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AN EVALUATION OF THE MICHIGAN
ALP HALFWAY HOUSE PROGRAM

BY

ROBERT GUZAK
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JU LIN WEI
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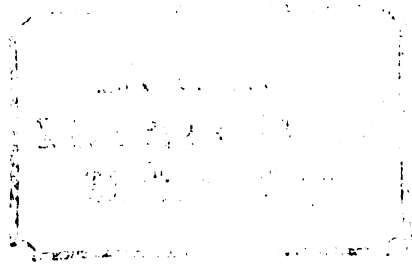
AN ABSTRACT

Submitted in partial fulfillment
of the requirements for
the degree of

MASTER OF SOCIAL WORK

Michigan State University
School of Social Work
East Lansing, Michigan

1968



THESIS

ABSTRACT

The purpose of this study was to evaluate the halfway house program for delinquent youths in the state of Michigan and to ascertain the effects of this program upon the community readjustments of its releasees. A group of youths, who had been referred to the halfway house program but did not go for various reasons, served as the control group. Questionnaires were mailed to the directors of social services of the counties to which the youths returned following their release to the community.

We hypothesized that since a halfway house is designed to facilitate a delinquent youth's readjustment to the community, those youths exposed to the halfway house program would experience less readjustment difficulty during the first six months after release than those youths released directly to the community from the institution. We further hypothesized that since the community ultimately assumes responsibility for rehabilitation, there would be no significant difference in the readjustments of the two groups during the six to twelve month period after release.

Our data confirmed our hypotheses as it was found that in the three areas of community readjustment measured (recidivism, community program changes and police contacts), halfway house releasees experienced significantly less readjustment difficulty in the community than the control group. Our findings further indicated that the effect of the halfway house seemed to diminish over an extended period as the community appeared to assume greater influence in the rehabilitative process.

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ACKNOWLEDGEMENTS

The authors wish to extend their sincerest appreciation to Mr John Miller, Director, Group Homes Division, Bureau of Group Care Services, for availing himself as a consultant and for placing all necessary case records at our disposal. We are equally indebted to the 38 county directors of social services who imposed upon their staffs the additional burdens of completing and returning our questionnaires.

A note of special thanks is in order for Mr. William Kime, our project advisor, whose scholarly aid, tolerance, understanding, and kindness, were invaluable in helping us complete this study.

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INTRODUCTION

It is not unusual in the field of social science to set up a pilot program with the expectation that the benevolent purpose which led to its establishment will suffice to maintain it on a continuous basis. In the area of social welfare, such programs are often set up, but little or no effort is made to evaluate them. Consequently, these pilot projects become simply "other agencies" in an ever expanding matrix of social agencies without being evaluated to determine their need or whether existing programs could carry out the same function as the "pilot one".

The primary objective of this study is to do a follow up type evaluation of the Michigan Halfway House program for adjudicated juvenile delinquents. There has been very little research carried out on this type of a program. Perhaps the major reason is that the halfway house for delinquent youths is a relatively new concept in this country.

Survey of the Literature on the Halfway House Concept

Halfway houses as supportive services between the institution and independent community life appeared first in this country not for delinquents, but for mental patients and for young people who were ready to leave child caring institutions and could not be placed in a foster home or returned to their own home. The possibilities offered by halfway houses in programs for delinquent youths are receiving an increasing amount of attention throughout the country. In spite of this upsurge of interest, there still remains some hesitancy to proceed in their development. However, this has not been the case in many countries abroad. Roul Tunley,

who has studied measures to combat adolescent delinquency in various parts of the world, has pointed out that "the youth hostel, the aftercare home and the halfway house have all been developed abroad recently in an attempt to devise a more homelike atmosphere in which a child can work, live and study in partial but not complete freedom."¹

In the United States, halfway house programs for delinquent youths have only recently been implemented as youth authorities and welfare and social service departments are beginning to re-evaluate their delinquency rehabilitation programs. One of their first observations was to recognize that many delinquents remain in institutions longer than necessary because of a lack of an acceptable placement in the community. Rapidly expanding child and youth populations are creating serious imbalances in many communities between the number of children who need care away from home and the number and variety of resources available for them. Sheridan states that "resources are especially inadequate for certain adolescent boys and girls who are dependent, delinquent, disturbed, or retarded, and for adolescent unmarried mothers."² Traditional foster homes, maternity homes and institutional resources do not seem to be the most appropriate answer for many of these children and adolescents. The trend toward halfway houses or small group homes seems to be filling this void for new child care resources by offering different combinations and a multiplicity of treatment alternatives.

The question arises: what can the halfway house program offer that traditional child care institutions cannot provide? Carpenter answers this question by stating that "halfway houses can provide more adequate protection of the legal and constitutional rights of the child, and protection of the child and community through individualizing the child in

treatment."³ This requires services and facilities that are adaptable to meet individual needs. Present state programs for the care of delinquent children are, for the most part, still limited to the institutional care provided by the state training schools. State training schools tend to be "catch all" facilities which try to meet the needs of a totally heterogeneous population. The only common factor applying to the population of training schools is that each inmate has committed an act, whether defined as delinquent or not, which has brought him under the jurisdiction of the juvenile court. Sheridan and Freer describe the population of the training schools by stating that "young people in state training schools range in age from eight to eighteen or nineteen and sometimes even to twenty-one; in intelligence from severely retarded to superior; in experience from childlike naive delinquent acts to repeaters with confirmed sophisticated delinquent patterns; in personality from the withdrawn to the highly aggressive, acting out delinquent."⁴ The children in each of these categories have different potentialities and present different kinds of problems. The problem of overcrowding complicates the situation further. According to HEW statistics released in November 1966, four out of every ten public training schools for delinquent children are caring for populations which exceed their stated capacities.⁵ Expanding present training school facilities does not appear to be the answer since a current problem would only be expanded.

One of the first state operated halfway house programs was opened in the state of Washington in 1962. This halfway house, which was opened originally on a trial basis, is still operating as a placement alternative for boys being released from Washington State training schools. The trial

program proved to be so successful that a second halfway house recently opened in Seattle, Washington and plans are being made to open another in the near future.

In Los Angeles, California, halfway houses for delinquents have been tried on a private basis only. In New York State, halfway house programs are state financed and serve both boys and girls who are being released from state training schools. The city of New York also operates several similar facilities. Wisconsin, Kentucky, Delaware and Pennsylvania are among the few additional states that are now operating state supported halfway house programs. In several other states, there are halfway houses for delinquents in operation, but the majority do not receive their support from local, state or federal governments. However, the trend seems to be away from privately supported facilities to government sponsored houses. Keve states that "there probably will always be certain well known and successful facilities that will remain purely private, but already it is evident that many privately sponsored halfway houses falter after getting started because they lack the financial backing or administrative resources to keep them going."⁶

New Jersey operates quite an extensive program for delinquents, as well as being a leader in experimentation with halfway house programs..... the renowned Highfields Residential Group Center in Hopewell, and Essexfields in Newark. Presently, New Jersey operates three such homes for boys and one for girls. These programs are especially interesting because the youths do not live in the houses on a 24 hour basis. These facilities began as privately supported programs, but due to their success, they were subsequently financed and administered by the state of New Jersey.

Michigan Halfway House Program

Michigan seems to be an excellent example of a state supported halfway house arrangement which is rapidly developing into a model program.

"Michigan has become more heavily involved in halfway houses for juveniles than most other states. The state experimented with the use of one cottage on the grounds of the training school in Lansing, and then an appropriation was made to establish several separate halfway houses. These were started in 1964, and within a year there were in operation five houses for boys and one for girls."⁷ Presently there are seven halfway houses and three subsidized group homes. There are two halfway houses in Detroit, two in Flint, and one each in Lansing, Kalamazoo and Muskegon. The subsidized group homes are located in Wayne, Osceola and Grand Traverse Counties. Each halfway house can facilitate 12 youths at any one period of time; the group homes usually accomodate 6 youths at a time. Expected length of stay for each youth is about nine months. Each halfway house is staffed by a social worker, house manager, cook and four child therapists. In addition to casework and group work services, the program has professional consultative services available to it from the various county social service departments and from the state director of the overall program.

The community is crucial in developing a halfway house. Community acceptance or non acceptance can determine the success or failure of the entire program. "A successful halfway house program depends in part upon sympathetic community understanding and involvement. Efforts to gain such understanding begin long before the residence opens."⁸

Treatment Milieu

One of the purposes of the halfway house program is to develop treatment modalities that meet the needs of youths, both individually and collectively. Counseling services are more involved and diversified than the usual or traditional office-based worker client interview situation. Every attempt is made to avoid totally "professionalizing" the interview situation. Various methods and techniques at the caseworker's command are appropriately utilized in order to best reach youths at a level at which their emotional needs can best be gratified. The often used sterile "professional approach" is non functional with "open delinquents" in a halfway house setting. The program offers both individual and group counseling approaches. The individual counseling services are designed to give youths the opportunity to openly express their feelings, attitudes, frustrations, etc., within the boundaries of a healthy adult-child relationship. It is through the development and appropriate use of this relationship that the caseworkers help youths work through many of their problems, relieve their frustrations, and hopefully guide them to broader understanding.

This is not, however, to imply that the individual counseling relationship is entirely supportive. The individual sessions are also used for confrontive purposes: many of the wards in the program are not in contact with the reality of their situations. One of the basic goals of casework is to help each youth face this reality. Confrontation with certain kinds of maladaptive and inappropriate behavior is one way of bringing a ward face to face with his situation. This technique is often used not only to help a ward face some basic realities concerning his behavior, but also the realities of his aspirations and realistic levels of achievement.

The halfway house program places a great deal of emphasis on the confrontive technique, even though many caseworkers and others in various social disciplines do not consider this technique as being "treatment". However, to send a youth through the program and have him emerge as he entered, with the same over-inflated and grotesque concepts concerning the "rightness" and lack of responsibility for his own behavior, and inappropriate and totally unrealistic goals and expectancies, is considered an injustice and a disservice to the youth.

Treatment is one of the major goals of the program, but the caseworker does not become so involved with "treatment" of psychic problems that the most important goal falls by the wayside; i.e., preparation for a return to the community, regardless of whether the psychic conflicts have been successfully resolved or not. The program operates on a short term basis and not as a long term treatment service. During the short time a youth is in the program, every effort is made to equip him with those tools essential to independent survival in the community; as much education and/or special training available, a job, knowledge of how to get and hold a job, internal control of behavior, how to handle interpersonal relationships, etc. The implications are that the program can offer these things to youths without successfully resolving their emotional conflicts. It can be seen that the individual counseling sessions serve a multitude of purposes, but are not designed to offer "clinical treatment".

Group counseling sessions attempt to attain many of the goals mentioned above, except that the peer group is the change agent. The group counseling program complements the individual counseling program. To many youths, the group

sessions are less threatening than the individual sessions where some difficulties may be encountered in the more confining one-to-one casework relationship. The group sessions are directed toward creating an intensive experience in which youths talk about themselves; attitudes, behavior, etc. The group approach is not geared to suppress or to sooth feelings of frustration and anxiety, but rather to bring out such feelings, and through the give and take among the group members a youth can learn to deal effectively with such conflicts. In group sessions, unlike the individual sessions, each youth has to develop and utilize to a large extent his own devices for coping effectively with his emotional problems. It can be seen that what a ward gains in group sessions can be utilized in individual sessions, and vice versa; the two actually complements each other, rather than supplementing the other.

It is because of the apparent uniqueness of halfway house programs with their flexibility and wide range of innovative techniques that a research study into the Michigan Halfway House Program seems of particular potential value. If the program is truly an innovative and far reaching attempt to more adequately deal with the delinquency problem, then it is important that evidence be secured to establish this fact. The testing of the hypotheses which follow here is intended to provide such evidence on at least a limited basis.

Hypotheses

Unlike the more structured institutions such as training schools, halfway house programs attempt to assimilate youths back into the community by treating them in settings which are integrated into the community and utilize community resources. Therefore, one would expect that delinquent youths released from the halfway house programs would have fewer community adjustment problems than youths released from training schools. Specifically, we hypothesize:

If institutionalized youths are exposed to halfway house programs prior to release to the community, then they will experience less readjustment difficulties in the community than those youths directly released to the community from a training school program.

Operational definitions of these terms will be given after presenting some additional hypotheses.

Halfway house programs are designed to facilitate a youth's readjustment to the community, but the community must assume the responsibility for subsequent long term rehabilitation. Consequently, an early successful community readjustment alone would not insure a continued successful adjustment, and we expect our data to support the following adjunctive hypotheses:

a. If institutionalized youths are exposed to halfway house programs prior to release to the community, then they will experience less readjustment difficulties in the community during the 0-6 month period after release than those youths released directly to the community from the training school program.

b. If institutionalized youths are exposed to halfway house programs prior to release to the community, then their community readjustments during the 6-12 month period after release will not be significantly different from the community readjustments of those youths released directly from the training school program.

METHOD

Definition of terms and Operationalizing

For the purposes of this study, the global concept of community re-adjustment was operationalized by developing a questionnaire that measured readjustment in three fairly specific areas: recidivism, number and types of police contacts, and the number of community program changes.

Recidivism is defined as any return to a training school setting or committment to adult incarceration.

Police contacts were ranked according to number of contacts and character of offenses as defined legally---misdemeanors (includes Michigan Juvenile Code violations), or felonies. Misdemeanors include such infractions as truancy from home and school, illegal possession of alcoholic beverages, violation of curfew, malicious destruction of property, petty theft and minor traffic violations. Felonies include such offenses as homicide, rape, assault with a deadly weapon, breaking and entering, armed robbery and grand larceny.

Community program changes include both changes in placement and changes in treatment plans. An example of a change in placement would be a removal of a youth from the parents' home to foster care. An examlle of a change in treatment plan would be the removal of a youth from a school program to a job training program. These changes are here regarded as symptomatic of adjustment difficulties, which predominantly is the case.

General Procedures to Obtain Data

In obtaining subjects released from the halfway house program, we limited our selection to those youths released to the community for a minimum of one

year to insure an adequate length of time to evaluate community readjustment. The control group was selected on the same basis.

The subjects in our experimental group consisted of all youths released from the halfway houses in Michigan during the time period of January 1, 1966 through July 1, 1967. The director of the halfway house program made available all halfway house case records. From these we extracted the names and case numbers of all youths used in this study. The same process was used for the control group; i.e., the subjects were drawn from the entire population of youths referred to the halfway house program during the period of January 1, 1966 through July 1, 1967, but who for some reason other than rejection by the halfway house did not enter the program, and thus entered the community directly from the training school. Typical reasons for not entering the halfway house program, after becoming eligible, would be a change in plans initiated by the training school counselor, aftercare worker, or a youth's refusal to enter the program, or a vacancy not being available in a halfway house at the time of the referral. The most usual of these was a lack of bed space at the time of referral.

The data collection instruments used in this study were questionnaires. Case records were used only for the purpose of obtaining subjects names, case numbers and release dates.

The primary instrument used was a pre coded questionnaire (see appendix). The questionnaire was designed to elicit information pertaining to the subjects' readjustment in the community in all three areas: recidivism, police contacts, and program changes. The questionnaire found in the appendix was developed especially for this study. A questionnaire regarding each subject was mailed to the director of social services of the county in which the subject resides.

RESULTS

A total of 209 questionnaires were sent to the various county department of social services offices in the state of Michigan. 165 of the questionnaires were directed to elicit information pertaining to the community readjustment of halfway house releasees, and 44 concerning training school releasees. The county offices returned a total of 168 questionnaires (80%). 125 (76%) regarding halfway house releasees and 43 (98 %) regarding training school releasees.*

Of the returned questionnaires regarding the halfway house releasees (experimental group), 59 were rejected for the following reasons: 18 youths had been returned directly to the training school; 5 were releases directly into adult incarceration; 1 was released directly into the military service; 4 of the questionnaires lacked sufficient information for the study; and 31 questionnaires were returned to late to be included in the study.

Of the returned questionnaires regarding the training school releasees (control group), 13 were rejected: 2 youths were releasesd directly into military service; 6 questionnaires lacked sufficient information for the study; and 5 questionnaires were returned to late to be included in the study.

Therefore, a total of 95 questionnaires was used in our study: 65 in the experimental group and 30 in the control group. The data collected from these questionnaires was tabulated and subjected to the Chi Square Test in order to test the hypotheses given earlier.

* We believe that the fact that our control group was rather small accounted for the large percentage of returns (98%), as compared to 76% returns for the halfway house group. However, we feel that if time permitted, a larger percentage of halfway house questionnaires would also be returned.

The results (see tables 1-1 to 1-10 generally) confirmed our hypothesis that youths exposed to a halfway house program initially experience less readjustment difficulty in the community than those youths directly released to the community from a training school program. In the three areas of recidivism, community program changes and police contacts, we found that during the first six months after release, halfway house releasees had less difficulty.

In the area of recidivism, the null hypothesis was that there would be no significant difference in the recidivism rates between the two groups. However, we found a significant difference at the .05 level between the experimental and control groups (see table 1-1). This table shows that youths exposed to the halfway house were much less likely (12% against 35% returned) to return to the training school or some other correctional facility during their first six months in the community after release than those youths released directly from the training school to the community. Therefore, the null hypothesis was rejected and our alternative hypothesis was confirmed.

In the area of community program changes, the null hypothesis was that there would be no significant difference in the number of community program changes between the two groups. However, we found a significant difference at the .05 level between the control and experimental groups. Table 1-2 shows that youths exposed to the halfway house program had 19% fewer community program changes during the first six months after release than those youths released directly from the training school to the community. Therefore, the null hypothesis was rejected and the alternative hypothesis was confirmed.

In the area of police contacts (felonies), our null hypothesis was that there would be no significant difference in the number of police contacts (felonies) between the two groups. Although, we did not find a significant difference at the .05 level between the two groups, the probability was less than .10 indicating a trend even though we could not reject the null hypothesis (see table 1-3).

In the area of police contacts (misdemeanors), the null hypothesis was that there would be no significant difference in the number of police contacts (misdemeanors) between the two groups. However, we found a significant difference at the .05 level between the experimental and control groups (see table 1-4). This table shows that youths exposed to the half-way house program had 26% fewer police contacts (misdemeanors) during the first six months after release than those youths released directly from the training school to the community. Therefore, the null hypothesis was rejected and the alternative hypothesis was confirmed.

In table 1-5, we combined felonies and misdemeanors into total police contacts. The null hypothesis that there would be no significant difference in the total number of police contacts between the two groups was rejected because of our finding of a significant difference at the .05 level between the experimental and control groups. According to this finding, we can conclude that youths exposed to the halfway house program had fewer total police contacts (29% fewer) during their first six months after release than those youths released directly to the community from the training school.

Our adjunctive hypothesis predicting that halfway house programs may facilitate a youth's early readjustment in the community but will not affect long term adjustment was at least substantiated by our statistical data. Tables 1-6 through 1-10 show no significant differences in the three areas of community readjustment between the two groups during the 6-12 month period following release. Because there was a prediction of no difference in the test hypothesis, inference testing using the null hypothesis does not apply. But we feel that our impression is validated here, because while significant differences did appear during the first six months, none did in the second six--thus indicating a diminution of differences over time.

TABLE 1-1

Recidivist, 0-6 Months After Release

*

	Control Group	Halfway House Group	Totals
Recidivist	14 (47%)	8 (12%)	22 (23%)
Non Recidivist	16 (53%)	57 (88%)	73 (77%)
Totals	30 (100%)	65 (100%)	95 (100%)

TABLE 1-2

Program Changes, 0-6 Months After Release

**

	Control Group	Halfway House Group	Totals
Program Changes	10 (33%)	9 (14%)	19 (20%)
Non Program Changes	20 (67%)	56 (86%)	76 (80%)
Totals	30 (100%)	65 (100%)	95 (100%)

* $\chi^2 = 13.603$, 1 df, $P < .05$, Reject H_0

** $\chi^2 = 5.579$, 1 df, $P < .05$, Reject H_0

TABLE 1-3

Police Contacts (Felonies), 0-6 Months After Release

*

	Control Group	Halfway House Group	Totals
Police Contacts	9 (30%)	10 (15%)	19 (20%)
Non Police Contacts	21 (70%)	55 (85%)	76 (80%)
Totals	30 (100%)	65 (100%)	95 (100%)

TABLE 1-4

Police Contacts (Misdemeanors), 0-6 Months After Release

**

	Control Group	Halfway House Group	Totals
Police Contacts	12 (40%)	9 (14%)	21 (22%)
Non Police Contacts	18 (60%)	56 (86%)	74 (78%)
Totals	30 (100%)	65 (100%)	95 (100%)

* $\chi^2 = 2.740$, 1 df, $P > .05$, Does not Reject H^0 ** $\chi^2 = 8.157$, 1 df, $P < .05$, Reject H^0

TABLE 1-5

Total Police Contacts, 0-6 Months After Release

*

	Control Group	Halfway House Group	Totals
Police Contacts	16 (53%)	16 (24%)	32 (34%)
Non Police Contacts	14 (47%)	49 (76%)	63 (66%)
Totals	30 (100%)	65 (100%)	95 (100%)

TABLE 1-6

Recidivist, 6-12 Months After Release¹

**

	Control Group	Halfway House Group	Totals
Recidivist	2 (13%)	3 (7%)	5 (7%)
Non Recidivist	14 (87%)	54 (93%)	68 (93%)
Totals	16 (100%)	57 (100%)	73 (100%)

* $\chi^2 = 7.06$, 1 df, $P \leq .05$, Reject H^0

** $\chi^2 = 1.26$, 1 df, $P > .05$

1. Numbers are reduced here because of attrition in first six months.

TABLE 1-7

Program Change, 6-12 Months After Release

*

	Control Group	Halfway House Group	Totals
Program Changes	1 (6%)	5 (9%)	6 (8%)
Non Program Changes	15 (94%)	52 (91%)	67 (92%)
Totals	16 (100%)	57 (100%)	73 (100%)

TABLE 1-8

Police Contacts (Felonies), 6-12 Months After Release

**

	Control Group	Halfway House Group	Totals
Police Contacts	3 (19%)	3 (5%)	6 (8%)
Non Police Contacts	13 (81%)	54 (95%)	67 (92%)
Totals	16 (100%)	57 (100%)	73 (100%)

* $\chi^2 = 0.0913$, 1 df, $P > .05$

** $\chi^2 = 3.8990$, 1 df, $P < .05$

TABLE 1-9

Police Contacts (Misdemeanors), 6-12 Months After Release

*

	Control Group	Halfway House Group	Totals
Police Contacts	4 (25%)	11 (19%)	15 (21%)
Non Police Contacts	12 (75%)	46 (81%)	58 (79%)
Totals	16 (100%)	57 (100%)	73 (100%)

TABLE 1-10

Total Police Contacts, 6-12 Months After Release

**

	Control Group	Halfway House Group	Totals
Police Contacts	6 (37%)	13 (23%)	19 (26%)
Non Police Contacts	10 (63%)	44 (77%)	54 (74%)
Totals	16 (100%)	57 (100%)	73 (100%)

* $\chi^2 = 0.63$, 1 df, $P \geq .05$ ** $\chi^2 = 2.41$, 1 df, $P \geq .05$

DISCUSSION

From the findings of this study, it appears that halfway house programs can play significant roles in the total picture of rehabilitation for delinquent youths. Our results indicate that halfway houses, as intermediaries between institutional and community life, are effective forces in delinquent youths' reintegration into society. It further appears that halfway house programs provide youths with the needed thrust to survive the critical period which consists roughly of their first six months back in the community. Although the halfway house program appears to have a greater short range effect on re-adjustment than a long range influence, the finding that the control group experienced a great deal more readjustment difficulty in the 0-6 month period after release points out the importance of halfway houses in helping youths get through this critical period of readjustment.

The present study has been limited by the lack of a conclusive distinction between the community readjustment of the control and experimental groups during the 6-12 month period. We know from our results that there was no significant difference between the two groups in this time period, but our study cannot provide the reason for this finding. There seem to be two possible alternatives: either the training school youths' behavior improved during this period, or else the halfway house youths' behavior regressed. We are not able to say conclusively which answer is correct, but it is significant that halfway house releasees had a smaller percentage of recidivisms in the 6-12 month period than in the 0-6 month period (see tables 1-1 and 1-6). Because the control group lost about one-half of its subjects by the time of

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the 6-12 month period, it is difficult to accurately compare recidivisms during the two time periods. However, as can be seen from tables 1-1 and 1-6 the control group did have a smaller percentage of recidivisms in the 6-12 month period (13% as compared to 47%).

The results of this study are applicable to other halfway houses for delinquent youths, which operate with a philosophy and method similar to the Michigan Halfway House program. However, any generalizations should not be made beyond the six month period after release, even though there are strong indications that successful community readjustment continues beyond this period. There are too many uncontrolled variables beyond the six month period to predict accurately. It should be noted that the results pertaining to the control group cannot fairly be generalized to training school releasees in general because our subjects only included those youths who had been referred to the halfway house program, but did not enter it.

We realize that our study cannot possibly be cognizant of all the variables affecting a delinquent youth's readjustment to his community. We feel that we have been successful in isolating a halfway house experience as one probable variable leading to a youth's successful readjustment to community life. There are many other variables which merit exploration; e.g., halfway house philosophy and program, length of stay in the program, age, intelligence, family acceptance or rejection, community attitudes, and community rehabilitation programs to mention a few.

IMPLICATIONS

It is felt that this study has contributed significantly to the limited body of knowledge regarding the effects of a halfway house program on the delinquent youth's reintegration into community life, especially during the first six months back in the community. Beyond this period, the effect of the halfway house seems to have a diminishing long range effect as the community becomes increasingly more important in continuing rehabilitative services. Our data seems to indicate the possibility of this conjecture. Although, further research which should include an extended follow up study is indicated.

It is hoped that this study will serve as a forerunner to further research into the rehabilitative strengths and limitations of halfway house programs for juvenile delinquents.

FOOTNOTES

1. K.S. Carpenter, "Halfway Houses for Delinquent Youth," Children November-December 1963, HEW Publication, p. 224
2. M. Gula, Agency Operated Group Homes, U.S. Dept. of Health Education & Welfare, Welfare Administration, Childrens Bureau, 1964 p. 1
3. W.H. Sheridan, "Gaps in State Programs for Juvenile Offenders" Children, November-December 1966, HEW Publication p.213
4. Ibid., p. 212
5. Ibid., p. 216
6. P.W. Keve, Imaginative Programming in Probation & Parole, University of Minnesota Press, Minneapolis p. 227
7. Ibid., p. 245
8. K.S. Carpenter, op. cit., p. 212

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- The Resident Home Program, Michigan Dep. of Corrections, 1963

APPENDIX

STATE OF MICHIGAN
DEPARTMENT OF SOCIAL SERVICES

MEMORANDUM

To:

Date April 24, 1968

From: John E. Miller, Director
Group Homes Division

Re: Follow-Up Study of Halfway House Wards

George Logan, Robert Guzak, Ju Lin Wei, and Ray Williams are presently conducting a research study on the Halfway House Program. The primary purpose of this study is to help determine the effectiveness of the program. We are vitally interested in the wards who have gone through the Halfway House Program, as well as a group of Boys' Training School releasees who were referred to the program but never actually entered it. We are attempting to collect certain data concerning both of these groups of wards.

In order to obtain the necessary data, we need your assistance. It is requested that the assigned aftercare workers for the following wards be requested to fill out the attached questionnaire(s) and return it to my office. It is further requested that these questionnaires be filled out as completely as possible, even if a ward has been discharged as a State ward.

Your prompt reply to this questionnaire is needed to complete this study, and it would be greatly appreciated if it could be returned by May 10, 1968.

Thanks for your cooperation.

JEM:GL

Attachments

cc: (Mrs.) Barbara Watt, Assoc. Dir., Bureau of Group Care Services

(Use both sides)

Please circle the correct letter.

Reason for Release from Halfway House:

- A. Maximum Benefit
 - 1. Benefited significantly from halfway house experience
 - 2. Benefited minimally from halfway house experience
- B. Age
- C. To Military Service
- D. Inability to Adjust to Halfway House Program
- E. Other (please specify)

Where Released to:

- A. Parents or Relatives
- B. Independent Placement
- C. Military Service
- D. Foster Care or Boarding Home
- E. Jail (or any form of adult incarceration)
- F. Boys' Training School
- G. Other (please specify)

Type of Community Program Set Up for Ward Upon Release from the Halfway House:

- A. School
- B. Job
- C. School and Job
- D. Job Training
- E. Other (please specify)

Adjustment to Community Program 0-3 Months After Release:

- A. Little or No Difficulty
- B. If it was Necessary to Change Community Program, How Many Changes Occurred? _____
- C. Returned to Boys' Training School
- D. Adult Incarceration
- E. Other (please specify)

Adjustment to Community Program 3-6 Months After Release:

- A. Little or No Difficulty
- B. If it was Necessary to Change Community Program, How Many Changes Occurred? _____
- C. Returned to Boys' Training School
- D. Adult Incarceration
- E. Other (please specify)

(CONTINUED)

Adjustment to Community Program 6-9 Months After Release:

- A. Little or No Difficulty
- B. If it was Necessary to Change Community Program, How Many Changes Occurred? _____
- C. Returned to Boys' Training School
- D. Adult Incarceration
- E. Other (please specify)

Adjustment to Community Program 9-12 Months After Release:

- A. Little or No Difficulty
- B. If it was Necessary to Change Community Program, How Many Changes Occurred? _____
- C. Returned to Boys' Training School
- D. Adult Incarceration
- E. Other (please specify)

Number of Police Contacts:

- A. 0-3 Months After Release _____
- B. 3-6 Months After Release _____
- C. 6-12 Months After Release _____

Specify types of police contacts for each of the time periods designated above:

Current Situation:

- A. In School
- B. Employed
- C. Employed and in School
- D. Unemployed
- E. In Military Service
- F. In Boys' Training School
- G. In Adult Corrections
- H. Other (please specify)

Please circle the correct letter.

Reason for Release from Boys' Training School:

- A. Maximum Benefit
 - 1. Benefited significantly from Boys' Training School experience
 - 2. Benefited minimally from Boys' Training School experience
- B. Age
- C. To Military Service
- D. Other (please specify)

Where Released to:

- A. Parents or Relatives
- B. Independent Placement
- C. Military Service
- D. Foster Care or Boarding Home
- E. Jail (or any form of adult incarceration)
- F. Other (please specify)

Type of Community Program Set Up for Ward Upon Release from Boys' Training School:

- A. School
- B. Job
- C. School and Job
- D. Job Training
- E. Other (please specify)

Adjustment to Community Program 0-3 Months After Release:

- A. Little or No Difficulty
- B. If it was Necessary to Change Community Program, How Many Changes Occurred? _____
- C. Returned to BTS
- D. Adult Incarceration
- E. Other (please specify)

Adjustment to Community Program 3-6 Months After Release:

- A. Little or No Difficulty
- B. If it was Necessary to Change Community Program, How Many Changes Occurred? _____
- C. Returned to BTS
- D. Adult Incarceration
- E. Other (please specify)

(CONTINUED)

Adjustment to Community Program 6-9 Months After Release:

- A. Little or No Difficulty
- B. If it was Necessary to Change Community Program, How Many Changes Occurred? _____
- C. Returned to Boys' Training School
- D. Adult Incarceration
- E. Other (please specify)

Adjustment to Community Program 9-12 Months After Release:

- A. Little or No Difficulty
- B. If it was Necessary to Change Community Program, How Many Changes Occurred? _____
- C. Returned to Boys' Training School
- D. Adult Incarceration
- E. Other (please specify)

Number of Police Contacts:

- A. 0-3 Months After Release _____
- B. 3-6 Months After Release _____
- C. 6-12 Months After Release _____

Specify types of police contacts for each of the time periods designated above:

Current Situation:

- A. In School
- B. Employed
- C. Employed and in School
- D. Unemployed
- E. In Military Service
- F. In Boys' Training School
- G. In Adult Corrections
- H. Other (please specify)

STATE OF MICHIGAN



GEORGE ROMNEY, Governor

DEPARTMENT OF SOCIAL SERVICES

LEWIS CASS BUILDING, LANSING, MICHIGAN 48913

R. BERNARD HOUSTON, Director

May 24, 1968

This is to acknowledge that the Group Homes Division, Bureau of Group Care Services has granted permission to George Logan, Robert Guzak, Ju Lin Wei and Raymond Williams to extract data from individual case records and to interview halfway house personnel for the purpose of completing a group research project as partial fulfillment of the MSW degree.

A handwritten signature in cursive script that reads "John E. Miller".

John E. Miller, Director
Group Homes Division
Bureau of Group Care Services