(70-79)	(80-89)	(90-109)	(110-119)	
Main Campus	19 (18.4%)	25 (24.2%)	32 (31.1%)	27 (26.2%)	0 (0.0)	103
STOP	22 (22.0%)	22 (22.0%)	30 (30.0%)	24 (24.0%)	2 (2.0%)	100
Total	41 (20.2%)	47 (23.1%)	62 (30.5%)	51 (25.1%)	2 (1.0%)	203*

*Excludes two score interpretations from each sample that were expressed in a highly uncertain manner

INTELLIGENCE DATA CAST FOR KOLMOGOROV-SMIRNOV TEST

	<u>INTELLIGENCE SCORE RANGE</u>				
	<u>69 or below</u>	<u>70-79</u>	<u>80-89</u>	<u>90-109</u>	<u>110-119</u>
S_{103} (Main Campus)	.184	.427	.738	1.000	1.000
S_{100} (STOP)	.220	.440	.740	.980	1.000
$S_{103} - S_{100}$	-.036	-.013	.002	.020	.0

D = .036 not significant

Decision: Accept H_0 - There is no significant difference between the Main Campus and STOP samples with respect to level of intelligence

ples, with about 43% of the Main Campus selection and 44% of the STOP selection testing within the "Borderline" or "Mentally Deficient" ranges, 57% and 56% in the "Low to Bright Average" ranges. The greatest difference between the groups occurred in the mentally deficient range, which reflected IQ scores of 69 and below and incorporated 18% of the Main Campus sample compared to 22% of the STOP sample. Overall, proportionate differences between the two samples were not of sufficient magnitude to approach statistical significance.

Comparison of Treatment Team Recommendations and Court Dispositions for Main Campus and STOP Sample Clients. Tables XVIII-XXI present data reflecting treatment team recommendations and court dispositions for STOP and Main Campus sample clients. Table XVIII and XIX indicate the distributions of recommendations, listing both general categories and, where appropriate, specific areas, strategies, or organizations.

According to Table XVIII, the categories of recommendations which occurred most frequently in the Main Campus sample were probation, recommended for 62%, community services (agency unspecified), recommended for 53%, and referral to specific social agencies, recommended for 51%. The "community services" category reflects a general trend more pronounced during the second half of the year to phrase recommendations in terms of necessary services rather than pinpointing an Agency to provide such. Commitment to a DYS correctional school was recommended unconditionally for just six clients in the main campus sample, while an equal number received commitment recommendations classified as conditional. For 26 clients, about one-fourth of the main campus group, placement outside the home was recommended - - unconditionally in 22 cases, and conditionally depending upon response to other services in four cases.

Table XIX presents the treatment team recommendations for STOP sample clients. An obvious difference between this material and the data provided in Table XVIII

TABLE XVIII
DISTRIBUTION OF MAIN CAMPUS R&E SAMPLE CLIENTS
BY RECOMMENDATION/TREATMENT PLAN

Category of Recommendation	No. of R&E Main Campus Clients Receiving Recommendation	Percent of Total (N=105)	Individual Recommendations (where applicable--may be Multiple) No.
Commitment to DYS	7	6.7	-
Conditional Commitment to DYS	7	6.7	Commitment or Suspended Commitment with strict Probation 1 Commitment if Delinquency Continues 4 Commitment if unresponsive to Group Home and Drug/Alcohol Program 1 Commitment or Probation/Job Corps 1
Suspended Commitment*	20	19.0	-
Probation *	65	61.9	-
Alternative Placement *	25	23.8	Group Home 18** Foster Care 2 John de la Howe School 1 Relative other than Parent 2 Non-specific 4***
Social Agency Referral ***	54	51.4	Vocational Rehabilitation 31 Department of Social Services 14 Department of Mental Health 11 Department of Mental Retardation 6
Alternative School	7	6.7	-
Youth Bureau	8	7.6	-
Other Community Program	16	15.2	"A1-0-Teen" 2 "Big Brother" 8 "Boy Scouts" 2 "Manpower" 2 "Partners" 1 "Job Corps" 1
Other Residential	1	1.7	Long term care in facility for the criminally emotionally disturbed 1
Other Community Services-Agency Unspecified	56	53.3	Individual Counseling 17 Family Counseling or PET 22 Educational Services (Remedial, Guidance, Special Class or Training) 22 Medical Exam or Followup 5 Restitution 1 Home study 1 Adult Role Model 1 "Strict Supervision by an Appropriate Agency" 16 Home Management Services to Family 4 Time structuring 3 26

*See also specific recommendation for conditional commitment to the Department of Youth Services
**In four cases, group home placement was presented as an alternative to counseling and working with the family
***In one case residential placement was stipulated in the event of further "acting out" behavior

TABLE XIX
DISTRIBUTION OF STOP SAMPLE CLIENTS
BY RECOMMENDATION/TREATMENT PLAN

Category of Recommendation	Clients Receiving Recommendations, This Category	Percent of Total Sample (N=102)	Individual Recommendations	Number	Percent of Client Sample Receiving This Recommendation (N=102)
Family Counseling	71	69.6	Parental Effectiveness Training	45	44.1
			Non-Specific	26	25.5
			Total	71	
Individual Counseling	87	85.3	Value of Education	68	66.7
			Life Skills/Career Planning	39	38.2
			Sex Education	33	32.3
			Substance Abuse	36	35.3
			Peer Choices/Relations	18	17.6
			Values Clarification	6	5.9
			Other	9	8.8
			Total	209	
Time Structuring	43	42.1	Community Recreation/ Organized Sports	33	32.3
			Scouting	8	7.8
			Part Time Employment	3	2.9
			Non-Specific	7	6.9
			Total	51	
Alternative Placement	45*	44.1	Group Home	15	34.3
			Foster Care	1	6.9
			Relatives	0	2.9
			Other	4	5.9
			Total	51	
Other	39	38.2	Referral to Vocational Rehabilitation	1	1.0
			Referral to Mental Retardation for treatment and placement	1	1.0
			Adult Role Model	19	18.6
			Alternative School	4	3.9
			Behavior Mod. System (Reward School Attendance)	1	1.0
			Investigate Abuse Allegations	2	2.0
			Home Investigation	6	5.9
			Learning Disability Evaluation	1	1.0
			Referral to Morris Village	2	2.0
			Community Health Center for Pre-natal Care	2	2.0
			DSO to Florence Crittendon	1	1.0
			Supervision by an Agency	1	1.0
			Regular Contact	1	1.0
			Total	42	

* Of the forty-five recommendations for some form of Alternative Placement, twenty-eight (62.2%) were conditional -- that is -- specified as a last resort if other recommendations failed to correct the problem, or pending a home investigation.

** One child who had been placed in a Group Home to return to his legal guardians -- an aunt and uncle; one to be placed by DSS -- John De La Howe School recommended; one to be placed by DSS (unspecific; one to receive temporary residential care in a facility having on-campus education; one to be placed in a "stable home" (unspecific), and one to be placed with mother (had been with Father and Stepmother)

for the Main Campus group is the greater propensity to state STOP recommendations in terms of services rather than specific agencies, a practice observed throughout the one year reporting period for the STOP group. Thus, the two samples are difficult to compare, as will become more apparent in the discussion of concurrence between dispositions and recommendations.

According to Table XIX, individual counseling was the most common type of recommendation for the STOP sample clients, occurring in some 85% of all cases. Specific recommendations concerning target areas for counseling efforts seem reflective of the kinds of problems which precipitated the STOP commitment. For example, two-thirds of the clients were to receive counseling on the value of education, which was probably appropriate given that the majority of admissions resulted from school-related problems (see Table V). Further, counseling regarding substance abuse was recommended for about 35% of the STOP group, a figure commensurate with the incidence of drug experimentation reported in Table VII.

Almost 70% of the STOP clients received recommendations for family counseling, and the large majority of these specified parental effectiveness training. Time structuring was suggested for about 42% of the STOP sample, generally in the form of community recreational activities. Alternative placement was recommended for about 44% of all sample clients, although a clear majority of these recommendations (62%) were to be implemented only as a "last resort" if other measures failed to resolve the problem. Group home placement proved to be the most common individual recommendation within the alternative placement category. Among specific recommendations within the "Other" category, adult role model occurred most frequently. This appeared consistent with the family structure data presented in Table XII, which documents a large proportion of single parent families for the STOP client sample.

Data on the relationship between treatment team recommendations and court dispositions has as its basis the reported dispositions of 88 STOP clients (86.3% of the sample), and 90 main campus clients (85.7% of the sample). The material is presented in an issue-oriented manner, utilizing the concepts of primary disposition and primary recommendation to avoid the confusion of matching multiple recommendations and dispositions on individual clients. These concepts will be defined, following a brief discussion of dispositions of probation.

It was indicated above that probation was recommended for 62% of all sample clients discharged from the Main Campus R & E program. In contrast, probation was never recommended for STOP clients, as it would have contradicted a basic philosophy of the Program - - that status offenders are "non - offenders" whose problems are best resolved through utilization of community resources rather than by the "coercive authority" of the court. Since a similar statement appears in every treatment team summary on STOP clients, any disposition of probation for these youth reflects non-concurrence. Examination of available dispositional data revealed that 58 of 88 STOP sample clients, approximately two-thirds, received probation as part of their court disposition, compared to about three-quarters of the Main Campus sample.

Tables XX and XXI, which deal with primary dispositions and their concurrence with the primary recommendations, exclude probation except when it occurs as the only disposition. For purposes of definition, commitment, unconditional alternative placement, and drug/alcohol program are always considered to be primary recommendations/dispositions. In the absence of one of these, referral to a social agency, youth bureau, or community program with similar services is treated as primary. Probation and client's home are charted only in the absence of any other recommendation/disposition. Thus, the concepts of "primary recommendation and "primary disposition" reduce the number of recommendations/dispositions to one per client, allowing analysis of concurrence to proceed in a more meaningful manner.

The analysis of dispositional data on STOP clients requires special accommodation because, as noted previously, recommendations are stated in terms of services/strategies rather than specific agencies. Unconditional alternative placement is always considered to be a primary disposition. In the absence of a firm commitment to removal from the home, recommendations for counseling/conditional alternative placement are treated as primary. When neither firm nor conditional recommendations for alternative placement are present, counseling and time structuring assume the primary position. It is not possible to match directly recommendations stated in terms of services, such as "family counseling," to dispositions reported in terms of agencies. However, in order to quantify STOP dispositional data, a disposition is recorded as probable concurrence" if it appears that the indicated agency would be in a position to provide the recommended services. For example, when a STOP client recommended for individual counseling received as his disposition a referral to mental health, the disposition was recorded as probable concurrence.

Table XX indicates that only about half of the primary court dispositions received by Main Campus sample clients reflected concurrence with the primary recommendation. The most prominent example of non-concurrence occurred when the primary dispositions were probation only. Of sixteen known commitments to residential schools, seven (43.8%) represented non-concurrence with the primary recommendation, which in four cases was alternative placement. Alternative placement was also recommended for five clients who received probation only, while some twenty-seven clients placed on probation had been recommended for referral to a social agency, youth bureau, or similar program. In all, some 43 known dispositions (48%) represented non-concurrence. The primary recommendations for these included a total of 10 for alternative placement (23%), 32 for referral to a social agency, youth bureau, or similar program (74%), and one for referral to a drug alcohol program (2%).

TABLE XX

CONCURRENCE OF PRIMARY DISPOSITION WITH
TREATMENT TEAM RECOMMENDATION-MAIN CAMPUS R&E SAMPLE

Primary Disposition	Total		Concurrence		Non-Concurrence		Primary Recommendation in Cases of Non-Concurrence		
	No.	%	No.	%	No.	%	Alt. Pmt.	SA/YB/Related Services	Drug Alcohol Program
Commitment	16	17.8	9	56.2	7	43.8	4	3	0
Probation (only)	37	41.1	4	10.8	33	89.2	5	27	1
Alternative Placement	11	12.2	11	100.0	0	0.0	-	-	-
Social Agency/Youth Bureau/Related Services	18	20.0	17	94.4	1	5.6	1	0	0
Drug Alcohol Program	5	5.5	4	80.0	1	20.0	-	1	0
Other*	3	3.3	2	66.7	1	33.3	-	1	0
Total-Known Dispositions	90	-	47	52.2	43	47.8	10	32	1

* Returned to North Carolina for adjudication (1); Alternative School (1); Restitution (1).

Table XXI reveals that the overall concurrence rate for the STOP sample clients was even lower than that for the Main Campus sample. Fewer than one-half (46%) of the primary court dispositions for STOP represented concurrence or probable concurrence, compared to about 52% of the main campus selection. The most striking examples of non-concurrence were ten commitments to DYS correctional schools for the same status charges which precipitated the STOP commitments, and 37 cases in which clients received probation only (41% of the known dispositions). Of the ten clients committed, one had received an unconditional recommendation for placement outside the home, five for placement or counseling services, and four for counseling and/or time structuring. Three clients placed on probation without other indicated services left STOP with firm recommendations for removal from the home, eight with conditional recommendations for alternative placement, and fifteen with recommendations for counseling and/or time structuring activities. In all, some 45 known dispositions (54%) reflected non-concurrence. The primary recommendations in these cases included a total of five for unconditional alternative placement (11.1%), 14 for alternative placement or counseling services (31.1%), and 26 (57.8%) for counseling and/or time structuring activities.

The totals presented on Tables XX and XXI, when combined, produce an overall concurrence rate of 49.1% for the two samples. This figure is somewhat lower than the 56.1% rate reported in a study of Reception and Evaluation Center recommendations and judicial action reports, reflecting 1,179 known judicial actions of clients discharged from the Center in fiscal year 1978.*

* Comparison of Reception and Evaluation Center Recommendations and Judicial Action Reports, FY 1978. Research and Evaluation Unit, S.C. Department of Youth Services, May, 1979.

However, the two studies are not directly comparable because of their different bases of analysis. The 1978 study reflected all judicial actions, which frequently are multiple for individual clients, rather than one primary disposition per client, as in the present report. This distinction is underscored by the treatment of probation, a disposition which generally contributes to a higher overall rate of concurrence except when its impact on concurrence figures is diminished by analysis based on primary dispositions.

Commitments of STOP Clients to DYS Residential Schools. Although it was not within the scope of this report to provide dispositional and other follow-up data on all STOP clients, it has proved feasible to determine how many have been committed to DYS residential schools as of June 30, 1980. Table XXII documents 80 such cases, a figure representing about 20% of all admissions during STOP's first year of operation. The information is presented by month and reflects follow-up periods ranging from seven to 18 months in length. October exhibited a large number of subsequent commitments (11 or 30.5% of the admissions), particularly in light of the relatively brief follow-up period. Notably, more than 60% of the total commitments to correctional schools reflected youth charged with status offenses. While some of these commitments resulted from the same offenses which precipitated the STOP evaluation, others derived from additional status-type problems post-dating the STOP admission. Pee Dee area courts accounted for over one-third of the total commitments, while Aiken contributed the largest number from a single county (nine).

SUMMARY AND CONCLUSIONS

The Status Offender Program has been described as a self-contained unit which provides diagnostic services comparable in quality to those offered by the Main Campus component within a much shorter period of time - - about two

TABLE XX:

CONCURRENCE OF PRIMARY DISPOSITION WITH
TREATMENT TEAM RECOMMENDATION-STOP SAMPLE

Primary Disposition	Total		Concurrence/ Probable Concurrence		Non- Concurrence		Primary Recommendation in Cases of Non-Concurrence			
	No.	%	No.	%	No.	%	Alt.	Pmt.	AP or Counseling Services	Counseling and or Time Structuring
Commitment	10*	11.4	0	0.0	10	100.0	1		5	4
Probation (only)	26	29.5	0	0.0	26	100.0	3		8	15
Clients Home (only)	1	1.1	0	0.0	1	100.0	0		1	0
Alternative Placement	18	21.6	13	68.4	6	31.6	-		-	6
Social Agency/Youth Bureau/Related Services	23	26.1	21	9.13	2	8.7	1		0	1**
Drug Alcohol Program	4	4.5	4	100.0	-	0.0	-		-	-
Other	5***	5.7	-	-	-	-	-		-	-
Total-Known Disposition	88	(83)	38	45.8	45	54.2	5		14	26

* Courts mandating these commitments included: Beaufort (1); Charleston (1); Cherokee (1); Darlington (3), Dillon (1); Florence (1); Hampton (1); Horry (1)

** Counted as non-concurrence because the child's disposition was a referral to Midlands Center, contrary to any recommendation by the treatment team.

*** Three youth were committed to DYS on criminal charges for episodes which occurred between their STOP evaluation and the final dispositional hearing. One youth was held at STOP pending placement in a Group Home; one female was admitted to STOP on a final commitment order and was conditionally released to Florence Crittendon.

TABLE XXII

COMMITMENTS TO RESIDENTIAL SCHOOLS OF ALL
 CLIENTS ADMITTED TO STOP BETWEEN DECEMBER 1, 1978
 AND NOVEMBER 30, 1979, BY MONTH AND TYPE OF COMMITTING OFFENSE

Month	Total Admissions	Clients Committed to Residential Schools*				Length of Follow up Period
		No.	Percent of Total	Status	Non-Status	
December	36	8	22.2	4	4	18 mos.
January	38	10	26.3	5	5	17 mos.
February	41	6**	14.6	4	2	16 mos.
March	58	11	19.0	7	4	15 mos.
April	35	4	11.4	2	2	14 mos.
May	51	8**	15.7	4	4	13 mos.
June	19	4	21.1	4	0	12 mos.
July	11	4	36.4	4	0	11 mos.
August	14	4	28.6	4	0	10 mos.
September	12	2	16.7	0	2	9 mos.
October	36	11	30.5	7	4	8 mos.
November	53	8	15.1	4	4	7 mos.
Total	404	80**	19.8	49 (61.3%)	31 (38.7%)	-

By County: Aiken (9); Darlington (8); Florence, Marlboro, Spartanburg (5)
 Dillon, Marion, (4); Berkeley, Horry, Lexington, Richland
 Sumter (3); Allendale, Anderson, Beaufort, Charleston, Dorchester,
 Newberry, Orangeburg, Union, York (2); Chester, Chesterfield,
 Georgetown, Hampton, Kershaw, Lancaster, Laurens (1).

Pee Dee Area Counties: 27 or 33.7%

*As of June 30, 1980

**One STOP client admitted in February and another in May have been committed to a residential school twice on status charges. A second May client has experienced two subsequent commitments, one on status charges, and the most recent on non-status charges (counted as non-status). Thus the total number of admissions to residential schools was 83.

weeks. Despite marked fluctuations in number of admissions per month, length of stay figures remained relatively stable during the year, averaging well under ten working days for the twelve month period, and the large majority of clients, nearly 80%, received complete evaluations within this duration. Longer stays associated mainly with transportation scheduling and the policies of certain family courts continued to be a source of frustration for STOP personnel.

The distribution of the STOP client population by committing court revealed a concentration of admissions from five counties, of which Aiken and Anderson contributed the greatest number. Pee Dee area counties were represented disproportionately among counties that ranked high both by number of admissions and rate per one thousand of juvenile population, a fact which may be related to the lack of youth bureaus and other resources in the region during the reporting period. Commitments of sibling groups contributed to the large number of admissions from certain counties, particularly Aiken and Chesterfield. In terms of age, race and sex, the STOP client population as a whole reflected a clear majority of white clients and a slight majority of females. Clients averaged 14.3 years of age.

Among characteristics analyzed on a sample basis for the STOP population were commitment offenses, which most frequently involved truancy or school-related problems, and evidence of non-status delinquent behavior, which was found in about one-half of the STOP sample group. Factors examined comparatively utilizing the STOP sample and a selection of Main Campus clients included race, sex, age, family structure at time of commitment, level of academic functioning, and intelligence. As expected, differences between the two groups by race, sex and age were statistically significant, with the STOP sample exhibiting much larger proportions of white and female clients, and a younger average age than the Main Campus group.

Examination of family structure at time of commitment also revealed a statistically significant difference between the two samples, accounted for mainly by the greater proportion of single parent families (the modal configuration for each group) observed in the Main Campus sample. In both groups, a child living with his natural parents was atypical. Comparison of grade placement to level of academic functioning indicated that the majority of youth in each sample were functioning three or more grades below their community placement, while fewer than 20% were achieving commensurate with placement. Differences between the two distributions were not statistically significant, although the proportion of youth in the "three or more grades below placement" category was somewhat greater in the main campus selection. In terms of intelligence level, the distributions for both groups proved strikingly similar, with about the same proportion (45%) testing "borderline" or below. Proportional differences at specific levels were not sufficient to approach statistical significance.

Analysis of treatment team recommendations and court dispositions revealed a concurrence rate of only 52% for the Main Campus sample and 46% for the STOP group. Of particular concern were the ten commitments of STOP clients to DYS residential schools, and those clients in both samples unconditionally recommended for alternative placement whose dispositions reflected commitment or probation with no other indicated services. Five of the status offender commitments were mandated by Pee Dee area courts.

It was determined that about twenty percent of all STOP clients admitted during the first year of operation have experienced one or more subsequent commitments to DYS residential schools. The clear majority of these reflected status offender commitments, and about one third were accounted for by the Pee Dee area courts.

The findings summarized above indicate that throughout the first year of operation STOP personnel maintained the level of performance necessary to accomplish their objective of completed evaluations within ten working days for the great majority of clients, despite the pressures of a large population during certain months. Further indications that STOP enjoyed a successful first year include the degree of staff commitment to the Program, which was evident in every interview conducted by the evaluator, the apparent rarity of disciplinary problems at the Unit, and the fact that the actual services provided within the ten day period compared so favorably to those completed in a much longer time frame at the Main Campus component. Indeed, professional staff seemed to feel that the organization and environment of STOP may well have enhanced the quality of the evaluation.

Evidence of prior non-status delinquent behavior in the STOP sample, and in particular, the presence of youth in a "status offender" program who have law enforcement- or court- documented criminal offense histories, raises the issue of adequacy of the committing offense as the criterion for admission to the Unit. This problem, which has been a concern of Program personnel since the STOP Unit opened, might be resolved by scanning the child's court history at the time of admission, a procedure that became feasible only recently with the advent of R & E access to Juvenile Placement and Aftercare's Management Information System terminals.

In addition to the evidence of criminal involvement noted for certain STOP sample clients, other data presented in this report appear to substantiate the theory that status and non-status offender populations are not vastly different; at least in terms of the types of services needed during the R & E commitment. Although the two samples reflected markedly different configurations by race, sex and age, certain concrete similarities were noted in the

areas of family structure, academic performance, and level of intelligence. For both samples, evaluations served to identify youth whose home placements were inadequate, and those in need of counseling in special areas, greater supervision, and particular educational services. It appears, therefore, that a STOP-format program might work well for a larger segment of the R & E population, especially for those youth committed on less serious criminal charges, and might offer the same kinds of advantages that STOP personnel have attributed to their own Unit.

The relationship between the Reception and Evaluation Center and the family courts of the state remains an area of concern not only because of the very low rate of concurrence between recommendations and judicial actions but also because of occasional episodes of youth ordered held for a specific period pending their final dispositions. While it is unfortunate that time constraints have thus far precluded further examination of the issue, sufficient evidence has been presented in this Report to document that problems exist, and one step toward resolution might be a stronger commitment on the part of DYS administrators to educate family court personnel regarding the overall purpose of the R & E Center.

At the same time, further attention to the cases of STOP clients who have been committed to residential schools might be of utility in defining the scope of the issue. Possible areas for investigation might include the number of commitments resulting directly from those charges which precipitated the STOP evaluation, the court's rationale for mandating that disposition, and the number of commitments which reflected additional charges post-dating the STOP admission. Within the latter group, examination of services provided after the STOP evaluation, and type of subsequent offense involvement, would provide a basis for assessing "what went wrong" and add to the general understanding of those factors which govern whether a child who begins his contact with the juvenile justice system as a status offender will "escalate" to criminal behavior.

It also would be interesting to determine whether those STOP clients committed to correctional schools on non-status charges manifested any signs of criminal involvement prior to the STOP admission. Such a finding would serve to substantiate further the claim made in this Report that certain clients who have received evaluations at the STOP Unit were in fact inappropriate candidates for a "status offender" program.

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