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THE HALFWAY HOUSE PROGRAM AND ITS AFFECT
ON THE INDEPENDENT FUNCTIONING OF 24
FORMER RESIDENTS

By

Richard L. Putney

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ABSTRACT

THE HALFWAY HOUSE PROGRAM AND ITS AFFECT ON THE INDEPENDENT FUNCTIONING OF 24 FORMER RESIDENTS

By

Richard L. Putney

The child who has been the product of a broken family, and who grew up in child-care institutions must, in young adulthood, build bridges between dependency upon the institution and his juvenile subculture to the independence of responsible individual living.

The "halfway house" refers to any relatively small facility either residential or nonresidential, that stands-literally-halfway between the community and the institution.

The "study group" was investigated to indicate the quality of adjustment achieved by a sampling of the former population. The study question thus formulated deals with the significance of placement at Reynold's Hall for Youth to the current level of effectiveness of social functioning of a group of young men in residence at least one month and who were discharged upon their completion of dependency upon the halfway house. The men were aged twenty to twenty-four years.

Richard L. Putney

The methods used in conducting the study center around "significance of placement" and the current social functioning of the study group. A personal interview was conducted of former residents to determine their current social functioning. The records of Catholic Charities Bureau were checked in order to determine a description of the participants family.

Although a wide variety of problems within the homes were recorded, some problems were common to most families. Severe marital conflicts aggravated by marked immaturity and instability of parents were common in all but four families. The need for placement at Reynold's Hall arose primarily on the basis of dissolution of the family as the result of a crisis situation.

Social functioning is the sum of the individual's activities as he fulfills the roles and tasks expected of him in his interaction with others in social situations.

Eleven categories were used to study the individual's attitudes and activities in both social situations and social relationships. In each category there was a possibility of earning from one (malfunctioning) to seven (effective functioning) points. The participants scores for the categories were added and the total score divided by the number of categories in which he had earned credit. After the individual ratings were compiled, the total group was subdivided into two classifications, namely, adequate social function and

Richard L. Putney

inadequate social functioning.

When twelve or more scores cluster in the range of adequate functioning, inference is made that placement at Reynold's Hall has not interfered with the ability of the participant to achieve adequate social functioning of twelve. If more scores fall into the range of inadequate functioning, these components will be considered in detail in order to bring to the foreground the significance of placement.

Based on the scores of the study group for each of the eleven categories of functioning, it would appear that placement was most contributory to functioning relationships with friends, on the job, in the home, with peers, relatives, and in the marital relationship.

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A THESIS

Presented to
the Faculty of the School of Criminal Justice
Michigan State University

In Partial Fulfillment
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Master of Science in Police Administration

by.

Richard L. Putney

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TABLE OF CONTENTS

CHAPTER	PAGE
I. HISTORICAL BACKGROUND.....	1
Introduction.....	1
Historical Background.....	1
Background of the Selection of the Study Question.....	11
Presentation of the Study Question.....	16
Purpose.....	16
Sub-Question.....	16
Summary.....	17
II. CONCEPTUAL BASIS OF THE STUDY.....	18
Introduction.....	18
The New Role of Halfway Houses.....	18
Principles of Program Formulation.....	21
Role of the Social Service.....	30
Functions of the Cleveland Catholic Families and Children's Bureau.....	33
Origin of Reynold's Hall.....	34
Philosophy of Reynold's Hall.....	35
Physical Facilities.....	37
Special Services.....	38
Summary.....	40

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 104

CHAPTER	PAGE
III. METHODS USED IN CONDUCTING THE STUDY AND PRESENTATION OF DATA.....	42
Introduction.....	42
Definition of Terms.....	42
Sources of Data.....	43
Selection of Data.....	45
Procedures for Eliciting Participation.....	47
Presentation of Data	
Characteristics of the Study Group	
Families at the time of Placement	
Planning.....	49
Nationality.....	50
Age of Siblings.....	50
Age of Parents.....	53
Religion and Religious Participation.....	53
Religious Aspects of the Marriage Ceremony.	54
Marital Status.....	54
Economic Adequacy.....	59
Environmental Adequacy.....	59
Health.....	59
Family Problems.....	60
Request for Placement.....	63
Referring Agencies.....	63
Attitudes of Participants Towards Placement.....	64

CHAPTER	PAGE
Previous Placement and Associated Problems.	65
Educational Achievement.....	65
Functioning of the Participants While in Placement.....	66
Adjustment to Institutional Living.....	67
Positive Use Group Living.....	69
General Program.....	70
Educational.....	70
Employment.....	70
Religious Participation.....	71
Halfway House Living.....	72
Specialized Services.....	73
Medical.....	73
Psychological Status.....	74
Social Casework with the Participants.	74
Summary.....	75
IV. ANALYSIS OF THE STUDY DATA.....	76
Introduction.....	76
The Meaning of Social Functioning.....	76
Social Roles.....	77
Role and Functioning.....	79
Economic Expectations.....	80
Environmental Expectations.....	80

CHAPTER	PAGE
Physical Expectations.....	81
Psychological Expectations.....	81
Religious Expectations.....	81
Cultural Expectations.....	82
Method of Judging Social Functioning.....	82
Procedures for Data Analysis.....	86
Functioning in Work.....	88
Functioning in the Home.....	89
Functioning in Church.....	90
Functioning in Recreation.....	91
Functioning in Civic Groups.....	92
Functioning in the Marital Relationship....	93
Functioning as Parents.....	94
Functioning in Relationship with Relatives.	95
Relationships with Peers.....	96
Relationships with Friends.....	97
Functioning in Relationship with Authority Figures.....	98
λ Suggestions for Further Program Development.....	101
Summary.....	102
V. CONCLUSIONS AND RECOMMENDATIONS.....	104
Introduction.....	104

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CHAPTER	PAGE
Response to the Purpose.....	104
Relationship of Findings to Theory.....	108
Evaluation of the Study Methodology.....	109
Implications for Further Research.....	111
Conclusion.....	113
BIBLIOGRAPHY.....	
APPENDIX.....	

CHARTS

CHART	PAGE
I. Background of Parents of Participants at time of Placement.....	52
II. Family Situation Prior to Placement.....	56-58
III. Placement Planning.....	62-63
IV. Previous Placement--Educational Achievement..	64-65

LIST OF TABLES

TABLES	PAGE
I. Age of Admission and Dismissal, Length of Placement.....	67
II. Adjustment of Halfway House Living Use of Group Experience.....	68
III. Method of Judging Social Functioning.....	85
IV. Functioning in Work.....	88
V. Functioning in the Home.....	89
VI. Functioning in Church.....	90
VII. Functioning in Recreation.....	91
VIII. Functioning in Civic Groups.....	92
IX. Functioning in the Marital Relationship.....	94
X. Functioning as Parents.....	95
XI. Functioning in Relationship with Relatives...	96
XII. Functioning in Relationship with Peers.....	97
XIII. Functioning in Relationship with Friends.....	98
XIV. Functioning in Relationship to Authority Figure.....	99

CHAPTER I

HISTORICAL BACKGROUND

Introduction

This chapter presents a brief description of the historical development of halfway houses as a necessary concept of modern corrections, the chain of events that led to the selection of the study question finally chosen, the purpose of the study, subquestions, and statistics regarding the extent of halfway house care.

Historical Background

For a young child, his own parents are the source of all the deep emotional reserves essential to his survival--affection, the reliability of life and of people, self esteem , and protection from danger. Recognition of the importance of the parent-child relationship has become the very heart of child welfare practice. It has directed child welfare activities in keeping a child and his natural family together whenever possible and in strengthening or rebuilding a home into a reasonable solid emotional and economic unit.¹

If the child does not receive this solid emotional and economic unit as a child, then as a young adult he will be unable to step from this solid foundation into adulthood.

¹Dorethy Hutchinson, "Basic Principles in Child Welfare," Child Welfare, XXXI (December, 1952), p.3.

As a young adult he will substitute the solid family unit for the subculture of his peers, and a way must be found to break the hold of the subculture and free the individual, through self awareness, through understanding and through self-motivated redirection, to enter upon a way of life which is basically more acceptable both to himself and to society.²

In any consideration of the welfare of a child, one must realize that when assistance from persons other than the child's parents becomes necessary to provide a substitute living arrangement for him, something has happened in his life which unless skillfully handled may leave lasting scars. Social agencies become of prime importance when a child is deprived of his own home due to the death, disability, incompetence, or illness of one or both of his parents or when the family is broken due to marital or family discord. They are a necessity for the child who is without normal guardianship of parents because he has been abandoned, neglected or deserted.³

The child who has been the product of such misfortune, and who grew-up in child-care institutions or lingered in

²Oliver J. Keller, Jr. and Benedict S. Alper, Halfway Houses, (Lexington, Massachusetts:D.C. Heath and Company, 1970). p.XIII.

³Hazel Frederickson, The Child and His Welfare, (San Francisco:W.H. Freeman and Co.,1957). p.17.

a crippled house must, in young adulthood, build bridges between dependency upon the institution and his juvenile subculture to the independence of responsible individual living.

Today when a young man requires supportive living arrangement, from a corrections institution, child-care institution or a unstable family situation, there are a number of resources available for considerations. The half-way house is a relatively recent resource. But this was not always the case since halfway houses in their development have gone through many stages of growth.

It is difficult to reconstruct, after the fact, the motivations that led past cultures to inaugurate various policies toward those persons who deviated from their norms. But it is important to realize that many of those policies have tended to survive long after the reason they were formulated is proven erroneous or unacceptable. Sociologists are fond of pointing to handshaking, toasting, and similiar practices, instituted for diverse out-of-date reasons, which persist today, often because social lethargy and inertia keep them alive.⁴

⁴Herbert A. Block and Gilbert Geis, Man Crime and Society (New York: Random House., 1970), p. 435

In Essay on Crimes and Punishment 1764 Cesare Beccaria, an Italian noble, stated that the philosophical justification for punishment was the protection of society by the prevention of crime.

Jeremy Bentham, a penal philosopher from England, viewed punishment as a necessary evil which decreased the greater evil criminals caused society, thus decreasing the peace and public welfare of the total society by their crimes.

In 1940, Donald Clemmer published a study of a 2,300-inmate prison, which he describes as "just another place where men do time." He attempted to gather information on the "culture" of the prison, for it is this culture, Clemmer believes, that provides the key to the influence of the prison program and that is much more significant than the superimposed standards of the prison administrators.⁵

Clemmer's study and observations are taken a step further by Gresham Sykes in a study of the Maximum Security Prison at Trenton, New Jersey. Sykes suggests that the entire idea of "attempting to reform criminals by placing them in a prison is based on a fallacy." He notes that custody demands within the institution take priority over treatment considerations.⁶

⁵Ibid., p. 453.

⁶Gresham Sykes, The Society of Captives (Princeton University) Princeton University Press, p 58 pp. 17-18.

Sykes also points out that it is excessively optimistic to expect 100 percent rehabilitation and that public education is the realistic function and price to be paid for correctional ends is an imperative need. In addition, new programs, stressing community participation by convicted offenders, if proven valuable, may ultimately undercut the present rationale for imprisonment.⁷

In 1932 a mission-type home known as "The Parting of the Ways" came into existence in Pittsburgh to provide shelter for ex-offenders.⁸ The Salvation Army and the Volunteers of America have over the years provided for prisoners in the dormitories they maintain for homeless men, and other "mission" agencies make temporary lodging available to ex-offenders. Not until the 1950's when Dismas House, St. Leonard's House, and 308 West Residence appeared, however, do we see the beginnings of what is today a national halfway house movement for the care of offenders, child or adult.⁹

Information on halfway houses, as an alternative form of corrections, is largely the product of non-establishment thinkers in the past 25 years.

⁷Herbert A. Block, Gilbert Geis, ap cit pp. 457-458.

⁸Negley K. Tuters, John Otto Reinemann, *The Challenge of Delinquency*. (Englewood Cliffs: Prentice-Hall, Inc. 1950) p. 78.

⁹Nat Suerback et al. "A Concept Explication: The Halfway House in Corrections" (unpublished Master's Dissertation, School of Social Work, Syracuse University, 1966), p.25.

One form of care which was found to be superior to the closed institutions and independent living of dependent children was the halfway house established by religious or charitable groups. The contributions of the Catholic laymen in this field are of importance to this study. All of the Church's organized efforts on behalf of the temporal welfare of her children and young adults grew largely out of the problems of the immigrant population when serious epidemics struck the population during the midnineteenth century. The parish had always been considered the basic unit for the care of such extensive needs. However, the parishes were so hard pressed to meet the needs of the immigrant children who had been rendered homeless that the bishops appealed to the religious communities in the United States. These communities had as their chief work the education of children. They expended this to include the care and education of some dependent children in a boarding school type institution. Orphanages were established by the religious communities in the large Eastern seaboard cities.¹⁰

Soon the Civil War created a whole gamut of new and urgent needs for the care of destitute children. These needs were again met largely through the provision of group

¹⁰Monsignor John C'Grady, "Catholic Charities in the United States--Background and Present Outlook", in Religion and Social Work (New York: Council on Social Work Education, 1959), p.31.

care in institutional settings. Most of the institutions set up to care for children orphaned by the war were private facilities subsidized by public funds. Although there were some public institutions on both the local and state levels, the vast majority of children lived in privately sponsored and financed facilities.¹¹

But it was soon apparent that there were difficulties inherent in institutional living too. Discontent with group care led Charles Loring Brace of the New York Children's Aid Society to develop what might be termed foster home placement. Brace gathered together large numbers of children who were deserted, homeless or in great poverty and sent them under the care of one of the Society's agents to other parts of the state or to other Midwestern cities whence from a public gathering place they were distributed to farmers or tradespeople who might select them. It was reported that 51,000 children were placed by the New York Children's Aid Society during the first twenty-five years of its placement activities.¹² Although Brace began his placement work in 1853, not until 1883 was there any supervision of the children who were placed in foster homes by the Children's Aid Society.¹³

¹¹Emma Lundberg, Unto the Least of These (New York: Appleton-Century Co., Inc., 1947), p.31.

¹²Ibid p. 77.

¹³Hazel Frederickson, The Child and His Welfare (San Francisco: W.H. Freeman and Co., 1957), p.22.

Both the institutions and large child placing agencies such as the Children's Aid Societies were criticized because they lacked supervision and follow-up services for the children they had placed in foster homes. In the face of mounting criticism, they were especially well disposed to accept the methods advocated by the Charity Organization Societies. These groups injected private philanthropy into the system of investigation and social services according to the needs of the individual families.¹⁴ Child placement agencies sought ways to apply this principle to the needs of children because they were experiencing a growing awareness of--whether the child actually needed any form of placement at all.

In its early years the twentieth century was heralded as the century of the child. There was an ever increasing awareness of the meaning of family ties for children, of child and family welfare programs, and acceptance of the concept of maintenance of the child in his own home as a public responsibility.¹⁵ The early state administered programs of Mother's Aid had their origin in a time of reaction against old methods of public relief and institutional care. Various attempts at Mother's Aid culminated in the passing

¹⁴Emma Lundberg, op cit, p.75.

¹⁵Martin Gula, Child Caring Institutions (Washington: Children's Bureau, 1958), p.3.

of the Social Security Act of 1935 which marked the advent of a new era of public aid to dependent children in their own homes,¹⁶ Finally, the White House Conference have been a means of keeping the needs of children before the public and of illustrating the interrelationship of health, welfare, and education services to children.

When social, economic, and medical advances had reduced greatly the numbers of families needing substitute care for their children, long smoldering controversy about the merits of foster home care as opposed to institutional care flared up anew. Certainly the events of the last century, when coupled with the impressive research into the detrimental effects of institutionalization, would bring an end to group care for children. Foster home programs expanded rapidly in the wake of growing dissatisfaction with institutions. But even as they grew the deficiencies of even the best foster home program were gradually discovered. Foster homes, no matter how numerous and adequate, could not supply for some children the correct type of care and training. A study of the problems of children who failed to adjust to foster homes, regardless of the suitability of these homes, indicated a similarity of behavior which was more easily treated in the group program of the institution.

¹⁶ Emma Lundberg, op. cit p. 124.

In addition, foster home workers had to admit that they were experiencing considerable difficulty in finding sufficient homes which met requirements.¹⁷ Reluctantly it was conceded that the institution has a demonstrable place after all; just as it ~~also~~ can be conceded that foster homes have a demonstrable place. The halfway house program combines the staff structure of the institution with the open family living of the foster home.

The "halfway house" refers to any relatively small facility either residential or nonresidential, usually located in or close by a city or town. Persons involved in the programs of such places participate in the daily life of the open community, either working, or going to school "outside." Devoid of the customary security provisions, a halfway house may be publicly or privately supported, be psychotherapeutically oriented or reality-based, derive from religious or secular auspices. Persons who live under its comparatively free conditions are expected to undergo a group experience of limited duration. The halfway house stands-literally-halfway between the community and the institution, and may serve persons who are released from an institution, as well as those received directly from a court.

¹⁷Cecilia McGovern, Services to Children in Institutions (Washington: National Conference of Catholic Charities, 1968), p. 2.

¹⁸Cliver J. Keller, Jr. and Benedict S. Alper: opcit p..10.

The need for halfway houses existence is evidenced by the fact that it is estimated that about 1 million persons pass through jails and workhouses each year, with the daily population probably somewhere between 120,000 and 150,000 persons.¹⁹ The Catholic Church, a pioneer in institutional care, reported that on January 1, 1970, it was serving 31,800 dependent children in 647 group homes and institutions throughout the United States.²⁰ One of these institutions, Reynold's Hall, located on Cleveland, Chio's near westside, is the halfway house included in this study. Reynold's Hall serving the Cleveland Catholic Diocese of Ashland, Cuyahoga, Geauga, Lake, Lorain, Medina, Summit and Wayne Counties Chio.

Background of the Selection of the Study Question

Reynold's Hall named after Father John Reynolds a former Director of St. Anthony's Home for Boys Cleveland, in the face of the realistic of changing conditions and new ideals of service to young men, has constructed its activities to include supportive living program of services to young men, has constructed its activities to include supportive living program of services to young men who cannot function independently in the community. But even though it is generally

¹⁹Herbert A. Block and Gilbert Geis. op cit p. 462

²⁰Official Catholic Directory (New York: F.J. Kennedy and sons, 1970) General Summary, p. 4.

recognized within the field of child welfare that halfway houses do have a place in the wide gamut of services for young men, its function are not yet entirely clear. There is a fairly general agreement that the halfway house, or for that matter institution, serves as a valuable diagnostic tool, but the therapeutic contribution it may make is highly disputed. The problem can be further stated by who should take credit for a young man "growing-up" the halfway house or biology? Certain characteristics of group living, apparently arising from the fact of 'groupness,' are useful for work with certain kinds of dependent young men but experts have not learned what these characteristics are and how they can be combined to make the maximum impact on the residence.²¹ It remains the task of the halfway houses themselves to review their programs in an attempt to determine which elements are really therapeutic.

How can an evaluation be carried out? A method suggests itself as being in keeping with the American tradition of love of the functional. In our land of ever increasing specialization, the preferred way of judging the merits of any tool, technique, or program is the test of results. Much of the research in the field of social service has been devoted to evaluating the effectiveness or results of direct service to clients.

²¹Mrs. Elliot Studt, "Therapeutic Factors in Group Living," *Child Welfare*, XXXV (January, 1956), p.1.

In keeping with this tradition of social science research, the director of Reynold's Hall (Albert M.J. Putney) suggested to the writer a follow-up study of former residents of the institution to evaluate in retrospect the meaning of placement to these individuals with particular reference to its influence on their current social functioning.

For the writer, such a study would serve as a vehicle to discover those characteristics that have influenced the social functioning of ex-residence, and also, those characteristics that have little affect upon their current social functioning. Although Reynold's Hall is a relatively new program in the Cleveland area, it is not an easy matter to intelligently evaluate the program of a halfway house without some knowledge of the principles of child care as they apply to institutions. The study would provide the opportunity for obtaining greater understanding of the halfway house that has been the object of long standing interest and curiosity.

Hopefully the study would also yield knowledge useful to the 'Hall' in its endeavor to meet the needs of the young-men under its care. It would give some indication of the quality of the adjustment achieved by a small sampling of the former population.

Initial discussions with the director late in 1971 indicated the possibility of a study of ex-residents of the

'Hall' from 1968 to March of 1972 who had been in the Hall for one month or longer. Study participation would have been limited to those individuals who achieved a "successful adjustment" in their present lives. This limitation would have served to reduce the study group to a workable number while at the same time insuring the participation of individuals who have "profited" from the 'Hall.'

The above criterion had been proposed with the following reality factors in mind. The "successful adjustment" category does not include three former residents who are AWOL from military service. A record check with the Cleveland Police Department record room (Pavia 693) confirmed that the three are AWOL. Two of the three AWOL's cannot be judged as not successfully adjusting to military service for they had gone AWOL upon receiving orders for Vietnam. Upon interviewing the two, with the aide of former residence, the two admitted that for ideological reasons they left the Army and went to Canada. The two have since returned to this country and are living under assumed names. Neither of the two know the other. The third individual had gone AWOL from the Marine Corps upon returning from 9 months in Vietnam. It is not the purpose of this study to place these three individuals in a non-successful adjustment category, but just to exclude them from the study thus creating a third category. History may prove them to be the 'Hall's' most successful residents.

The year 1968 was selected for it was early in this year that the first former resident moved out of the Hall in February of that year. March 31, 1972 was the end of the study period for it was at this time that this study was begun. Assuming that older residents would best be able to evaluate their experience within the 'Hall' this was seen as a desirable qualification. Another factor influencing the selection of these former residents was the assumption that most of these individuals would have had sufficient time to establish responsible independent living. The maturity which should have been achieved by the group was viewed as a factor favorable to eliciting an objective evaluation of placement.

Several problems presented themselves immediately. To ascertain the quality of the participant's present adjustment required some effective screening procedure that would not be too time consuming to construct or administer.

When the plan for the study was presented to the director of this research study program at Michigan State University School of Criminal Justice, (Dr. Robert C. Trojanowicz), his encouragement provided the stimulus needed to undertake the project despite its difficulties.

Before the writer returned to Cleveland for the spring term, all permissions necessary to conduct the study had been

obtained. One further meeting with the director of this project was used to clarify the study question.

Presentation of the Study Question

What is the significances of placement at Reynold's Hall for Young-Men to the current level of effectiveness of social functioning of a group of young-men (twenty to twenty-four years) who had been in residence at least one month and who were discharged upon their completion of dependency upon the halfway house.

Purpose

The purpose of the study is to evaluate in retrospect placement at Reynold's Hall as it is described by a group of former residents to determine those aspects of placement of significance to the individual's present functioning and to learn why he considered them to be significant. Of importance would be comments about those aspects of placement that were not contributory to present adjustment and why they were not. Finally the individual would be asked which aspects of placement he considered beneficial and which detrimental to his present level of social functioning.

Sub-Question

Necessarily included in the study considerations is an objective evaluation of the individual's level of social functioning to determine its effectiveness. These evaluations

will make possible some limited conclusions regarding the quality of the present adjustment of the participants as evaluated by civilized standards. Of particular interest to Reynold's Hall at this time is a clarification of the significance of the role of the case worker in the participant's placement.

Since the policies, procedures, and programs of the country's institutions vary widely, this study will not be the basis for any far reaching conclusions for the field of halfway house programs, but hopefully it will serve to clarify the meaning of placement in one halfway house at a given time to those who underwent the experience.

Summary

For two decades now halfway houses of various types have helped provide homes for young-men who needed warm and nonjudgmental persons as parent substitutes. Every generation brings its toll of dependent, neglected and delinquents to the halfway house doors. Some surprising changes have occurred in halfway houses in the past twenty years which have greatly altered the pattern of social service.

These changes have led to many questions regarding halfway houses. The most important of these are what is the true functions of the halfway house and what kind of young-men need this type of care. Some tentative conclusions can be drawn from the following considerations of the elements of a good halfway house program.

CHAPTER II

CONCEPTUAL BASIS OF THE STUDY

Introduction

Exploration of the evolving functions of modern halfway houses, of principles of adequate program formulation, and a description of the philosophy, program, and procedures of Reynold's Hall will be the major content presented in this chapter.

The New Role of Halfway Houses

The Social Welfare field has been witnessing continuous transformations in institutions for young-men resulting from the growing knowledge about the total needs of these men. Increasingly during the past few years in an attempt to prevent young offenders from the brutalizing affects of incarceration unless is appeared "political" or absolutely necessary, probation and parole were alternatives to incarceration; more recently, a host of community-based programs have emerged and are now in the process of being evaluated and refined. The President's Commission on Law Enforcement and Administration of Justice, strongly endorsing the idea of community-based corrections, called for the establishment of facilities such as group homes for delinquents, halfway houses for adult offenders, and intensive community-supervision programs for persons who, without such supervision,

would likely be incarcerated.²²

With parole basically a state-level responsibility in Ohio, the two major correctional alternatives at the local level are confinement and probation, the average cost of keeping a person confined (\$4,578), was more than 20 times the average probation cost (\$223.).²³

No longer is the correctional institution believed to be desirable place in which to rehabilitate a young offender. In the institutional structure of the prison, most officials are relatively indifferent when it comes to punishing their wards for past sins and are equally indifferent when it comes to saving them from the sins of the future. "Allegiance to the goal of rehabilitation tends to remain at the verbal level, as an expression of hope for public consumption."²⁴ Unless a correctional institution is able to provide a constructive program of living arrangement for the purpose of diagnosis, retraining and treatment of offenders to prepare them for return to responsible independent living in the community,

²²Lloyd W. McCorkle, Albert Elias, and F. Lovell Bixby. "The Highfields Story: An Experimental Treatment Project for Youthful Offenders." (New York: Holt, Rinehart and Winston, 1958)

²³Administration of Justice Committee "A Profile of the Criminal Justice System in Cuyahoga County, Ohio" (December, 1971) p. 91.

²⁴Herbert A. Block and Gilbert Geis, op.cit., p.456.

either through its own facilities or in conjunction with other public and private agencies in the community, it cannot fulfill its rehabilitation function and should not accept the responsibility to do so.

Though there is no one who advocates the care of dependent young-men in large groups, there is general agreement regarding the value of small groups to meet the needs of particular young-men. Probably the most widespread agreement is found when specialized treatment facilities offer programs designed to treat specific physical, mental, or emotional problems of the following individuals.

(1) Adolescents and young-men with serious behavior problems whose behavior is dangerous to themselves and to others. This group includes those who have been apprehended for violent criminal behavior.

(2) Seriously disturbed young-men who are unable until helped to form effective relationships with anyone.

(3) Individuals with serious physical handicaps. Many of these individuals are also found to have superimposed behavior problems.

(4) Unadjusted mentally retarded individuals.

Due to the formalized need of diagnostic care for these individuals a more structured living arrangement is necessary than can be provided in most halfway house programs.

There is further agreement that halfway house care, the kind of house to which reference is made in this study, probably provide the most suitable atmosphere for the following groups of individuals.

(1) Unadjusted adolescents from a problem family who need a period of readjustment before independent living will succeed.

(2) Adolescents who are the products of child care institutions during childhood and lack the self confidence and skills necessary to function adequately on their own.

(3) Individuals who are unable to find employment either because of age or juvenile record, and who do not have a family willing to support them.

(4) Individuals who have come from a problem family and have failed for various reasons to function independently, and they can no longer return to the unstable family.

(5) Individuals who have committed a criminal offense are on parole or probation and need a stabilizing adult.

(6) Individuals with no families who have made an effort to function in the military, but were discharged for various reasons.

Principles of Program Formulation

Almost all experts agree that halfway house settings should be small to permit greater flexibility in the use of

community resources and to avoid the regimentation which is inseparable from large mass institutions. It is difficult to judge the ideal size of the group which is structured for halfway house living purpose, but the leisurely of group size cannot be afforded by Reynold's Hall due to the physically plant size which is twelve, but John Bowlby indicates that fifteen individuals are about all a leader can handle. ²⁵

If halfway house living is to have maximum value for the individual, there must not be too great a range of developmental stages, variations in the extremes of cultural values, or types of personalities among the individuals in the house. At the same time, the group should provide for variety among the individuals. The physical facilities and their arrangements are only important as means of reinforcement of the capacities of the individuals as means of reinforcement provides the necessary structure in implementary such a goal.

An important element in the halfway house complex is the staff. The size, composition, duties, and qualifications of the staff depend on the purposes, size, and function of the halfway house. The professional staff should ideally consist of a director, a residential social worker, a chaplain, a registered nurse, a recreational

²⁵John Bowlby, Maternal Care and Mental Health (Geneva: World Health Organization, 1952), p.129.

leader, a home economics individual, phsician dentist, psychiatrist, and psychologist. It is possible to **have** only the part time services of some of these specialists when this alternative arrangement can be successfully coordinated with the whole program.²⁶ Should a tutoring program be conducted within the halfway house, teachers would become important staff members.

A word needs to be said about the role of the chaplain in a Catholic institution such as Reynold's Hall. In any institution, the chaplain's primary responsibility is for the spiritual care and improvement of his charges. The basis discharge of this responsibility will be through the administration of the Sacraments and the imparting of religious instruction. When dealing with the young-men of Reynold's Hall, who have turned cynical towards religion, it is necessary that the chaplain remain consistent and opened minded. A virtual contriduction in terms. This is not necessarily so for the chaplain must make himself available for extra opportunities for personal guidance or counseling. It is in his counseling function that the chaplain will do the spade work which will enable the graces

²⁶Hazel Frederickson, The Child and His Welfare (San Francisco: W.H.Freeman and Co., Inc. 1957) p.222.

of the Sacraments to be effective in the souls of poor, disadvantaged individuals.²⁷

In selecting staff members, consideration must be given to their preparation, their attitude toward young-men, and to their physical, mental, and moral health. Those who seek employment in the halfway house should possess a fundamental interest in the individual problems of the young-men plus an understanding of the problems faced by the young-men outside the halfway house. They should be people who have lived an emotionally satisfying life of their own and will not be therefore seeking a disproportionate amount of satisfaction in serving others. Because they will have to work closely with other staff members and with the community, they should possess the skills which will enable them to contribute to collective efforts. It is important that they should also have developed an orderliness and a strength of personality that will enable them to gain the respect of the young-men.²⁸

Demands on staff members are high. The young-men who enter a halfway house today have had difficulties which

²⁷Reverend Leo J. Trese, "The Chaplain as a Counselor," Catholic Charities Review, XXXIV (April, 1959), p.10.

²⁸Harold F. Strong, Institutional Work For Children Washington: National Conference of Catholic Charities 1945) p.7.

leave them unable to provide satisfactory in their relationships with others. In a halfway house there are many possible relationships with both adults and young-men.²⁹

The staff must accept the responsibility of helping the young-men in accordance with their understanding of the dynamics of the behavior of adolescents, and the social-economic dynamics of young-men living independently. Participation in staff meetings and conferences can enrich the individual staff member's knowledge of not only an individual young-man but of the behavior of young-men in general. From these meetings can emerge a more meaningful program based on a sharing of the philosophies, experiences, problems, and skills of all the staff members.

The program formulated by the staff must be flexible to the point of being individual. Perhaps the worst feature of the old institutions were their regimented life. It blunted the individuality, initiative, and independence of the young men who spent most of their lives within its confines. To be sure, there must be more structure in halfway houses than in a family setting, but appreciation of the desirability of individuality and flexibility in adapting to the structure can lead to a sense of direction conducive to adult development rather than to retardation

²⁹Abraham Kostick, The Role of Staff in Children's Institutions, Child Welfare, XXXI (April, 1953), p.7.

of continued growth and development.³⁰ In strengthening the poorly developed or damaged sense of worth, or independence of emotionally deprived youngsters such as some placed in child care institutions, it is important that the halfway house program offers opportunity for acquisition of new skills, for new experiences that will broaden their horizon and give them courage to try again to find satisfaction in relationships with others.³¹

Unless staff members implement the program with flexibility and individuality, recognized disadvantages are inherent which undermine any contribution to the young man's development that might otherwise have been realized. From an overly routinized life lived exclusively within the confines of the institution can result a lack of personal freedom and initiative, unfortunate restriction of friendship and social opportunities, insufficient emotional outlets, and in some cases, insufficient with the value and use of money.³² With social reality and thoughtful planning, all of these disadvantages can be altered if the program offers a wide range of opportunity

³⁰Hazel Frederickson, op.cit., p.224.

³¹Helen R. Hagan, "Child Caring Institution as a Casework Agency," *Child Welfare* XXXIII (June, 1954), p.7.

³²Hazel Frederickson, op. cit., p.2.

for self expression and achievement in daily living, in work and in social activity. In order to make the program effectively meet these ends, the staff's concern should be directed toward the quality and diversity of the activities and their impact on the total individual as well as the individual's immediate problem.

For individuals who have had too little (constructive regulations) in their lives prior to the halfway house, the framework of a semi-independent routine with external structure supports his new life style and adds security to his life. Whether or not he chooses to conform to the individual rules, he knows what is expected. It is easier for the young-men to conform in the halfway house setting where there tends to be depersonalization of rules and procedures that apply to his adolescence and a personalization of the procedures that apply to his adult conduct. Rules properly designed can appeal to and mobilize support from the subculture codes which appear among the young-men to achieve necessary conformity to a total structure.

A routine must not be restrictive, however. If one accepts that people learn by successfully managing a variety of real life situations, one realizes that when a

³³Mrs. Elliot Studt, "Therapeutic Factors in Group Living," Child Welfare, XXXV (January, 1956), p.2.

individual's life is so regimented that he has no choices left, no opportunity to develop his own individuality, he lives in an artificial way of life which completely removes him from realities and hampers development of necessary independence. While he is in the halfway house, the individual must be taught how to use and enjoy freedom, how to develop self control, and how to accept rights and responsibility. He needs to know how to get along with and understand people, to accept the goodness and kindness as well as the badness and thoughtlessness he finds in people. Finally, he needs to learn to accept his personal responsibilities in his job, church and community.³⁴

Regardless of the purpose of the halfway house, a common basic characteristic they all share is that the young-men live in a setting with adults as leaders. Hopefully, through interaction of the individuals with each other and with the staff members, progress in interpersonal relationships will be realized. The well designed group living situation offers a flexible base for each individual's movement in and out of the group experience more easily than in a family setting, the individual in the group may move into a position of relative privacy until he is

³⁴Helen R.Hagan, "The Administrator's Responsibility: Developing Program to Meet Varying Needs of Children," Child Welfare XXXVIII (March, 1959), p.9.

again ready to make his return to group activities and relationships.³⁵

The interaction between the young man, his peers, and the adult leader affords the means of developing the individual's awareness of himself, his sense of security with others, and new patterns of behavior towards them.³⁶

Because of the more flexible and viable relationships of the individual with the group members, there tends to be a greater tolerance of behavior than can be permitted in a family setting. Acceptance of hostile or negative feelings by the adults in his environment may be essential for the young man's assurance that he is unconditionally accepted. The diffusion of hostilities among many adults should make it easier for each staff member to accept such feelings and less productive of anxiety for the young man since he does not have his investment totally in one person. Perhaps the primary contribution of the well designed group living process is the way it provides many expressions of individuality in this regard.³⁷

³⁵Ibid.,p.4.

³⁶Abraham Kostick, "The Role of Staff in Children's Institutions," *Child Welfare*, XXXI (April, 1953),p.9.

³⁷Susanne Schulze, Creative Group Living in a Children's Institution (New York: Association Press 1951),p.8.

All this is a comprehensive way of saying that the institution has a responsibility for meeting as far as possible the total needs of the young man in relation to his present and future development in the areas of personal adjustment, social interaction with others, his responsibility as head of a family and as a citizen of the community.

Role of the Social Service

There are still relatively few institutions employing professional social caseworkers and perhaps this is one explanation why the wide variety of services required in the group setting have not been integrated to produce an effective milieu, but not only reason. The role of the caseworker in the halfway house setting is complex and crucial. He must be conscious of the strengths and weaknesses of the halfway house staff, program, and facilities, the resources of the community, and the problems and needs of the young-men and social milieu. This is a function of exploration, planning, and interpretation which begins with the application for placement and ends with the successful adjustment of the young-men to responsible independent living in the community.

When an individual comes to an agency requesting placement for a young man, it is important to assess the problem to determine if placement is necessary. If the young man

must live in a group setting, hopefully this decision has been made not on the basis of convenience but rather as the result of a carefully conducted evaluation of several elements.

(1) An interdisciplinary evaluation of the young man's physical, mental, and emotional health, his capacities and limitations, his desires and needs.

(2) An evaluation of the family problems, socioeconomic conditions, attitudes and feelings toward the young man, and their potential for helping the young man as well as for participation in using help for themselves.

(3) Familiarity with the community's resources, both for educational opportunities and employment.

(4) Appraisal of the halfway house and agency's adequacy or inadequacy in helping to meet the needs of the young man.

Once a particular halfway house has been selected, the worker must interpret the meaning and placement to the young man. Each person involved in the plan must know what to expect and what is expected of him. Because of the great importance of the young man's attitudes and feelings, the more actively the young man can be helped to understand what to expect the more likely is the placement to be successful and satisfying for him.

Helping the young man to separate from his past environment and to adjust to placement is an important function

of the caseworker. He must be available for frequent visits following the admission of the young man until he had found employment or a place in an educational institution. Prior to placement some tentative goals in terms of what might be accomplished for the young man towards the ultimate goal of "making it on his own." As the placement progresses the worker attempts to understand the needs of the young man as evidenced in his functioning. With this knowledge the worker helps the residential staff gain greater understanding of the young man. The tentative goals established prior to placement can be reevaluated and revised in view of the experiences that various staff members have had with the young man.³⁸

The final aspect of the caseworker's role is the discharge of the young man from the halfway house. When the young man has reached the maximum of his ability to participate in the managing of his independence, he should return to the community on his own. If responsible independent living is successful the young man should have relatively few adjustment difficulties.

Since it is the purpose of Reynold's Hall for young men, the halfway house considered in this study, to return

³⁸David Hallowitz and Theodore Rosen, "Casework With Children on the Problems of Group Living," Child Welfare XXXI (March, 1953), p.6.

young-men to society as independent responsible individuals let us now consider the agency sponsoring the program.

Functions of the Cleveland Catholic Families and Children's Bureau

During the present century the Catholic Church has inaugurated and administered a broad program of social services on a diocesan-wide level in an attempt to meet the changing needs of society. Under the authority of the local bishop, a priest prepared in social work holds the appointment of Director of Catholic Charities. He is charged with the responsibility of promoting and developing programs of services as well as coordinating the activities of existing agencies and institutions. The director heads a staff performing basic services to these institutions and to individuals.³⁹

One of the important functions of the Cleveland Catholic Charities Bureau with its Deanery offices has been the care of dependent or delinquent young-men either in their homes or through halfway house programs. All referrals for care are made directly to the Bureau and are carefully studied to determine the most suitable kind of care for each

³⁹Staff Writer, "Catholic Charities Appeal" The Cleveland Plain Dealer May 1, 1972 p. 4A.

young man. Should placement in a halfway house seem advisable, the caseworker or casework supervisor arranges admission of the young man with the director of Reynold's Hall. The majority of the young-men placed at Reynold's Hall are Roman Catholics who have been admitted because of their inability to function completely independent after spending up to 4 years at St. Anthony's Home for Boys, a child care institution operated by Catholic Charities. Catholic Charities assumes responsibility for casework services for these young-men before and during placement.

The Bureau also accept referrals for placement from its Deanery offices as well as from public and private agencies in the Cleveland area. In these cases, the agency requesting placement is responsible for casework service to the young man.

Origin of Reynold's Hall

The roots of today's Reynold's Hall lay in the foresight of the former director of St. Anthony's Home and present Director of Catholic Charities Msgr. Casmir S. Ciolek. Msgr. Ciolek recognized the need for a halfway house for former residents of St. Anthony's who had completed the program in that child care institution, but were still unable to function independently. In some cases simply because they were unable to sign a lease on an apartment, but this was the exception. Many of the young-men have become

institutionalized having spent 4 years at St. Anthony's and their childhood at Parmadale, another Catholic Charities child care institution for younger children. The capital expenditures and the current expenditures are the obligation of Catholic Charities. Reynold's Hall is owned, operated and maintained by the Catholic Diocese of Cleveland.

Philosophy of Reynold's Hall

The philosophy of the staff of Reynold's Hall mirrors the basic concern of the Catholic Church for the spiritual and temporal welfare of her "children." The Church always has viewed its charitable or social endeavors as a implementation of the basic Catholic creed which exorts its adherents to love their neighbor as they love themselves. As the needs of the neighbor increases, correspondingly the obligation of the Catholic to help his neighbor increases. When specific needs of neighbor becomes too numerous or demanding for the individual members to fulfill, the Church itself must take charge of providing for them. The natural outcome of this philosophy was the growth of extensive child care work in the early years when the religious beliefs of Catholics were jeopardized through the existing pattern of child care services. While the principle reason for the establishment of institutions under Catholic auspices

was to insure the religious rights of children, the institutions have been sensitive to prevailing child care standards, attempting whenever possible to incorporate them in their program.

The laymen directors of Reynold's Hall have attempted in their work with the young-men of the Hall to incorporate both the ideals of the Catholic Church and those of the field of child welfare. Their aim always has been to develop in the young-men the principles and virtues of a Chirstian lifr and to give them the kind of care that will enable them to become adequate adults ready to take their places in a complex society.⁴⁰ It is very difficult for anyone who has not worked within a child care institution or halfway house to know what a adult male is like let alone an adult Catholic male. We are, the media keep reminding us, a polarized society. And judging from two American films, "The Cowboys" 1972 and "To Find a Man," 1972 we are as divided in our concept of what makes for manhood as in countless other beliefs. Both films agree that maturity

⁴⁰Sister Mary Moriarity, "An Evaluation of Child Care in an Institution," (unpublished M.S.W. Thesis, Boston College, 1953), p. 4.

involves self-direction and autonomy, but where one stresses emotional development and sees compassion as a crucial adult response, the other emphasizes physical prowess and enactment of vengeance. It is clearly a cultural phenomenon that the mode of maturity a nation encourages will determine its character as a whole. It is equally clear that the mode of maturity that Reynold's Hall encourages will have an immediate opportunity to prove itself.

Physical Facilities

Reynold's Hall is a halfway house located on the corner of West 84th Street and Detroit Ave. on Cleveland's near westside. The Hall is really two separate residential houses over 100 years old. The houses were acquired from private owners in 1967 by Catholic Charities Corporation. At the time of purchase it was operated as a rooming house for retired men. Extensive renovation was necessary to convert the buildings from subdivided kitchenette apartments to a family setting with common kitchen, dining room and living rooms. The necessary renovation was accomplished by a full-time volunteer, an unemployed army veteran, Albert Putney, the present director. Due to a limited budget it was necessary for Mr. Putney to straighten nails and make use of every piece of available lumber to permit the buildings to be used as a halfway house.

During the early summer of 1967 the renovation of Reynold's Hall became a work project for the boys at St. Anthony's Home which is located next door. It was under the direction of the then Assistant Director of St. Anthony's Home for Boys, Mr. David Andrews, the first Director of Reynold's Hall that the efforts of the Boys from the Home was coordinated. Over the years many of the residents of Reynold's Hall came from St. Anthony's, and were the same Boys who had helped renovate the buildings. It is important to point out that the two Directors of the Hall had contact with many future residents at the time of renovation. The before renovation and after renovation picture many of these young-men had was evident in their attitude towards the physical plant while they were residents. As residents they were willing to accept the "secondhand look" of the Hall, and they understood that when they went out on their own they would have to make due with the "secondhand look" in their own independent living arrangements.

Special Services

The Director of Reynold's Hall is more than just a position. For he is responsible for every aspect of the individual and the group process. He is on duty twenty-four hours a day. He must coordinate treatment approaches,

dynamics of group interaction and guided group interaction. He must provide leadership and staff, rules and sanctions and administer the budget. For all practical purposes he must become the stabilizing adult figure in the 10 young-men. His most important function is to prepare young-men to make it on their own.

The most important staff position next to the Director is that of "cook." The cook adds the element of female life style to the Hall that many of the young-men have never had. The cook fulfills the role of House-mother in the halfway house. The fact of the halfway house is that it has an open kitchen which becomes a center for refreshment and conversation. The cook's position must then be filled not only by a person who can prepare foods adequately, but also by a person who has a basic understanding of the residents.

Another important staff position at Reynold's Hall is that of Administrative Assistant. Through provisions of adequate services and a well rounded flexible program the halfway house hopes to effect a more adequate personal adjustment, greater facility in social relationships, and increased ability to deal with the realities of living within the community. The administrator assistant is responsible for guidance, tutoring, maintenance of

House programs and advice on sprcific problems. They also assume the responsibilities of the director in his absence.

Summary

Although the social service experts have not yet learned how to best use the diagnostic and therapeutic possibilities believed to be inherent in group living, the halfway house setting offers a suitable method of short term stability for young-men in need of treatment and retraining before they can accept independent living. The key factor in the process appears to be the ability of the individual to function independently and in this society that independence is related to money or employment.⁴¹ This situation is emphasized in that there were 60 percent more youths dependent on their parents among poor Negroes than among poor Whites living in central cities in 1966, this situation was a consequence of the age distribution and birthrate of the Negro population and would not be affected by the end of prejudice and discrimination.⁴¹

Age distribution and hair styles are some of the reality principles that prevent the young-men at Reynold's Hall from finding employment. Much has been said concerning

⁴¹Edward C. Banfield, The Unheavenly City (Boston: Little Brown and Company, 1970), p.75.

a program based upon reality principles and an explanation is in order. The danger of operating a halfway house on anything other than a reality principle is that it prevents individuals from being aware of the things that are wrong. In the absence of awareness, there is small chance for change. Examples of people not functioning in reality are everywhere. A television newscaster recently meticulously referred to Attica Prison, during the height of the battle during which more than 40 men died as a "correctional facility." Of course, the ultimate lack of reality in word usage and soul-pollution was Lt. William Calley's account of "wasting (killing) civilians." It makes murder seem painless, like wasting unwanted food.

One such halfway house, Reynold's Hall, operates on a reality principle. Examining the impact of its program in the lives of a selected group of young-men is the focus of the subsequent activities of this study.

CHAPTER III

METHODS USED IN CONDUCTING THE STUDY

AND

PRESENTATION OF DATA

Introduction

This chapter contains a definition of certain terms used in the study question, a brief statement concerning the sources of data, the criteria for selecting the data, the method of collecting the data, and finally, a presentation of a portion of the data.

Definition of Terms

An expanded definition of terms as they are used in the context of this study is necessary as a framework for a correct understanding of the material which follows.

(1) **Significance:** The importance or momentousness of the phenomenon of placement to the participant because of the special meaning it holds for him. This implies that the participant is able to recognize some explicit association between placement and its intent.

(2) **Placement:** The process of removing an individual from a familiar environment and establishing him in a halfway house environment. This study includes in the concept of placement casework activities in preparation for admission to Reynold's Hall, the actual period spent in the halfway house, and preparation for dismissal.

(3) Current: This concept refers to the time span including one month prior to and one month following the interview with the participant. Thus, all activities occurring during this time are considered current activities.

(4) Level of Effectiveness: An objective evaluation of the participant's functioning in relation to a scale of expected norms of functioning as measured by social work standards.

(5) Social Functioning: The sum of the individual's activities as he fulfills the roles and tasks expected of him in his interaction with other individuals and in social situations.

Sources of Data

A personal interview averaging ninety minutes in length with each participant was the major source of data. To fulfill the purpose of the study it was necessary to elicit objectively measurable information regarding the participant's current social functioning. Each participant was asked to consider in detail the importance of all aspects of placement in relation to his present life. To complete the sketch, each was asked to describe events of significance that had occurred since termination of his placement at Reynold's Hall.

Without some knowledge of the personality and functioning of the participant and his family prior to and during placement, the material collected in the personal interview would be difficult to evaluate. Two sources of data suggested themselves; the social service records of Reynold's Hall and those of the Catholic Charities Bureau. The Bureau's records contained a detailed social history for the period prior to placement and this information was supplemented by Reynold's Hall records which provided a factual account of the participant's achievements in the institution.

In the summer of 1967, the first participants became the first residents of the halfway house. It was of considerable value to have close contact during the initial stages of the project with the first residential director at Reynold's Hall. This director and the second director had relationships with the participants at Reynold's Hall and they were able to supplement material from the records to provide a fuller description of the participants during placement. Since these directors had personal contact with the participants' daily lives, their contributions created a more comprehensive basis to understand the personalities of the participants as members of the group.

Selection of Data

With the assurance of the availability of adequate records and staff cooperation the selection of the study group was undertaken. Because the study question provided clear objective criteria whereby this process could be accomplished, selection of the potential participants was a simple matter. The names and ages of all former residents of Reynold's Hall who had been in placement more than one month from May 1967 to March 1972 from the records at the Hall. All 46 men in the group met the only other criteria, that of age, and could thus be considered potential participants.

As a starting point the most recent addresses and phone numbers of the participants were obtained from the records of Reynold's Hall or from present residents of the Hall who know the where-a-bouts of the former residents. Discussion with case workers from Catholic Charities and the cook from Reynold's Hall yielded additional information. The City Directory and the Telephone Cross Index proved to be valuable in the process of locating several men. The record room of the Cleveland Police Department proved valuable in locating 4 men.

By far, the best source used to locate participants proved to be the participants themselves. Each of the

participants reached could give the present address or phone number of another man in the group. When the canvass of the group was completed, 25 had been reached and had consented to participate, 3 were excluded from the 46 for they were AWOL from military service, 5 were excluded for they had not been in placement at Reynold's Hall for more than a month. Eight of the 46 were excluded because they were in another city and could not be located as to address and phone or they were overseas in military service, and 5 could not be located at all. Of the 25 men who consented to participate in the study, 3 were in military service in the United States and only 1 stated as of March 5, 1972 that he would be going to the waters off Vietnam and therefore could not participate in the study. Three other men were in colleges outside of the Cleveland area, but agreed to participate in the study; 2 are at Kent State University and the other is at Bowling Green State University. Two other men were located in New York City and agreed to participate.

It is interesting to consider the group of 13 young-men who could not be reached even though 5 of them were known to be residing in the Cleveland area. Although many of the participants had recently seen one or more of these young-men, none could help in locating their present addresses.

Several participants stated that these young-men had not made satisfactory adjustments and therefore probably would not be willing to talk with the writer even if they could be located. A check with the Cleveland Police Department Record Room revealed that 2 of the young-men had outstanding warrants for them; for one a traffic offense warrant and the other an auto theft warrant. If they had participated another dimension would have been added to this study.

Procedures for Eliciting Participation

A simple procedure was used when eliciting the cooperation of the participants in the study project. Each young man was contacted by telephone and briefly told about the study and the part he could contribute if he chose to participate. He was asked to come back to Reynold's Hall for dinner and an interview. Most of the men contacted welcomed the chance to enjoy Nancy's cooking again. Most of the men consented to come with just this information and the dinner date but several wanted to know more about the prupose of the study and how the material would be used before they gave their consent. Those who were out of the area, in the service, other cities, or college, a telephone interview was scheduled or a visit to them was made. Finally, after making arrangements for the interview each participant was asked if he could help in locating other members of the group.

Twenty-four former residents agreed to participate in the study.

The schedule used in collecting data from the records, staff, and from the participants had been constructed to include information about the participant and his family prior to his admission to Reynold's Hall, the participant's functioning while in the Hall, his current social functioning, and his impressions of the significance of placement to his present way of life. The material prior to placement and in the institution had been collected before each participant was interviewed. A copy of the schedule is included in the appendix of the study.

With three exceptions, each of the participants was interviewed face to face. The three exceptions who were out of the general Cleveland area were interviewed by long-distance telephone. After introductions, each man was thanked for his cooperation and asked if he had any questions relating to the study or his part in it. The process of eliciting data was begun by asking the participant to describe his present life. In accord with the police method of interviewing the writer was alert to opportunities to attempt to give needed support or clarification where it seemed indicated. Several participants requested information about their religious obligations or talked about their religious

difficulties. Open end questions were used throughout the interview. A minimum of writing was done during the period but ample time was allowed to complete the schedule immediately after the interview. All of the participants were relaxed, cooperative, and eager to discuss their lives and accomplishments. Many expressed their approval of the study and encouraged the writer to include a greater number of former residents in such a survey.

Presentation of Data

Characteristics of the Study Group Families at the Time of Placement Planning

In attempting to understand the significance of placement at Reynold's Hall to the current functioning of the participants, consideration was given to choosing an appropriate point in the individual's life with which to begin the study. Fourteen of the participants had been in placement at St. Anthony's Home for Boys before coming to Reynold's Hall. The significance of this placement is seen in the detailed activities of these men before coming to Reynold's Hall. Ideally, one would hope to have a thorough assessment of the participant's family prior to placement as well as a complete and detailed evaluation of the subject's functioning during his entire life to yield a complete view of the factors which have been influential in affecting the individual's present life. Since a detailed consideration of this kind was not practical or possible,

the writer elected to begin where the records of the Catholic Charities Bureau began, with a description of the family and its problems at the time of the request for placement at Reynold's Hall. The records, although uneven in the kind and amount of detail recorded, provided good descriptions of the families. The face sheets of the records included considerable background material from which the following data was selected.

Nationality

The ethnic composition of Cleveland, a true melting pot of nationality groups, was reflected in the widely diverse nationalities of the parents. Italians, Germans, Czechs, Poles, Bohemian, Syrians, and Welsh were represented in the group.

Age of Siblings

There were a total of seventy-four children between the ages of four years and twenty-eight in the twenty-one families included in the study. Two families had six children each, the largest number . One family had only one young man, the participant. It is difficult to determine how many children were directly affected by the dissolution of the homes since some remained with the parents and maintained their usual life patterns.

The following chart presents data pertaining to the backgrounds of the participants' parents. Although there are twenty-four study participants, only twenty-one families are included as three families had two children each in the participation group.

BACKGROUND OF PARENTS OF PARTICIPANTS
AT TIME OF PLACEMENT

CASE		AGE	RELIGION	RELIGION PARTICIPATION	DATE OF MARRIAGE	MARITAL STATUS
1	F	?	Cath.			Died 1962
	M	?	Cath.	Unknown	Unknown	Widow
2	F	43	Cath	Inactive		Divorced 1958
	M	41	Cath	Unknown	1948	"
3-4	F	48	Cath	None		Widower
	M	45	Cath	None	1946	Died 1968
*5	FF	43	Cath	Active(Foster)		Married
	FM	42	Cath	Active(Parents)	1948	Married
6	F	50	Prot	None	(Civil)	Died 1959
	M	46	Cath	None	1947	Widow
7	F	?	?	?		?
	M	40	Cath	None	1950	Divorced 1960
8	F	48	Cath	Infrequent		Divorced
	M	34	Cath	Infrequent	1949	Divorced 1966
9	F	53	Prot	None		
	M	51	Cath	None	1948	Seperated
10-11	F	51	Cath	None		Widower
	M	49	Cath	None	1950	Died 1965
12	F	45	?	?	(JP validated)	Divorced
	M	45	Cath	None	(1953) 1951	"
13	F	63	Cath	Active		Married
	M	62	Cath	Active	1938	Married
14	F	46	Prot	None		Divorced
	M	43	Cath	None	1950	
#15	F	?	?	?	(Civil)	?
	M	40	Cath	None	1948	Divorced
16	F	38	Cath	None		Widower
	M	35	Prot	?	1953	Died 1964
17	F	56	Cath	Active		Separated in
	M	44	Cath	None	1943	1955
18	F	48	Cath	Infrequent		Died 1969
	M	49	Cath	Infrequent	1940	Widow
19	F	?				
	M	46	Cath	None	?	Divorced 1962
20-21	F	42	Cath	None	Eloped in	
	M	41	Cath	None	1943	Separated 1960
22	F	36	Prot	?		Divorced 1962
	M	39	Cath	Infrequent	?	
23	F	?		(Illegitimate Child)		
	M	38	Cath	None	Unknown	Divorced
24	F	56	Cath	Active		Separated in
	M	38	Cath	?	1945	1959

* Was living with foster parents. Mother committed to mental institution .

Illegitimate child. Father unknown

KEY: Prot = Protestant

Cath = Catholic

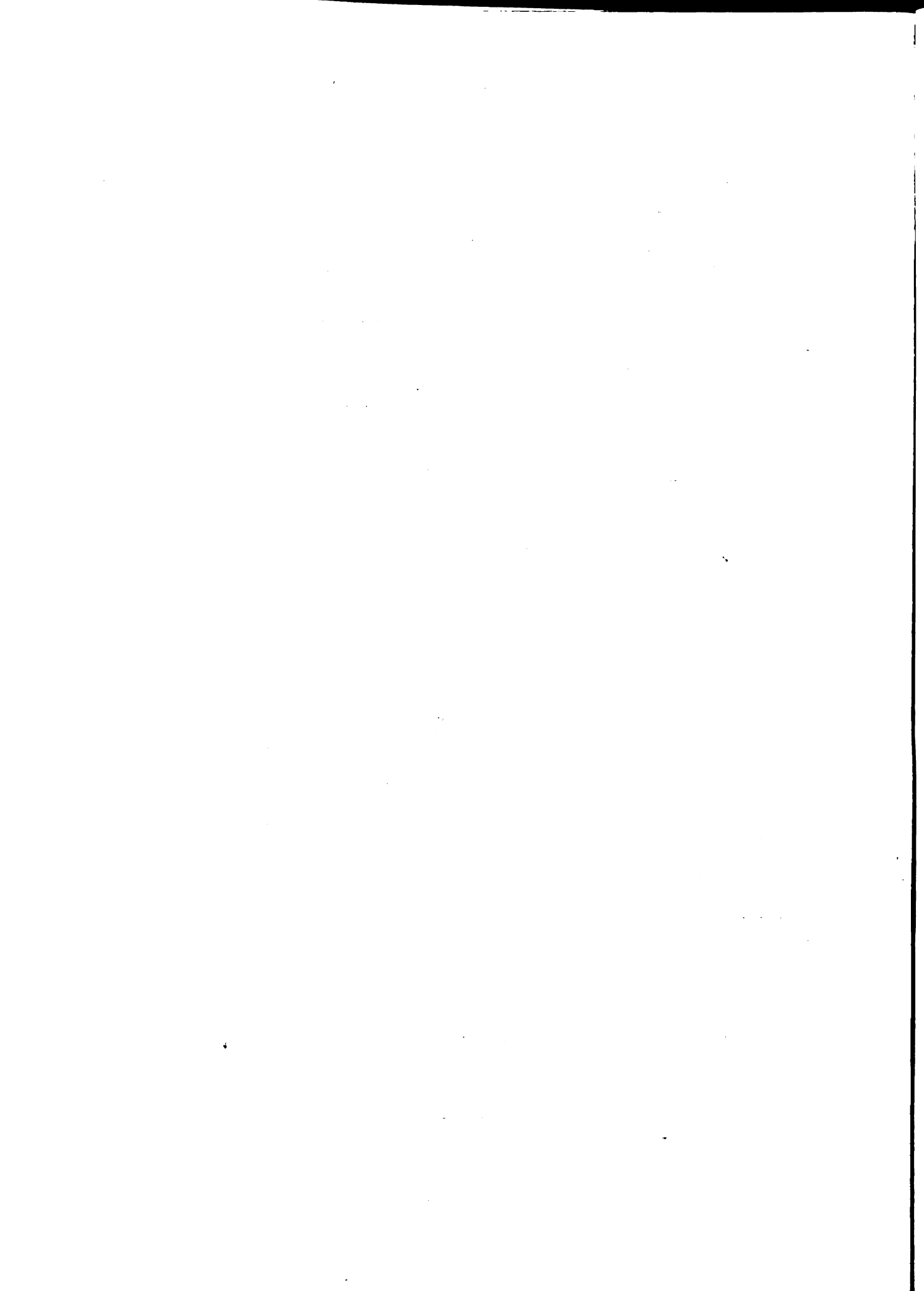
FF = Foster Father

JP = Justice of the peace F = Father

FM = Foster Mother

? = Unknown

M = Mother



Age of Parents

From the material presented the reader can readily see that the age span of the parents ranged from thirty-four to sixty-three. The widest age difference between marital partners was eighteen years, a wide gap. One would be alert to indications of marital difficulties within these families where there might be a wide difference in the expectations of the partners. The age of the parents indicates that the crisis that precipitated placement to Reynold's Hall or an institution before Reynold's Hall did not occur early in the adult lives of the parents. As a consequence, this data suggests that the stresses affecting the maturational level of the group may be associated with placement need.

Religion and Religious Participation

The predominance of Roman Catholics in the group is not surprising since this is an institution administered by the Catholic Diocese of Cleveland, Ohio. What is unexpected is the recorded religious participation of the parents. More than three-fourths of the parents were not practicing their religion at all, five were infrequent in fulfilling their obligations, while only four fathers were actively participating. This segment of the data suggested that the religious affiliation of the parents rather than the quality of their participation in that religion will be a significant

factor in choosing the particular institution in which the young man will be placed.

Religious Aspects of the Marriage Ceremony

Disregard for religion is found in examining the material pertaining to the religious aspects of the marriage ceremony. Four of the couples were married in civil ceremonies. Because the material pertaining to the date of marriage was incomplete, it is impossible to discuss the length of the marriages.

Marital Status

Consideration of the marital status of the parents of the participants reflects one important reason for placement. Only two of the group had parents who were living together at the time of placement planning, one set of parents were the foster parents, the other was up in years 63 and 62 years of age at the time of placement. Nineteen of the twenty-one families were broken: nine by divorce, four by separation, and six by death. Of the nine sets of parents who were divorced, two mothers had remarried and neither parent was interested in providing support for the young man. In the cases of separation and death the loss of the parent to the family necessitated placement of the young man.

A closer investigation of the total socioeconomic and health status of the families prior to placement at Reynold's Hall will serve to illustrate the problems they were facing. Fourteen of the participants were in placement at St. Anthony's Home for Boys before coming to Reynold's Hall and eight of the number were in placement at St. Vincent's Children's Village. Both institutions are operated by Catholic Charities. The qualitative judgment found in the chart to follow were made by the caseworkers who knew the families at the time of placement planning for Reynold's Hall.

FAMILY SITUATION PRIOR TO PLACEMENT

CASE	ECONOMIC ADEQUACY	ENVIRONMENTAL ADEQUACY	HEALTH	FAMILY PROBLEM
				Particulars taken up next under respective case numbers
1	Good-insur- ance from father	H - None N - None	F - Died heart attack M - Hospitalized dementia praecox	"
2	Good - little job aptitude, dependable	H - Poor N - Poor, very con- gested	No recorded problems	"
3 - 4	Poor - out of work heavy debt	H - Poor N - Poor Standard of living not very high	M - Died, cardiac condition F - Chronically poor health Sibs - Good	"
5	Good foster parents	H - Good N - Fair	M - Ill F - Deserted family FF - No problems FM - No problems	"
6	Fair - Some debt	H - Poor N - Poverty area of city	F - Died industrial accident M - No record	"
7	Poor	H - Poor N - Poverty area of city	F - Unknown M - Mental problems	"
8	Poor - heavy debt	H - Poor N - Poverty area of city	F - Unknown M - Alcoholic	"
9	Good - Part owner of garage	H - Fair N - Stable adequate	F - No record M - Cardiac condition	"
10 - 11	Fair - Some debt	H - Fair N - Good	M - Died, heart attack F - No problem, does drink	"
12	Poor	H - None N - None	F - Unknown M - Mental illness, headaches	"
13	Good, retire- ment benefits	H - Good N - Stable	F - Poor health M - Poor health	"
14	Fair	H - Good N - Stable	F - No record M - Good	"
15	None	H - None N - None	F - Unknown M - Died, drugs	"
KEY: H - Home		M - Mother	Sibs - Sibling(s)	
N - Neighborhood		FF - Foster Father	P - Parmadale	
F - Father		FM - Foster Mother	SA - St. Anthony's Home	
			Rh - Reynold's Hall	

CASE	ECONOMIC ADEQUACY	ENVIRONMENTAL ADEQUACY	HEALTH	FAMILY PROBLEM
		H - <u>Fair</u> , room- ing house N - <u>Poverty</u> area of city	M - Died, pneumonia and pleuresy	Particulars taken up next under case number
16	<u>Fair</u> , some debt			"
17	None	None	Unknown Unknown	"
18	<u>Good</u> , insurance of father	H - <u>Good</u> N - <u>Fair</u>	F - Died, cardiac attack M - Highstrung	"
19		H - None N - None	F - Unknown M - Chronic ill health	"
20 - 21	<u>Poor</u> , submar- ginal F - Not contri- buting	H - <u>Poor</u> N - <u>Fair</u>	All had lice at time of first placement. Home still in same condition	"
22	<u>Good</u> , no debt	H - <u>Good</u> N - <u>Good</u>	M - Epilepsy S - Scarlet fever at age 5	"
23	None	H - None N - None	F - Unknown M - Mental breakdown hospitalized	"
24	<u>Fair</u> , marginal income	H - Poor, two room apartment in basement N - <u>Poverty</u> area of city	F - Severe ulcer M - Obese, poor health	"
KEY: H - HOME		M - Mother	Sibs - Sibling(s)	
N - Neighborhood		FF - Foster Father	P - Parmadale	
F - Father		Fm - Foster Mother	SA - St. Anthony's Home	
			RH - Reynold's Hall	

**FAMILY
PROBLEM**

- CASE 1 Health of parents and death of father caused the family to collapse. Young man in placement at Parmadale and St. Anthony's. No job at the time of placement.
- CASE 2 Marital discord, divorce, parents vie for affection of sibs, F-drinks, beats wife, stern. M-poor housekeeper and disciplinarian, neglects family.
- CASE 3 - 4 M-used illness to gain own needs and ends. F-couldn't handle boys. Dependent on M, ineffectual at her death. Sibs - poorly disciplined.. Both boys were in placement, one at St. Anthony's and one in placement at Parmadale. One boy had a part-time job at time of placement.

- CASE 5 Foster parents could not handle a passive young man. No job at time of placement.
- CASE 6 Mother unable to control boy. Police record at time of placement. No job.
- CASE 7 Mother's health prevented her from maintaining a family. Boy in placement at Parmadale and St. Anthony's. No job at time of placement.
- CASE 8 Mother divorced the father for inadequacy and boy in placement at St. Anthony's. No employment at time of placement.
- CASE 9 Parents separated and disrupted the family. Young man was unable to function independently. Job at the time of placement.
- CASE 10 - 11 Death of mother caused final disruption of family. Both boys in placement, one at St. Anthony's and one at Parmadale. One boy had employment at time of Reynold's placement.
- CASE 12 Separation and divorce caused discord and immaturity. Mother caused break down of home. Young man at St. Anthony's and on his own before placement at RH. Low employment at the time of placement.
- CASE 13 Young man could not be handled by older parents. No employment at time of placement.
- CASE 14 Divorced and dependent child in placement at Parmadale and St. Anthony's. No job at placement.
- CASE 15 In placement as a small child in Parmadale and St. Anthony's. A job at the time of placement at RH.
- CASE 16 Death of mother and drinking of father caused disintegration of family. Child in placement in P and SA. No work at time of placement at RH.
- CASE 17 Young man in foster home, but placed at P and SA. Part-time job at RH placement. Police record.
- CASE 19 Correction institution state of Ohio. Parents divorced. No employment at time of placement RH.
- CASE 18 Young man was placed at Reynold's Hall because of mother's health. Delinquency problem. No employment.
- CASE 20 - 21 F-chronic alcoholic deserted, separated. M-rejects sibs, poor housekeeper, abandoned sibs, remarried. Both in placement at P and Sa. No employment for either at time of placement at RH.
- CASE 22 Marital discord, divorce, F-drunk, irresponsible. M-dependent, rejects S. Unable to control him. Young man has used drugs. No employment.
- CASE 23 Mother was placed in State Mental Hospital causing disintegration of home. Young man was unable to function independently.
- CASE 24 Marital discord both parents immature, no supervision of sibs. S rejected, no discipline. Young man had part-time job at time of placement at RH.

Economic Adequacy

Within the group there were fifteen individuals contributing to the support of twenty-one families. Five of the families were economically adequate, nine had incomes that fluctuated between being sometimes adequate, sometimes inadequate, and seven families were inadequate. The remaining families had none or very poor economic conditions. Four of the fifteen employed individuals were frequently unemployed because of ill-health while three found it difficult to hold a job because of emotional instability.

Environmental Adequacy

Lack of economic security was reflected in the housing conditions of the twenty-one families. Only five homes were adequate and in good condition. Only four of the families lived in stable neighborhoods. Several lived in sub-divided one room accommodations. Thus, it would appear that economic and environmental inadequacy would contribute to the need for placement.

Health

In eleven instances, serious illness proved a factor which contributed to family malfunctioning, either because it created disharmony in the home or because it impaired the economic adequacy of the breadwinner. This illness

prevented a return of the young man to the home as a young adult after placement in a child-care institution. Disintegration of the family after long periods of child-care placement also contributed to placement at Reynold's Hall. The participants themselves were relatively free of significant health problems. It would thus seem that the detrimental effects of poor health are factors in the need to seek placement.

Family Problems

Although a wide variety of problems with in the homes were recorded, some problems were common to most families. Severe marital conflicts aggravated by marked immaturity and instability of the parents was found in all but four families. Seven persons were heavy drinkers. Two of the four families which did not have marital discord as a characteristic factor had been broken by the death of the mother. There were repeated instances of prolonged absence of a parent from the home because of desertion, separation, or imprisonment. These prolonged absences apparently had a deep effect on the young man concerned, as three participants began to exhibit difficult behavior within ghe home for the first time after separation from the parent.

In a substantial number of homes there was evidence of difficulty in discipline and rearing of children, poor standards of housekeeping, and neglect of children. The range of marital and domestic difficulties, the evidences of instability of the parents, and the emotional problems of the young men noted within the homes would seem to indicate that family malfunctioning with all its implications might be a factor contributing to the necessity of placement.

Although so much pathos existed in these families, a survey of the recorded reason for institutional placement, the source of the referral, and the attitudes of the parents and the participants proved revealing.

Chart III presents this data.

PLACEMENT PLANNING

CASE	RECORDED REASON FOR PLACEMENT	SOURCE OF REFERRAL	ATTITUDES OF YOUNG MAN
1	F died, M not able to care for S	Children's Services Bureau at request of Juvenile Court	Good after placement at SA
2	Divorced parents no stable home	County Welfare	Fair - enjoyed the security
3-4	Illness of mother F-unable to create workable home	Catholic Charities	Good after placement at SA Second Boy: "Nothing better to do"
5	FF unable to care FM for S	Family Service Association	Cautious towards other boys in the group
6	M unable to con- trol youth	Catholic Charities Police Department	"Better than jail"
7	M unable to pro- vide home	Catholic Charities	Good after placement at SA
8	M divorced F no home	Catholic Charities	Buying time after SA
9	Disrupted family with marital pro- blems	Catholic Charities Self Referral	A place to stay; better than the street
10-11	M - died F - unable to make home	Catholic Charities County Welfare	Good - wants money to get married Good after placement at SA
12	Immature M	Catholic Charities	Good - more freedom than SA
13	F - M elderly and unable to handle youth	Catholic Charities	Fair - did not like other residents
14	M - unstable home	Catholic Charities	Good: anything to get out of SA
15	No home dependent youth	Catholic Charities	Accepted as a man after SA
16	Death of M drinking of F no home	County Welfare	Good: enjoyed get- ting out of insti- tution
17	FM - FF unable to care for youth	Catholic Charities	Good: did not want to return to FP's
KEY:	M - Mother F - Father S - Participant	FF - Foster Father FM - Foster Mother FP - Foster Parent	SA - St. Anthony's Home for Boys

CHART III-Continued

CASE	RECORDED REASON FOR PLACEMENT	SOURCE OF REFERRAL	ATTITUDES OF YOUNG MAN
18	delinquency problem needed controls	Juvenile Court	Did not want to live on west side of Cleveland way from friends
19	Adjustment of life style after correctional institution	OIC County Welfare	Happy to get out of the Jail
20-21	No permanent home	Catholic Charities	Good: he could still be with his friends from SA Good: security after not finding a job after SA
22	Marital discord no home	Children's Services Bureau	Fair: lived with the situation
23	Unable to function independently no home	Self Referral Catholic Charities	Good: glad to have a room and bed
24	Marital discord no home	Catholic Charities	Fair: wait and see
KEY: SA - St. Anthony's Home for Boys			

Request for Placement

All of the requests for placement resulted from no home for the young men. The young men were recognized by the staff placement committee as dependent upon a program that would permit them to function independently. This was stated in the conceptual base as the reason for Reynold's Hall. This dependency was cited, among other things, as reason for placement. One can conclude that from this standpoint, these participants were appropriate candidates for halfway house care.

Referring Agencies

Catholic Charities referred sixteen participants to the Reynold's Hall program. Various other agencies made use of the services. Reynold's Hall was organized to handle Catholic Charities' wards and serves that function.

Attitudes of Participants towards Placement

Thirteen of the fourteen boys at St. Anthony's before coming to Reynold's Hall were pleased to get out of St. Anthony's and into the "adult world" of Reynold's Hall. The two institutions being next door to each other, constant observation by each group takes place. The writer, having been on the staff of both places, can testify that the youths at St. Anthony look forward to getting out of the home and into the hall in that order.

The following chart describes the previous placement of the participants as well as their educational achievement before coming to Reynold's Hall.

CHART IV

CASE	PREVIOUS PLACEMENT	PROBLEMS	EDUCATIONAL ACHIEVEMENT
1	Parmadale St. Anthony's	None	High School
2	None	Dependent	10th Grade
3	St. Anthony's	None	High School
4	Parmadale St. Anthony's	None	High School
5	None	Refused to attend school	10th Grade
6	None	Auto theft miscellaneous record	11th Grade
7	Parmadale St. Anthony's	None	High School
8	St. Anthony's	None	High School
9	Grandparents 4 months	None	11th Grade
10	St. Anthony's	None	High School
11	Parmadale (3 months) St. Anthony's	None	High School
12	St. Anthony's	Needs adult control	11th Grade

CHART IV-Continued

CASE	PREVIOUS PLACEMENT	PROBLEMS	EDUCATIONAL ACHIEVEMENT
13	None	dependent	10th Grade
14	Parmadale St. Anthony's	None	High School
15	Parmadale St. Anthony's	Little self image	High School
16	Parmadale St. Anthony's	None	High School
17	Foster Home Parmadale St. Anthony's	None	High School
18	None	Delinquency problem auto theft 17 years old	11th grade
19	Fairfield school for boys	Needs adult controls	10th Grade
20	Parmadale St. Anthony's	None	High School
21	Parmadale St. Anthony's	None	Trade High School
22	None	Drugs	High School
23	None	None	11th Grade
24	None	None	High School

Previous Placement and Associated Problems

Sixteen participants had been in previous placement before coming to Reynold's Hall. Fourteen of these individuals had experienced placement covering over one year. These young men manifested behavior problems during their placements but these problems were not of a serious nature unless recorded as such in the chart. In all cases, failure of the participants to maintain themselves independent functions was a factor in the decision to seek halfway house placement.

Educational Achievement

Thirteen of the participants that had previous placement at St. Anthony's completed high school. The over-all educational history of the participants

is described as good. Every participant had completed the tenth grade in school. Fifteen participants completed high school but only one of these graduates received trade school training.

This, then, is the picture of the study group as it was prior to admission to Reynold's Hall. Let us turn now to a consideration of the group's functioning within the half-way house.

Functioning of the Participants While in Placement

Table I serves to orient the reader to the ages of the participants during their placement so that material to follow can be discussed in terms of their maturation level.

TABLE I

AGE OF ADMISSION AND DISMISSAL, LENGTH OF PLACEMENT

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Admission	18	17	18	18	17	19	17	18	17	17	18	17	17	17	18	17	18	19	21	18	17	16	18	18
Dismissal	19	18	18	19	19	19	19	18	18	18	19	18	18	18	19	18	19	20	22	19	18	17	18	19
Length in month	7	8	5	7	16	6	14	4	7	6	13	5	4	11	11	9	8	10	7	13	9	4	6	8

Adjustment to Institutional Living

The fact that the study group achieved and maintained good adjustment to group living indicates the strengths of the participants to function with the minimum amount of support. Table II contains evaluations of the group's adjustment to the institution and their use of placement.

TABLE II

ADJUSTMENT TO HALFWAY HOUSE LIVING,

USE OF GROUP EXPERIENCE

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Initial Adj.	G	G	G	G	F	F	G	G	F	G	G	G	F	G	G	G	G	F	F	G	G	F	S	F	
Overall Adj.	G	V	S	S	S	G	S	G	G	S	V	S	P	G	V	V	F	F	G	G	G	F	G	F	
Use of Group	G	O	G	G	F	G	G	G	F	G	G	F	Q	G	G	O	G	Q	G	G	G	F	G	G	
KEY: 0 - Outstanding																									
	V - Very Good							F - Fair							P - Poor										
	G - Good							S - Satisfactory							Q - Questionable										

All of the participants made successful adjustment with the exception of participant 13 who was never able to make good use of placement because he resented separation from his home. The previous institutional experience of sixteen of the participants aided them in adjustment to halfway house living. The option to leave was always open to them at any time during placement. Dependency also is a factor to adjustment. The Fact that the halfway house is relative on the institution scale is another factor related to adjustment. The only other recorded problems of group living affected participants 5, 9, 12, 18, 22 and 23 who were reported encouraged to have been out of the dependency routine of the halfway house.

Positive Use of Group Living

It is possible to identify several of the recognized benefits of group living operating in the lives of the participants. Participants 3, 5, 8, 11, 14, 17, 18 and 23 reportedly used the group experience to strengthen their sense of confidence and independence. Progress in learning to be an adult in a more independent way as well as increased leadership participation in the group was reported in the cases of participants 2, 6, 7, 15, and 20. Group pressure was brought to bear on participants 18 and 22 influencing them to overcome offensive personal habits.

General Program

The general program of Reynold's Hall includes the daily living program of educational development, job hunting, employment activities, and religious experiences. An evaluation of their functioning in the halfway house unit with both the director and peers will also be included.

Educational

The overall educational achievement of the group in relation to their abilities is good. Sixteen are high school graduates, but none of the sixteen is qualified to "do" anything. The completion of high school in relation to a specific job is only useful to an employer in showing that the individual is able to learn and/or endure teaching. Job skills are nil. One young man out of the twenty-four continued in a training program on the high school level. One youth entered computer programming after high school and in addition to a full time job. This youth was drafted before the course was completed. Three youths started college while at Reynold's Hall and one has completed one full year.

Employment

All but participants 5, 6, 10, 12, 13, 18, and 20 had full time jobs at the time of leaving Reynold's Hall. Of this group only 10 and 13 had no job after one month out of the Hall. This does not include the participants that entered

the service after Reynold's Hall. Participants 5, 10 and 18 entered the service within two months after leaving Reynold's Hall. Participant 5 never held a job for more than one week while at Reynold's Hall.

Religious Participation

Participation in a religious program was not much better than their parents' involvement in a religious program.

The religious program at Reynold's Hall was not required every Sunday. Only on Christmas, Easter and a few major religious holydays did the staff organize religious participation. The midnight mass at Christmas was offered in the hall and it was a major part of the Christmas activities. One hundred percent participation was given by the residents at this time. At Easter the house went as a group to the Cathedral in downtown Cleveland. Only eighty percent participation was involved. Religious participation at Sunday mass was very low on any particular Sunday. No major effort was made to encourage religious participation. One further note on religious participation was the fact that twenty out of twenty-four youths were in-residents at the time of Christmas and all agreed that the religious services at Christmas were the most rewarding, from a spiritual point of view, of their lives. Fourteen of the youths returned to the hall, after they were out of the hall, at Christmas for the mass

and breakfast. It is to be noted that in our society, Christmas is an emotional day and many of these young men do not have anywhere to spend the day other than at Reynold's Hall.

Halfway House Living

An important aspect of group living were relationships with the director, cook, and approximately six other peers in the halfway house setting. All of the participants had good relationships with the Hall staff except, participants 5-9-12-13 and 18 who had satisfactory relationships. Difficulties in independent functioning and selfish behavior were the only behavior problems mentioned in the records in relation to halfway house living.

The data regarding relationships with peers in the Hall included an overall evaluation of the participant's ability to relate to those his own age and some problems encountered in group living. All participants related well to those at the Hall except participants 5-9-13, who did only satisfactorily, participants 6-16-22 had difficulty making friends because of shyness and tendencies to withdraw from the group. Most of the participants 22 out of 24 had a private room while at the Hall which encouraged individual activity. Four of the group members were unpopular at times because of their tendency to "bull-shit" the others in the group.

Generally, the group manifested little difficulty in the general program at Reynold's Hall. The only significant problem was in finding and holding employment. Lack of self confidence and aggressiveness were the reasons for unemployment. The high unemployment rate in Cleveland over the last two years was also a problem.. Let us now turn to a consideration of the specialized services of Reynold's Hall.

Specialized Services

MEDICAL

The general health status of the group members as recorded on their dismissal physical was unknown for the form was never filled out for any participant. The physical condition was good for all participants and only problems were to be recorded. There were few health problems or serious illnesses. The only major health problems were lacerations caused in fist fights. Only one young man was hospitalized because of this problem. Emergency medical aid could be gotten on a pay as able basis from St. John's Hospital some 500 feet from Reynold's Hall. Emergency transportation was never necessary and out-patient care was no problem. The only concern centered around dental care. If the youth was working he was required to pay his own dental bills. Generally, all participants had dental problems before coming to and after leaving Reynold's Hall.

PSYCHOLOGICAL STATUS

Material pertaining to the psychological status of the participants was meager. The only factor that was notable in the psychological status of the participant was that of immaturity in social functioning. Emotionally unstableness was recorded in three participants. Psychiatric evaluation was suggested for participant 18. None was ever carried out. Although this material is limited, it suggests that several participants could have benefited from direct psychological treatment. No vocational guidance was available on the participants.

SOCIAL CASEWORK WITH THE PARTICIPANTS

The agencies that make referrals to Reynold's Hall are also required to provide caseworkers for the residents. As a result, there was little consistent service given to the participants. Two participants saw a caseworker weekly. The major caseworker program was handled by the director of the Hall and for specific individual problems the supervisor of casework at Catholic Charities was called upon. A negative feeling towards caseworkers was expressed by the participants who were in placement at St. Anthony's Home for they were required to see a caseworker weekly during their placement. This forced casework session did little to encourage "free will" participation at Reynold's Hall. A similar occurrence can be seen in religious participation. Sunday Mass was required at St. Anthony's.

SUMMARY

The need for placement at Reynold's Hall arose primarily on the basis of dissolution of the family as the result of a crisis situation. The fact that such a need arose indicates that this crisis was the final one in a long series of problems and as such could not be absorbed by the seriously weakened family unit. The dissolution of the family prevented those who were in placement before Reynold's Hall from returning to the family for support. The pre-Reynold's Hall placement institutionalized many of the young men preventing them from tolerating the stresses of independent living. Generally, the groups functioning while at Reynold's Hall can be viewed as good, but some participants did show signs of immaturity.

Let us now turn to a consideration of their functioning some 3 months to 3 years later to determine how well they have continued to withstand life's stresses.

CHAPTER IV

ANALYSIS OF THE STUDY DATA

Introduction

Chapter four includes a detailed consideration of the meaning of social functioning, a description of the methods used to determine the quality of the participants' adjustment, and placement factors significant to their present functioning. Finally, a brief exploration of the events considered to be of significance which occurred since dismissal from Reynold's Hall will conclude the chapter.

The Meaning of Social Functioning

Within the context of this study, social functioning was earlier described as the sum of the individual's activities as he fulfills the roles and tasks expected of him in his interaction with others and in social situations. To the inquiring mind, this definition is sufficiently vague to be troublesome. Further exploration of social work literature will indicate in part the reason for such vagueness; to the present time, social work has not developed its own theory of social functioning but borrows heavily from other disciplines, particularly the behavioral sciences, using cultural and clinical norms useful for assessment of social functioning of

the individual in social roles and tasks.⁴²

Actually, in the broadest sense, all human activities can be viewed as expression of social functioning since man is a social being. For study purposes, a more manageable way of viewing this phenomenon is obviously necessary. The social scientist's theory of social role provides a convenient method for dividing the multitudenous activities which go to make up social functioning into activities appropriate for the performance of certain important social roles.

Social Roles

Social scientist studying the behavior characteristic of a society can note the presence recurring uniformities of social conduct. These uniform commonly shared ways of thinking and acting are called behavior patterns. When a number of interrelated behavior patterns are clustered around a specific function, the combination is termed a social role.⁴³ The social role is recognized and specified by the social need toward which it is directed and by the social

⁴²Ruth M. Butler, "An Orientation to Knowledge of Human Growth and Behavior in Social Work Education," Curriculum Study Vol. VI (New York: Council on Social Work Education, 1959), p. 53.

⁴³Reverend Joseph Fichter, Sociology (Chicago: University of Chicago Press, 1956), p. 201.

group in which it is enacted. An example of this is the economic role of the middle class American male. The recognized social need is the provision of economic security for the man and his family, while the social group is the American middle class with its standards and expectations.

Obviously, each individual has many intertwined roles deeply imbedded in his habitual ways of thinking and acting. Although a person is basically the same personality as he participates in various groups, he is expected to and actually does perform differently in each role he enacts. In order to engage in any social activity, the person must first perceive and then integrate both individual and social factors, expressing the result of this integration through his behavior.⁴⁴

Participation is a key factor in social role theory. Roles are never enacted in a vacuum, they are always performed in relation to and in interaction with others within the boundaries of interpersonal relationships. Social roles are the intermediary mechanisms of social relations since people react to one another in and through their social roles.

⁴⁴Werner W. Boehm, The Social Casework Method in Social Work Education, Curriculum Study, Vol. X (New York: Council on Social Work Education, 1959), p. 97.

Each acts and thinks in patterned ways, known and expected and responded to by the other.⁴⁵ When evaluating social functioning, it is important to keep in mind the reciprocal nature of role functioning because it suggests that one must be viewed in relation to his interaction with others and in his social tasks.

Role and Functioning

The sociologist's theory is useful to correctional work because it permits the identification and study of pivotal area of social functioning. Because the activities and tasks which an individual is expected to perform and prescribed by social norms, such as values, customs, traditions, mores, convention, and law,⁴⁶ it is possible to determine within broad limits the behavior and attitudes expected of an individual as he performs his social roles. Thus, judging the adequacy of an individual's functioning, one of the principle tasks of this study, becomes a matter determining the discrepancy between society's expectations and the individual's actual performance.

⁴⁵Joseph Fichter, op.cit., p. 202.

⁴⁶Ibid. p. 202.

The following description by LeRoy Maeder outlines the generally accepted expectations of society for the adult American male of the present day as he functions in the broad areas of his life.⁴⁷

Economic Expectations

An individual is considered to be functioning adequately if he is maintaining himself sufficiently well in terms of income and material goods, services, and comforts so that he does not require outside relief in cash or kind to maintain himself and his family. He is generally consistently employed in a type of work he enjoys and to which he is adapted by ability. He must also be able to budget his money to meet financial obligations.

Environmental Expectations

He should maintain a fairly well managed attractive home in a neighborhood in which he will have the advantages of recreational facilities, essential commercial services, and public services such as utilities, transportation, and schools. What the individual is able to do with the material

⁴⁷LeRoy Maeder, "Deagnostic Criteria--The Concept of Normal and Abnormal," Principles and Techniques in Social Casework, (New York: Family Service Association of America, 1950), pp. 288-294.

assets and services he finds in his community is a further indication of his adequacy. He should use the opportunities for group living provided within the neighborhood to satisfy basic needs for association outside his home.

Physical Expectations

The normal man has a relatively healthy body free from painful, disabling, contagious, or active disease, injury or defect which interferes with his earning a living or functioning in daily life. He should follow a sensible health routine generally avoid excesses, unjustified health risks, or undue fatigue.

Psychological Expectations

a person who functions normally in the psychological sphere must be able to adjust reasonably well within himself and in relation to his fellow men. He must be mature, effective in his life situations, capable of making and enjoying warm, satisfying relationships with his fellow men, and capable of group interaction. He functions relatively smoothly and enjoys a premium of happiness and pleasure from a job well done and a life well lived.

Religious Expectations

An individual must possess a belief in a Deity and must organize his life in accord with this belief. If he is a

member of an organized religious sect, he is expected to fulfill the obligations of the sect as well as to participate in its religious observances, including public worship.

Cultural Expectations

An individual must be adjusted to himself, his race, his social status, and to his environment to be considered as functioning adequately. He should be conformed to his age, sex, position in life. He should have positive, realistic ideals.

To state this very briefly, a person who is functioning adequately is one who is able to fill a reasonable niche in life as measured by the standards of his society in economic, environmental, psychological, physical, religious, and cultural components of behavior to the extent that he is able to fill a valuable place in life and be happy. All of these expectations and their interrelationships should ideally be considered to understand the total person as a physiological, intellectual, emotional, cultural, social, and spiritual being as revealed through his social functioning.

Method of Judging Social Functioning

To be useful criteria for appraisal of role functioning, these expectations should be translated into norms of behavior. Unfortunately, it was not possible because of the limitations of student research to further pursue this inter-

esting but relatively unexplored method of evaluating social functioning. Rather, effort was directed to developing a more manageable way, still retaining some of the concepts inherent in role theory. The selected technique would recognize: that individuals interact through roles which are behavior patterns clustered around specific functions and executed in interaction with other people;⁴⁸ in order to engage in activity, the person must first perceive, then integrate individual factors (inner feelings and attitudes) and social factors (expectations of society) and express this integration through his behavior.⁴⁹

Thus, it was decided to devise a way of studying the individual's attitudes and activities in both social situations and social relationships. Selected social situations, the home, the job, recreation, church, and civic groups, were chosen in view of the above mentioned expectations of society as were the social relationships: the marital, parental, friendship, peer, relationships with relatives and with authority figures.

⁴⁸Joseph Fichter, op.cit., p. 101.

⁴⁹Werner Boehm, op.cit., p. 97.

The following arbitrarily weighted factors were employed as aids in assigning a numerical value to the participants' functioning in each of the eleven categories.

(1) The participant's assumption of responsibility for activities in relation to society's expectations was assigned a possible two point value.

(2) The qualities of consistency, adequacy, and self direction of activities in social situations and relationships were each given a point value.

(3) The participant's attitude toward the activity was the final factor of judgment. An attitude of satisfaction was assigned a two point value, an ambivalent attitude merited one point, and one of dissatisfaction earned no credit.

In each category there was a possibility of earning from one to seven points. The participant's scores for the categories were added and the total score divided by the number of categories in which he had earned credit. The following table presents the group's scores in the individual categories and gives their overall ratings.

TABLE III

	Case	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Work	6	6	7	6	3	5	6	5	4	6	6	4	4	2	6	5	7	5	2	5	6	6	1	6	5
Home	4	4	-	6	3	6	6	5	4	5	6	5	3	5	5	5	6	5	3	5	6	5	2	6	5
Church	3	3	4	3	2	4	5	4	2	2	4	2	2	2	3	3	4	3	2	3	4	4	2	4	3
Recreation	4	3	5	3	5	4	4	3	2	3	4	2	3	3	4	5	4	3	2	3	4	4	3	4	3
Civic	2	2	5	3	2	2	2	2	2	2	3	2	2	2	2	3	3	2	2	2	2	1	3	2	2
Marital	5	-	-	6	-	-	-	-	-	-	6	-	-	-	-	-	-	-	1	-	5	6	2	7	-
Parental	5	-	-	7	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	-	5	6	2	7	-
Relatives	5	5	4	6	4	-	5	4	3	4	5	-	4	4	4	5	5	4	1	4	6	5	3	5	-
Peers	4	6	6	4	5	5	5	5	4	5	4	5	4	4	5	5	6	6	2	5	6	4	4	5	5
Friends	6	6	7	4	5	6	6	6	5	5	6	5	5	4	5	5	6	6	5	6	6	5	3	6	6
Authority	4	4	5	5	4	5	5	5	4	3	4	5	3	2	5	5	5	6	3	4	5	5	3	5	5
TOTAL SCORE	48	39	43	53	33	37	44	38	29	36	55	28	26	39	41	46	40	23	37	55	52	26	58	34	34
RATING	4	4	5	5	4	5	5	5	4	3	4	5	4	3	4	5	5	4	2	4	5	5	2	5	4

The resulting ratings were then used to assign the participants a position along a seven point continuum of social functioning.

Malfunctioning		Adequate Functioning			Effective Functioning	
1	2	3	4	5	6	7

Procedures for Data Analysis

The purpose of this analysis is to increase understanding regarding the significance of placement at Reynold's Hall to current social functioning. The following method was adopted.

After the individual ratings were compiled, the total group was subdivided into two classifications, namely: adequate social functioning and inadequate social functioning. All participants whose overall ratings were 4 to 7 inclusive, are represented in Group I -- that is, adequate social functioning, whereas those participants whose ratings are 1 to 3 inclusive, are placed in Group II or inadequate social functioning.

Each of the eleven components of social functioning will be studied separately in order to locate inadequacies in functioning so that these disturbances can be considered in terms of placement. By reporting the individual scores for all persons in both groups for each component, these inadequacies will be identified.

Next the similarities in functioning will be determined by calculating the number of scores which cluster either between 4 to 7 inclusive, or 1 to 3 inclusive. When twelve or more scores cluster in the range of adequate functioning, inference is made that placement at Reynold's

Hall has not interfered with the ability of the participants to achieve adequate social functioning. This inference is based on the writer's belief that man has an innate thrust toward self realization of his potential for effective social functioning. If twelve or more scores fall into the range of inadequate functioning, these components will be considered in detail in order to bring to the foreground the significance of placement.

It is tempting to assume a direct relationship between current functioning and the program at Reynold's Hall, but recognition that other factors may account for this functioning influenced the decision to rely on the participant himself to make this judgment. These comments elicited from the participants will be the basis for position assumed about the significance of placement to current functioning. Beyond this, the group's suggestions for further program development as well as the significance of personal experiences since the termination of placement were volunteered and will be included.

The area in which the group was found to be functioning adequately will be treated first, then fuller consideration will be given to the components of inadequate functioning.

Functioning in Work

Table IV illustrates the group's functioning in job situations. It would appear that Reynold's Hall did not interfere with the participants' capacities for achieving adequate functioning.

TABLE IV
FUNCTIONING IN WORK

	1	2	3	4	5	6	7
Group I	0	0	1	1	6	10	2
Group II	1	2	0	1	0	0	0

Three participants were engaged in military service and received promotions on schedule. Three participants were full time students of universities carrying full course loads. Four were in jobs requiring a high degree of specialized skills, and twelve in work demanding little or no special skill. One held a job occasionally and another had no employment at the time of the interview.

Attention is drawn to the four participants, one from Group I and three from Group II, whose functioning was judged inadequate. The Group I participant was judged to be functioning inadequately and it could be assumed that his inadequacy was temporary in nature resulting from his desire to find new employment with more opportunities.

His previous job history was satisfactory. The three in Group II whose functioning was judged inadequate were dissatisfied with their jobs, its economic inadequacy, and their poor management of money.

Functioning in the Home

The study group's functioning in the home included both their adequacy in providing suitable living conditions and their activities in the home setting.

TABLE V
FUNCTIONING IN THE HOME

	1	2	3	4	5	6	7
Group I	0	0	1	2	9	7	0
Group II	0	1	2	1	0	0	0

From the data, it seemed that the participant's functioning with relation to the home setting was adequate. All who failed to achieve adequate functioning were dissatisfied with their unstable homes and neighborhoods. Many participants lived in similar working class neighborhoods, but it was only recorded as inadequate if the participant himself expressed its inadequate qualities relative to crime and unbearableness of his neighbors. Inadequate home was also indicated if the participant was reluctant to participate in activities or responsibilities within the

home. For most participants the home they occupied at the time of the interview was their first independent home and all admitted they would look for better housing as their financial situation improved. Those participants in the military stated that their homes were adequate for military men. One stated that it was 100 percent better than the home he had in Vietnam. One participant was living in a rooming house with winos in the near downtown area of the city.

Functioning in Church

Activities included in this component were the fulfillment of religious obligations as well as registration in a local parish. Another component of religious functioning was participation in church sponsored organizations or ceremonies with a religious purpose.

TABLE VI
FUNCTION IN CHURCH

	1	2	3	4	5	6	7
Group I	0	2	8	8	1	0	0
Group II	0	4	0	0	0	0	0

Twenty-three of the participants were baptized Catholic and twenty-one still claimed to be Catholic. Only two participants registered in a local parish, but

eight stated, after the interview, that they would register in a parish. Ten participants make an effort to attend mass every Sunday. None of the participants is an active member of any church organization. One participant was married outside of the Church; he expressed no regret over his choice.

Functioning in Recreation

The program at Reynold's Hall certainly did not interfere with the group's functioning in leisure time pursuits. For a young unmarried adult this leisure recreation is not spent on the ball field. Table VII illustrated their score.

TABLE VII
FUNCTIONING IN RECREATION

	1	2	3	4	5	6	7
Group I	0	1	7	9	3	0	0
Group II	0	2	2	0	0	0	0

When interviewed many participants stated that they were too tired to participate in team sports after working all day. A job was enough physical activity for nineteen of the participants. One participant belonged to a bowling team from work. Most unmarried men enjoyed

using their leisure time looking for young women. Good body chemistry and money in the pocket encouraged this type of recreation. Table VII indicates organized recreation activities and thus the twelve who were functioning inadequately in such organized areas. Many could no longer see any reason to sublimate their passions.

Functioning in Civic Groups

The group generally participated infrequently and with little enthusiasm in the community's civic organizations. Indeed, a definite reluctance to participate in organized groups of any kind was characteristic.

TABLE VIII
FUNCTIONING IN CIVIC GROUPS

	1	2	3	4	5	6	7
Group I	0	14	5	0	1	0	0
Group II	1	3	0	0	0	0	0

Labor unions were mentioned by one participant and he also registered to vote. None of the men attended union meetings more than necessary nor were the enthusiastic about the merits of their labor groups. In spite of the fact that 18 year olds could vote only one man registered. No veteran belonged to a veterans organization. The part-

icipant's comments regarding the significance of placement to their current functioning in civic institutions were not especially enlightening. They did not feel Reynold's Hall had any significance since they did not regard civic participation as important. The verbal lack of confidence in civic projects was a general comment of most participants. The anti-Vietnam feelings of these draft aged participants could be viewed as a reason for this cynicism. Eleven of the participants could be drafted and many did not see an obligation to their country. Fourteen participants stated that their general distrust of civic participation was due to table discussions at Reynold's Hall with volunteer staff members. Six participants stated that they would not support an immoral government. Twelve participants stated that in the future they would support civic programs that would help kids at Parmadale and St. Anthony's Home for Boys. One participant stated that he gave money to last years Catholic Charities Appeal. The amount he gave was not asked. Two participants expressed some regret at not voting, but most showed apathy toward their civic duty by failing to register and vote or to have any desire to do so.

Functioning in the Marital Relationship

Although the data pertaining to the quality of the marital relationship was not extensive, only eight partici-

pants are married, it appears that the participants are functioning adequately in their marriages.

TABLE IX
FUNCTIONING IN THE MARITAL RELATIONSHIP

	1	2	3	4	5	6	7
Group I	0	0	0	0	2	3	1
Group II	1	1	0	0	0	0	0

In group I, functioning in the marital relationship was more extensive and satisfying than was characteristic of Group II. Both men judged to have inadequate functioning in this important relationship were dissatisfied with their wives, quarreling frequently, sharing few interests. One participant in Group II was divorced.

Functioning as Parents

Of the eight married participants seven had children. The participant that was divorced had no children. The functioning level was just about the same for a child as it was in marriage. One participant became rather philosophical over his child and swore that his child would never go through what he did as one. Each of the seven participants had only one child.

TABLE X
FUNCTIONING AS PARENT

	1	2	3	4	5	6	7
Group I	0	0	0	0	2	2	2
Group II	0	1	0	0	0	0	0

The participant in Group II discussed his family life, it was usually in terms of a husband-wife relationship with little reference to the child. Reluctantly the man shared responsibility for the child's care.

In contrast, Group I participants were enthusiastic about their children. They discussed freely their more active role as parents. Not only did they spend time playing with their young, but they shared the child care activities as a means of being with their wives and children as a family unit.

Functioning in Relationship with Relatives

This component included relationships with all members of the participant's family, and his in-laws. Since functioning in this category was adequate, it was presumed that placement had not prevented the group members from achieving this functioning.

TABLE XI
FUNCTIONING IN RELATIONSHIP WITH RELATIVES

	1	2	3	4	5	6	7
Group I	0	0	0	7	8	2	0
Group II	1	0	2	1	0	0	0

Three participants did not have any relatives that they had seen in years. Relationships with parents and with siblings who had not shared the placement experience tended to be distant or non-existent. Activities shared with other relatives were usually limited to social gatherings planned around holidays or special family occasions. Only ten participants regularly were in touch with one parent and this was usually more from a sense of obligation than from willing involvement. In those cases of inadequate functioning, the participant's relationship with his parent was one of complete estrangement. Those who were married also seemed to have basically hostile relationships with their in-laws.

Relationships With Peers

Table XII indicates the Groups' scores in relation to their functioning in peer relationships on the job and in the community.

TABLE XII
FUNCTIONING IN RELATIONSHIP WITH PEERS

	1	2	3	4	5	6	7
Group I	0	0	0	4	11	5	0
Group II	0	1	0	3	0	0	0

Since functioning in relationships with peers was again adequate for the total group, attention was focused on those who did not attain adequate functioning. The participant in Group II who was judged inadequate in peer relationship remained aloof from most peer relationships. He wished to maintain a vertical isolation from them. Even those who were functioning adequately stated that they felt many people they contacted each day were inclined to be overly preoccupied with amassing financial security.

Relationships With Friends

After the marital relationship, friendships ranked second in importance to the group. As a whole, they utilized close friendships as a means of gaining support in all areas of their functioning.

The participant in Group I stated that he had no close friends and felt no need of them. Those who were functioning adequately in this relationship had few friends

who did not appear to afford much constructive support or gratification. Interestingly, many of the men who have been in some placement for over two years most of their friends were also in placement.

TABLE XIII
FUNCTIONING IN RELATIONSHIP WITH FRIENDS

	1	2	3	4	5	6	7
Group I	0	0	0	1	6	12	1
Group II	0	0	1	1	2	0	0

The participants functioned adequately as a group in this score. One participant commented that you can only get by with a little help from your friends. Those participants outside of the Cleveland area made every effort to make friends for support and gratification. Many of their friends were of the same economic class as themselves.

Functioning in Relationship With Authority Figures

All of the participants experienced some degree of apprehension in relation to authority figures such as employers, landlords, and law enforcement officers. Many participants had minor run-ins with the police for petit offenses, but they stated that they cooperated with the officers in order not to increase the offense.

TABLE XIV
FUNCTIONING IN RELATION TO AUTHORITY

	1	2	3	4	5	6	7
Group I	0	1	1	6	12	1	0
Group II	0	0	3	0	0	0	0

Only one man seemed to function with no difficulty in relation to his superiors. Friction with employers and landlords was mentioned most frequently. The group members who held high expectations for their authority figures found it difficult to excuse human frailty in them. Such comments as, "my landlord is an asshole," and, "my employer has no sense of justice and fairness; he exploits his employees, customers, and competitors to make money," were common. Since such attitudes and faults existed on the part of authority, they felt justified as they engaged in petty theft of company property or in so-called white collar crimes. For eleven participants, submission to the laws of God and the Church was difficult. One man confidently predicted revision of the Church's stand with regard to divorce and birth control because it seemed impractical to him.

Participants who had functioned adequately felt the discipline of Reynold's Hall and other placements taught them to respect authority as they developed inner control over their behavior. Perhaps because they felt the

discipline appropriate, the offered on suggestions about it.

One participant who believed that the discipline at Reynold's Hall was too harsh admitted that he was wrong. He claimed to have experienced the harshness of police discipline when he punched an officer, while being drunk, and was taken to the police station and beaten. He also spent nine days in jail over the incident.

Another participant commented that when you "fucked up" at the hall the director just "chewed your ass once" and the incident was not brought up again. He seemed to appreciate this form of discipline.

Many of the participants commented that the reality of life was presented at Reynold's Hall especially at the dinner table in reference to authority figures. Each of six participants stated that they were stopped by the police for suspicion of driving while intoxicated, and they remembered not to give the officers a "bad time." Three were not arrested and they claimed the reason for this was that they maintained a "cool head."

All the participants stated that if they respected the individual in authority they would cooperate with him. The term "respect" was relative to each individual. Twenty-two stated that they respected Mr. Andrews and Mr. Albert Putney the two directors of Reynold's Hall. Three partici-

pants stated that they did not like Mr. Putney, but they respected him.

Eleven men had been in military service. Only one found this to be a positive experience, feeling that he had learned discipline and responsibility.

Health of the study group members continued to be generally good. One participant had suffered a serious wound in the shoulder while in Vietnam, but was not disabled by it for he religiously sought physical rehabilitation. Another participant had his legs cut off by a train on his way back from California. He since has learned to live with his disability and is attending college full-time.

Two drank heavily, but one denied the problem with alcohol at the time of the interview. One of these men also found it difficult to manage money, and has received a divorce.

Finally, seven out of eight married participants felt their marriages were highly significant to their functioning because they gained security, purpose and a sense of responsibility.

Suggestions for Further Program Development

At the close of his interview, each participant was asked for suggestions for program development based on his

own experience in the halfway house. Some of these suggestions have been reported, but others also have merit.

As a group, the men would wished for more help in locating and fulfilling employment as well as continued help in readjustment to the community. They suggested more counseling in entering into business agreements for apartments and financial payments on automobiles and furniture.

The men also suggested that meals at the Hall should be saved on the weekends as well as providing laundry facilities. Most felt that staff members had more significance for them than did program components.

Suggestions for program revision included the opportunity to own an automobile before leaving the Hall as well as increased emphasis on vocational training in schools. Many of the participants had wished they had the money now that they spent in bars while at the Hall. Most enjoyed the dinner they received at the Hall at the time of the interview and asked to be able to return again. Most missed Nancy's cooking.

Summary

On the basis of their ratings, the study group was divided into two groups representing adequate or inadequate functioning. The participants who were functioning

inadequately in these components, were considered in some detail in an attempt to determine the significance of placement to the functioning. Suggestions for further program revision reflected their own problems, offered hints about the areas in which they now feel they could have profited from further assistance. Certainly these highly subjective comments of a small sampling of former residents are not intended to suggest concrete program reforms, but they are useful in identifying program components deserving of further considerations.

The concluding chapter will discuss the study finding in light of the original purposes as set forth in Chapter I and will also evaluate the mechanics of the study as a means of weighing the validity and applicability of the findings.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study findings will be reviewed in relation to the intended purpose outlined in the initial chapter and the theoretical framework set forth in the conceptual base. After evaluating the sources of data and the methods employed when collecting and analyzing it, a discussion of implications drawn from the results will conclude the study.

Response to the Purpose

As the study was initiated, its intended purpose was to evaluate in retrospect placement at Reynold's Hall as perceived by a group of former residents to determine its contributory, non-contributory, beneficial, and detrimental aspects. In each case, the participants were to indicate why the particular aspect was significant.

The purpose of the study was dependent upon the findings related to one of the sub-questions; what was the quality of the participant's current functioning. To establish a clear framework for discussing the study purpose, let us begin with a consideration of the group's current functioning. Eleven of the participants earned

ratings of five points or better constituting effective or near effective functioning. Only one participant earned the lowest rating of two points, or malfunctioning. When the group was divided into two polar positions, nineteen had achieved adequate functioning while five were functioning inadequately.

With this orientation, attention is turned to the task of commenting on the study purpose. Because the analysis of data was based on the functioning of the majority of the group members, discussion would seem more manageable if directed principally to the responses common to this group.

Thus, what were the aspects of placement most contributory to the present social functioning for the majority of the group? Based on the scores of the study group for each of the eleven categories of functioning, it would appear that placement was most contributory to functioning with friends, on the job, in the home, with peers, relatives, and in the marital functions. It was contributory to functioning because it did not interfere with the individuals innate thrust toward adequate functioning and it may have served to enhance functioning. The varied responses of the participants make it impossible within

the scope of this study to determine if there was any direct significance of placement to functioning. The only exception might be in money management. All felt their appreciation of sound money management in life was solidly established at Reynold's Hall under Mr. Putney an accountant.

Of benefit to the participants were the relationships they had with the directors, with staff, and with the cook. The continuous effort of the staff to encourage the participants to function independently were highly meaningful now that they were out in the world.

Those aspects of placement that were not contributory to the present functioning of the majority of the group members were aspects relating to functioning in recreation, with authority figures and in civic religious groups. This position is based on the assumption that placement may have interfered with the individual's innate drive toward successful functioning or failed to correct previously detrimental influences.

Comments of the group with regard to these components fail to establish any direct relationship of placement to functioning, but when they are coupled with several allegedly detrimental aspects of placement, a possible relationship suggests itself. Most commented that

the artificiality of political and civic groups, those in other placement saw the "do-gooder" politicians helping the deprived boys, prevented them from getting involved with such groups. The lack of voter registration was found in conjunction with anti-Vietnam feelings. The official staff positions at Reynold's Hall for over two years was that you could not be a good Catholic and good American. The lack of youthful religious participation in all sections of the country could be pointed to for that lack of functioning. Their confusion about the role of discipline, of authority, and self imposed control to meet behavioral expectations was apparent in conflicting comments regarding discipline in their own lives. One might infer that the data suggests a dearth of appropriate relationships with authority and parental figures whereby the group could work out problems carried over previously disappointing relationships.

One other comment not related to the above material was a desire for greater individualization through more personal programs. The role of the caseworker in the young man's placement comes under scrutiny in this regard since the workers concern in the halfway house setting are to deal with his personal problems through the casework relationship. The role of the social worker in the

participant's adjustment was a subquestion to be dealt with in this study. The participants had poor opinions of their workers, especially with respect to the workers wanting to be their friends. All admitted that no worker ever asked to be the young man's friend, but the participants felt that this was what the workers were after. The majority of the men did not have a full-time caseworker, but all agreed that they wished they could have had greater assistance in helping them to make the difficult readjustment to the community.

Relationship of Findings to Theory

Generally the findings, though not directly related to the theory in each instance, were in agreement with the concepts set forth in the conceptual base. Especially was there agreement of the findings with the theory regarding the importance of a well structured halfway house experience, the importance of relationships with adults in group interaction, and the ability to function as an independent individual. A life lived too dependently with the halfway house was described as a barrier to successful readjustment to the community and ultimate assumption of responsibilities in relation to duties as a responsible member of society. The data indicates that this dependency might be a factor operative in the participants' malfunctioning in community or

civic activities.

One significant lack of continuity of findings with theory involved the length of placement. Theoretically, group care should be of short duration, temporary in nature, to be beneficial. Long placements are thought to be detrimental to the development of the young man. The placement was not exceptionally long, but the previous placements of the participant was in placement eight years before coming to Reynold's Hall. Most of the study group members experienced placement of considerable length, yet their adjustments were satisfactory. Length of placement may have contributed to institutional dependency, but it was not a significant in itself in the attainment of adequate or inadequate functioning.

Evaluation of the Study Methodology

Without question, a serious limitation of this study was the attempt to isolate placement at Reynold's Hall from any other placement the participants had been in. The size and composition of the study group also had some limitations, it was evident that the sampling might not be representative of the potential study group since some men, known to be functioning poorly, could not be located. It is also less than half the sampling of men involved in Reynold's Hall

Although sufficient time was allotted, except in the long distance telephone interviews, the interviews with the participants did not yield the desired quality or quantity of data in each case. It might have been helpful to have a questionnaire as an adjunct to the interview to facilitate the collection of data with participants who could not easily describe his earlier experiences during this single interview. A number of participants returned to Reynold's Hall to see the writer after their interview to offer further comments on the questions.

The information pertaining to the participants functioning prior to and during placement was an interesting introduction to the participant's background, but it did not prove to be as valuable as was originally anticipated.

All of the data was not used as the writer had planned at the inception of the project. Unfortunately, the study schedule was formulated and the data collected before the method of data analysis had been carefully thought out. Originally the writer had planned to employ the current functioning assessment only as a means of grouping the participants. However, utilizing the eleven categories of functioning afforded the most manageable way of reporting the finding. Had this technique been

anticipated, the study schedule would have been constructed with greater emphasis on clearly connecting the placement experience with current functioning. The schedule that was employed in the study could have been more specific, particularly in assessing the quality of the participant's present social relationship.

Implications for Further Research

The length of time since dismissal from Reynold's Hall was another serious limitation. Some participants had only been out two months at the time of the interview. The majority had been out for over one year. Nineteen of the participants were functioning adequately in their present social-economic class. Many had not yet established themselves occupationally and others were just establishing their families. It would be interesting to assess the quality of their functioning to determine its adequacy ten or fifteen years hence. The reader will recall that most of the parents were middle aged when placement for the participant was sought. Perhaps the same circumstances would be true for the participant.

Since this study is limited in scope, further application of the study methodology to a larger, more representative group of former residents would be worthwhile. Even if such research is not feasible, this survey

of functioning indicated three components in which the majority of the group functional inadequately. Study of related program elements to determine ways in which Reynold's Hall might aid in overcoming this malfunctioning is suggested.

When criteria for study participation were established, it was presumed that a short period within the halfway house was sufficient time in which to utilize the benefits of the program. Length of placement did not seem to be significant in this study. That it was necessary to make an assumption regarding the length of placement believed to be beneficial suggests a further area of research. The field of halfway house welfare has too little scientific knowledge of the real benefits of group living and individual functioning and how these benefits can be most advantageously utilized for the individual. Halfway house program cannot fulfill its function optimally until these questions have been answered.

The description of the families from which the participants came disclosed a high incidence of marital discord or family disorganization. Research is needed to develop ways of more effectively handling marital discord through the use of community health and welfare services so that placement might never become a necessity.

Conclusion

Traditionally the Catholic Church has pioneered in responding to new and ever emerging needs, especially in the field of child welfare. It is especially appropriate that Church sponsored agencies and halfway houses once again review their programs to determine if they are truly meeting the needs of the individuals they serve today--or indeed, if these are the individuals they should be serving at all.

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A P P E N D I X

APPENDIX I

SCHEDULE FOR COLLECTION OF DATA

PART I--DATA SUPPLIED BY STAFF MEMBERS, AGENCY RECORDS

I Social Situation at time of placement planning

A. Family composition

1. Parents
 - a. Age
 - b. Nationality
 - c. Religious affiliation, participation
 - d. Marital status, date of marriage (s)
2. Age, sex of siblings

B. Description of family at time of placement planning

1. Economic adequacy
2. Environmental adequacy
3. Health status
4. Marital problems, family discord

C. Description of participant at time of placement planning

1. Previous placements, placement problems
2. Educational achievement, school adjustment
3. Health status
4. Emotional problems, personal adjustment

D. Placement mechanics

1. Recorded reason for placement
2. Source of referral
3. Date of admission

II Placement period

A. Adjustment to institution

1. Initial
2. Overall
3. Problems of adjustment

B. Contacts with parents, relatives

1. Nature and extent of contacts
2. Problems

- C. Specialized services
 - 1. Educational
 - a. Quality of scholarship, school problems
 - 2. Medical
 - a. General health status at time of dismissal
 - b. Medical problems
 - c. Hospitalizations, reason, duration
 - 3. Casework service
 - a. With parents
 - (1) With regard to placement
 - (2) With personal problems
 - b. With the participants
 - (1) With regard to placement
 - (2) With personal problems
 - (3) Follow up service
- D. Participation in programs
 - 1. Religious activities
 - a. Nature and extent of participation
 - b. Attitude

PART 11-- Interview with participant

- I Current functioning in social situations
 - A. Economic adequacy
 - 1. Present occupation, past jobs
 - a. Duration of employment in each job
 - b. Earning in each job
 - c. Satisfaction, dissatisfactions with each job
 - 2. Use of earnings
 - a. List of current expenditures
 - b. Debts
 - c. Savings, securities
 - 3. Experiences contributory to present occupation
 - a. Educational, technical training
 - b. Previous work experience
 - c. Other
 - B. Living arrangements
 - 1. Home
 - a. Type of dwelling
 - b. Number of rooms
 - 2. Neighborhood
 - a. Location
 - b. Resources
 - 3. Persons in the home
 - a. Number
 - b. Relationship

4. Satisfaction, dissatisfaction with living arrangements
 5. Nature of activities within home attitude toward them
 - a. Household chores
 - b. Leisure time activities
 - c. Other
- C. Activities within the community
1. Religious
 - a. Denomination
 - b. Fulfilling of obligation
 - c. Frequency of participation
 - d. Attitude
 2. Nature of recreational activities, attitude toward them
 - a. Organized activities
 - b. Commercial entertainment
 - c. Informal activities
 - d. Educational, cultural activities
 - e. Citizenship activities

II Current functioning in social relationships

- A. Activities with, attitude toward immediate family members
- B. Activities with, attitude toward relatives
- C. Activities with, attitude toward foster family members
- D. Activities with, attitude toward friends
- E. Activities with, attitude toward peers
- F. Activities with, attitude toward authority figures

III Aspects of placement significant to current functioning

- A. Significant physical aspects of institution, why significant
 1. Location
 2. Physical plant, equipment
 3. Arrangement of facilities
- B. Significant program aspects, reason for significance
 1. Specialized services
 - a. Educational
 - b. Medical
 - c. Psychological

- a. Vocational Guidance
 - e. Casework service
 - 2. General services
 - a. Religious
 - b. Recreational
 - c. Cultural
 - d. Social
- C. Significance of relationship, reason for significance
 - 1. With staff members
 - 2. With peers
 - 3. With friends
 - 4. With relatives, friends from the community
- D. Other aspects of significance, reason for significance

IV Suggestions for program development at Reynold's Hall

- A. If you were director of Reynold's Hall what would you do to change things ?
- B. What would you eliminate ?
- C. What would you retain above all ?

V Events of significance since discharge from Reynold's Hall

- A. Subsequent placements
- B. Education
- C. Military service
- D. Health
- E. Family disruption
- F. Marriage
 - 1. Date
 - 2. Place
 - 3. Quality of the marital relationship

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