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FACTORS AFFECTING THE
PLACEMENT OF ADOLESCENT GIRLS

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FACTORS AFFECTING THE PLACEMENT OF ADOLESCENT GIRLS

by

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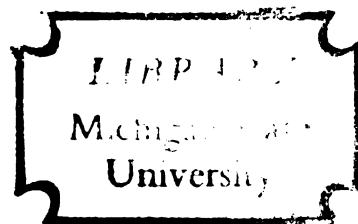
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THESIS



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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.	11
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION.	1
II. HISTORICAL BACKGROUND AND CURRENT OPINION .	7
III. METHODS AND PROCEDURES EMPLOYED IN THIS STUDY	28
IV. ANALYSIS AND PRESENTATION OF DATA.	33
The Girl Before Placement Placements Inappropriate Placements Comparison to Mersham Study	
V. GENERALIZATIONS.	61
VI. IMPLICATIONS OF THE CONCLUSIONS AND RECOMMENDATIONS.	66
APPENDICES	71
BIBLIOGRAPHY.	79

LIST OF TABLES

Table	Page
1. Race and Religion of Girls Studied.	34
2. Number of First Placements and Replacements in Each Age Group	35
3. Source of Girl's Support Before and After Placement	36
4. Income Level of Source of Support Before Placement	37
5. Marital Status of Parents and Outstanding Characteristic of Girl at First Placement	38
6. Income Level of Source of Support and Original Reason for Placement	39
7. Outstanding Characteristic of Girl at First Placement and Income Level of Source of Support.	40
8. Outstanding Characteristic of Girl at First Placement and Original Reason for Placement	41
9. Contact with the Agency Previous to Thirteenth Birthday and Original Reason for Placement.	41
10. Contact with the Agency Previous to Thirteenth Birthday and Original Referral Source	42
11. Outstanding Characteristic of Girl at First Placement and Original Referral Source .	43
12. Actual Placements and Order of Placements .	45
13. Marital Status of Parents and First Actual Placement	46
14. Original Reason for Placement and First Actual Placement.	47

Table		Page
15.	Age and Actual Placement	48
16.	Recommended Placements and Order of Placement	49
17.	Recommended Placements and Actual Placements	51
18.	Reasons for Inappropriate Placement . . .	53
19.	Original Referral Source and Reason for Inappropriate Placement	54
20.	Outstanding Characteristic of Girl and Reason for Inappropriate Placement. . .	55
21.	Age and Reason for Inappropriate Placement .	56
22.	Source of Support During Placement and Reason for Inappropriate Placement. . .	57

CHAPTER I

INTRODUCTION

This study will, first, attempt to determine whether adolescent girls known to Lansing Catholic Social Services are placed appropriately to individual need. It is assumed that placements will not always be appropriate and the study's focus will be to determine the reasons for this discrepancy.

The caseload of Lansing Catholic Social Services has experienced an increase in the number of adolescent girls needing placement. Child welfare has been a service of this agency only since 1952. It began on a small scale and has grown with the agency. The agency believes this expansion of service and the increase in population of this age group account for the larger number of adolescent girls considered for placement.

With this increase, an awareness of the problem arose. Questions included: Why are adolescent girls considered for placement? Is the agency choosing the correct placement? Is the agency able to follow through on the recommended placement? If not, why not? To what extent are factors such as community resources, the client's situation, and/or the worker's activity involved? What can Catholic

Social Services do to improve the situation? These questions have been discussed among workers individually and at staff meetings. It was not felt that any extensive exploration was done.

While in field placement at Catholic Social Services, the writer gained an interest in the problem. Workers in the agency were consulted regarding the availability of necessary data. It emerged that written agency criteria for placement were absent. Workers, however, seemed to have similar opinions regarding such criteria, suggesting a common unwritten agreement. Questionnaires allowing unrestricted, essay-type answers were distributed to each worker involved in placement of girls in this age group. Criteria thus formed, plus unstructured interviews with workers, were intended to become the basis of assessing placements "appropriate" or "inappropriate."

It was assumed that the agency tries to conform to general principles concerning placement but is not always able to do so. The nucleus of the study thus emerged: what factors prevent the appropriate placement? These factors may be found in community resources, the client's situation, and/or the orientation or practice of the agency worker. The agency expected recommended placements to be impeded mainly by lack of community resources or by lack of financial support for the girl.

For the purposes of the study "adolescent girls" was defined as from thirteen to seventeen years of age. The

term "known to Lansing Catholic Social Services" may mean that the girl is part of a family group seeking help or is, herself, the reason for an original contact with the agency. Girls in family groups known to the agency, but with problems not of concern to the study, were excluded. Also excluded were unmarried mothers. Such girls in this age range are not placed in foster homes. Some remain at home. If the service demands placement outside the home, maternity homes are used for the young girl's protection. For the girl nearing seventeen years of age or over, a wage home may be used. Unmarried mothers do not present a placement problem for the agency.

Placements will be spoken of as actual, recommended, appropriate, or inappropriate. "Actual" is to refer to the girl's known placement, and "recommended" is to be the placement indicated by the criteria. If actual and recommended placements are the same, the placement would be "appropriate." If the two are not the same, the placement would be "inappropriate."

Each placement is to be evaluated in terms of the situation at the time of the placement. Thus, in considering a past placement, "hindsight" is to be avoided. What was recommended at the time of the placement is the factor. There is to be no attempt to determine what should have been the placement.

Remaining home will be included as a placement, as placement outside the home was a consideration with all

girls in this study. If placement outside the home was not considered, the girl was excluded. Also, girls placed before the dates used in the study, and with no further consideration of placement during the period of time covered in the study, were not included. Thus, with girls studied, a placement at home may have been recommended or may have been the only facility available. This is pertinent to the study.

The agency, Lansing Catholic Social Services, was organized in February, 1949, and chartered under the laws of Michigan for such agencies. It began as a private social casework agency with only one worker, now the director, Right Reverend Monsignor John D. Slowey. Anyone desirous of receiving help is eligible. Financial assistance is given on a temporary basis to those not eligible for public assistance.

The purpose of the agency is explained in the constitution to better "preserve wholesome family life and to care for dependent, neglected and delinquent children in accordance with rules, regulations, and sacred canons of the Catholic Church by:"

1. Offering consultation services to persons and organizations on spiritual and material problems affecting family and child care.
2. Providing trained caseworkers to assist families and individuals in preserving and developing proper family and child care.

3. Promoting and participating in community work for the betterment of the family and child.¹

Clientele is accepted from the Greater Lansing area including Ingham, Clinton, and Eaton counties. This is the area served by the United Community Chest of Lansing, of which the agency is a member. Chest funds are the agency's sole support. A large percentage of clientele is of the Catholic faith but no religion or race is barred from receiving help.

The agency staff now consists of a director and supervisor, both of whom also have a caseload, four full-time trained caseworkers, two part-time untrained caseworkers, a receptionist-bookkeeper, and a dictaphone operator.

Data were secured from case records, foster home studies, and workers. Records may be found under the name of the girl herself or of her family grouping. Recordings were made by the worker for the purposes of review, appraisal, and providing background material for a new worker and include interviews, correspondence, and reports. The writer used brief, informal interviews with workers to fill in gaps in records.

The study includes the period from December 1, 1956, to December 1, 1959. Choice of this period was arbitrary, established to include a sufficiency of case material

¹Constitution of Catholic Social Services, Incorporated, Lansing, Michigan, 1949, Appendix, Article II, p. 8.

for the study. Thirty-three girls had been placed in this period, many of them experiencing several placements. Girls were included who were known to the agency before their thirteenth birthday, but only placements after the age of thirteen were used in the study. Other girls experiencing placement were those referred after the age of thirteen. No placement after the age of seventeen was included.

In summary, this study will examine the adequacy of the placement of thirty-three girls by Catholic Social Services during a three-year period, in the light of criteria secured through a questionnaire returned by staff members.

CHAPTER II

HISTORICAL BACKGROUND AND CURRENT OPINIONS

Child care programs first began with those for destitute children. The Elizabethan Poor Laws were the basis of the English system of placement; this system the American Colonies also adopted. Homeless or neglected children were placed in almshouses, as apprentices, or as indentured servants.¹

As it became evident that children were not properly cared for in almshouses along with elderly and ill adults, many states began developing large congregate institutions for the purpose of caring for and housing children who could not be indentured or apprenticed. Their purpose, besides providing food, shelter, and clothing, was primarily to provide sound religious training and education sufficient to make children capable of following a craft. One of the first such institutions was that established in New Orleans in 1729 by the Ursuline Sisters, for children left homeless by Indian massacres. By 1850 there were at least 116 institutions for dependent children and the rapid growth

¹Spencer H. Crookes, "Child Welfare," Social Work Year Book, ed. Russel H. Kurtz (New York: American Book-Stratford Press, Inc., 1954), p. 82.

of the United States saw their increase under sectarian and non-sectarian sponsorship.¹ Public subsidies were also granted to voluntary organizations and homes were established for the children of soldiers and sailors. Today, only rarely does one find public institutions for the care of dependent children and only a few of the most backward states place children in county poor farms.

In 1797 there were beginnings of the modern cottage plan of group care. Also, the New York Society for the Relief of Poor Widows with small children provided special financial assistance. By 1860 a start had been made toward the development of a child-placing system as it is known today; this was the organization of children's aid societies which had as their purpose placing children either in family homes or in child-caring institutions. The movement began in 1868 with the founding of the Illinois Children's Home and Aid Society in Chicago. This program was pioneered by groups within the Methodist Church and thirty-six states later developed such home societies. A national community conscience in behalf of children had begun.²

The need for the care and training of children apart from their families continues. The necessity of preventing family break-up is recognized, but in certain instances it is necessary to provide care for children away from their

¹Ibid.

²Ibid.

families. Children may have no family, be released by their families, or legally removed because of neglect, incapacity, or abuse. Death, divorce, desertion, or serious illness of one or both parents may create a need for placement. Other such services include unmarried mothers, runaway children, young people in need of social control and training, or children without legal guardians.¹

Child welfare personnel recognize physical and mental limitations and behavior problems of children better and earlier than ever before. Advances have been made in every area affecting the development of children. However, there are serious omissions. Community conditions and community programs do not make adequate provision for helping parents to prevent disruption of home and family ties. That every child needs a home and family of his own is generally accepted as a basic fact in child welfare.²

We are concerned here with placement of adolescent girls. Placement of an adolescent is one of the most difficult assignments of a caseworker. One author believes that it is usually better to keep an adolescent with his family unit until a usual reason for leaving occurs, such as a job or advanced schooling.³ He believes that some

¹Ibid., p. 83.

²Ibid., p. 84.

³John G. Milner, "Some Determinants in the Differential Treatment of Adolescents," Child Welfare, XXIX, No. 8 (October, 1950), 6.

of the most effective casework with this age group can be done with the child in his own home. Caseworkers realize how much even an imperfect parent means to a child and thus make efforts to help parents to broaden their capacity. If parents do not wish separation, it seems advisable only if it is the most effective solution and the parents are totally unable to give their children a minimum of care.¹ If a child is more harmed than helped by remaining with his own family, substitute parental care offers the best solution. Sometimes, if a social worker is fortunate, she will have access to psychiatric consultation in her decision whether or not to break up a family group. More often she must decide alone.

What constitutes a good home? Factors include physical, moral, and social advantages; love; sympathetic intimacy; emotional security; and opportunity for growth.² Young and Glasscock suggest situations which might cause adolescent placements. Young believes a child should be removed in cases of: defective family relationships, defective discipline, parental alcoholism, general lack of guidance and training, inability to adjust and change after trying,

¹Henrietta L. Gordon, Casework Services for Children (Boston: Houghton Mifflin Company, 1956), p. 9.

²Florence M. Teagarden, Child Psychology for Professional Workers (New York: Prentice-Hall, Inc., 1946), p. 225.

children who have lost respect for parents, children disorganized because of disorganization of parents, children's health and discipline neglected, children profiting from change of schools or neighborhoods, importance of breaking up gang associations.¹ Glasscock presumes that, for the most part, adolescents needing placement are an emotionally disturbed group. Homes exhibit divorce, death, mental illness, and crime. The child may already have been in a custodial or correctional institution. Such reasons for placement mean trauma and little preparation for the added stresses of adolescence.²

Gordon cautions,

A parent's physical or emotional disturbance, a child's behavior disorder, or any other similar problem is not in itself a sufficient basis for assuming that foster care is necessary, for these same conditions can, under some circumstances, be dealt with more satisfactorily if the child remains at home.³

Among determining considerations are the parents' wishes and abilities to work out the problem with or without placement of the children.

Milner believes the problem of becoming independent of a parental authority, plus the problem of developing inner

¹Pauline V. Young, Social Treatment in Probation and Delinquency (New York: McGraw-Hill Book Co., 1937), p. 385.

²Thomas A. Glasscock, "Placement Prescription for Adolescents," Child Welfare, XXXVIII (July, 1959), 11.

³Gordon, op. cit., p. 36.

and outer strengths making it possible to live without that authority, is a big job. He recommends not rushing the placement. This may also be the child's last move away from home ties and if unsatisfying, there is no chance of making it so.¹ Whatever the situation, placement is a frightening and disillusioning experience and often follows parents' rejection.

Once placed, a return home suggests one of the following:

1. True rehabilitation of the family
 - a. Child's emotional or mental disturbance improved
 - b. Crisis or reality situation causing placement improved
 - c. Parents' emotional needs improved and helped
2. Premature termination as treatment measure
 - a. Placement hurting child more than helping
 - b. If child later has to be removed--may realize that family, not agency, causing the situation and be better able to accept help
 - c. As treatment only as last resort, not in hopelessness or revenge
3. Termination at parents' request
 - a. Life situation now makes child's return objectively possible
 - b. Court's approval, given on base of a semblance of an adequate physical home and family group, makes it necessary for the agency to concur in such a plan²

¹Milner, op. cit., p. 5; Healy, Bronner, and Baylor differ with this opinion in saying that placement should be as speedy as possible. William Healy, Edith M. H. Baylor, and Augusta F. Bonner, Reconstructing Behavior in Youth (New York: Alfred A. Knopf, 1929), p. 120.

²Esther Glickman, Child Placement Through Clinically Oriented Casework (New York: Columbia University Press, 1957), pp. 388-395.

Once a decision to place is made, parents are not to be forgotten but are a very real part of the total picture to be considered. Radinsky states that two essential beliefs of a caseworker in child welfare should be: a belief in the capacity of a parent to change and to grow, and a belief in the parent's right to decide what he wants for his child in care. The caseworker, at intake, should establish the understanding that the parent's continuing relationship with the caseworker is a requisite for care.¹ When a parent has meaning for a child he must be helped in establishing a continuous relationship with his child. This would include factors such as financial responsibility, visiting, and operative consents.² Selection of proper placement follows a decision to place a child. The child's needs are the determining factor here. It is important to evaluate the child's total situation: social, emotional, and familial.

Two major types of placement outside the home are institutions and foster homes. The experts differ on recommendations regarding their use. Lippman believes that a

¹Elizabeth K Radinsky, "The Parent's Role in Long-Time Care," Child Welfare, XXIX, No. 2 (February, 1950), 8; Hutchinson agrees that placement in most cases is futile and barren without a casework relationship with parents. Dorothy Hutchinson, "The Request for Placement Has Meaning," The Family, XXV, No. 4 (June, 1944), 130.

²Radinsky, op. cit., p. 12.

minority can use foster home care; Burmeister says the majority should be in foster homes to create greater independence and a setting of normal family life; Dula and Howard believe a struggling adolescent or an "adolescent in revolt" needs group care; Darning agrees with this in saying adolescents need more small group placements, that foster homes are better suited for young children.¹ Charnley believes placement to be dependent on adolescent revolt, which may come elsewhere chronologically, or never. An adolescent cannot revolt against dependence on, affection and control of, parents when these qualities have not existed for him. A youngster actively engaged in establishing his independence from one set of parents is in no condition to take on another set. Some adolescents in revolt still can and will use a foster home placement effectively if such a home is sensitive to his needs. She believes foster parents in early thirties or late twenties are best here because of greater flexibility and less attempt to possess the child.² Certainly other factors such as age, intelligence, physical condition, emotional make-up, behavior record, and nature of the present problem should be considered in choosing a placement. The caseworker will also be influenced by the existence and quality of each type of setting in her community and by her own professional experiences.³

¹Ibid., pp. 82-83.

²Ibid., pp. 80-81.

³Jean Charnley, The Art of Child Placement (Minneapolis: University of Minnesota Press, 1955), p. 83.

A foster home should be considered for an adolescent if it is felt that a continuance of family experience is necessary. He should be intellectually able to participate in school programs available, emotionally able to accept personal attention of foster parents, and able to participate sufficiently in the give-and-take of family life without hurting others. In deciding whether a disturbed adolescent can use a foster home the caseworker should look at his earlier experiences, current behavior and performance, and, most important, the capacity to establish a relationship with the worker. She will be an important, stabilizing person, a friend and authority.¹

Foster homes may fail because attempting relationships with adolescents is often taxing and not considered worth the effort by foster parents.² Such children may have never known a tie to a parent or parent substitute, may deny adults any rights to have any authority over him, or may have a psychological void of relationships. Some children may "blow up" several homes before wanting a foster home and working to succeed and settle in the placement. Charnley wonders if the adolescent is releasing angry feelings by such "blow-ups" and suggests going into possible institutional care slowly. The child in the foster home is not thought of as "different" as often as an institutional child may be.³

¹Betty Gray, "A Foster Family Program for Disturbed Children," Child Welfare, XXXVI, No. 9 (November, 1957), 12.

²Classcock, loc. cit.

³Charnley, op.cit., pp. 88-89.

The primary function of an institution is to provide temporary care of children needing group experience for a definite period of time.¹ It serves the child needing distance in interpersonal relations as a neutral setting is sometimes necessary to permit healing from some acute shock; parents might accept an institutional rather than a foster placement and those who might disrupt foster home placement can be better tolerated and dealt with in their contacts with children; varying degrees of social opinion of peers may be a constructive force; an anxious child may gain support when constantly surrounded by a group.² An adolescent needing a regular routine receives well-defined regulations governing day-to-day activities flexibly administered to enable him to learn to submit to essential routines. Adults in institutions offer a relationship of accepting the child and trying to help him modify his behavior without being punitive or rejecting him for his misbehavior.

Adolescents exhibit an additional factor suggesting group placement, that of their group tendencies and the safety of a group in their age of revolt and anxiety.³ Those without parents interested in their daily progress do not feel as slighted because those who do have ties are

¹Cecelia McGovern, Services to Children in Institutions (Washington, D. C.: Conference of Catholic Charities, 1948), p. 3.

²Glickman, op. cit., pp. 94-98.

³Gisela Konopka, Group Work in the Institution (New York: Whiteside, Inc., 1954), pp. 29-30.

often struggling hard to break them.

Types of institutions include those for mentally and physically ill and those for girls with behavior problems. Girls are more likely to be sheltered by the home until it cannot, and society will not, tolerate a girl's misdemeanors any longer. Thus such girls are usually in a serious condition of maladjustment and their offenses often revolve around sex. An adolescent girl with behavior disorders is more likely to be recommended for an institutional placement than a boy.¹

Some guiding principles of modern institutions are as follows:

1. Children who live in institutions need the same things that all children need, plus help with the problems which bring them to institutions. . .
2. Institutional care is especially helpful for some children and unsuitable for others. . .
3. Institutional care alone is not sufficient for children. . .
4. Child welfare is the master to be served.²

Lack of foster homes may cause some girls to be placed in institutions. One handicap of an institution is the heterogeneity of its population which may cause some girls to become "worse." Other problems of an institution may include sex perversion, enuresis, running away, little individual identification, types of education offered,

¹Teagarden, op. cit., p. 265.

²Mary Lois Pyles, Institutions for Child Care and Treatment (New York: Child Welfare League of American, Inc., 1947), pp. 12-19.

recreational facilities, and usage of the institution as a "last resort."¹ The institutional demand for a less interpersonal relationship may mean that a "good adjustment" conceals a basic pathology. An adolescent girl liking privacy may suffer in such a setting. It is also recognized that a "good" institution is not an adequate substitute for parents.²

"Delinquent" girls are very apt to become institutionalized. Lippman defines delinquency as an " . . . outlet for hostility engendered in a people that is either subjugated or has been deprived of gratifications which are vitally needed."³ Among adolescents in placement in the United States nearly fifty per cent could be classified as delinquent, predelinquent, or semidelinquent. A large number of referrals are from the juvenile courts. Schools and parents also refer. The average agency has many delinquents because of referrals, adolescence being the point at which delinquent behavior often makes a first appearance, and delinquency being most common among the emotionally deprived.⁴

¹Teagarden, op. cit., pp. 280-283.

²Sarabelle McCleery, "Institutions and Child Placement," Child Welfare, XXXVI, No. 4 (April, 1957), 22.

³Konopak, op. cit., p. 192, as quoted in Hyman S. Lippman, "Preventing Delinquency," Federal Probation, March, 1953.

⁴Albert Deutsch, Our Rejected Children (Boston: Little, Brown, and Co., 1950), p. 222.

Charnley says that delinquent or troubled children can be treated in either an institution or a foster home, that diagnosis of underlying needs will guide the worker in her choice.¹ Peck then reminds us of the reality of foster homes for delinquent adolescents being almost completely unavailable. He also laments the fact that institutional care is usually only custodial and for the purpose of protecting the community. If treatment facilities are available in an institution, he believes them to be generally inadequate.² A wrong placement in an institution for delinquents is serious in that it not only may aggravate the illness of the wrongly placed, but often disturbs and disrupts any attempted training program for delinquents.

If a mentally defective girl is unable to adjust in her community, she stands a very good chance of being committed to a custodial or correctional institution. The type of institution depends on the resources of the community and the type of problem she presents. If her outstanding features are subnormality and inadequacy, a state school for defectives is most likely. If asocial tendencies are most prevalent, it is more likely that she will be committed as a delinquent.³

¹Charnley, op. cit., p. 86.

²Harris Peck, Treatment of the Delinquent Adolescent (New York: Family Service Association of America, 1954), p. 62.

³Theodora M. Abel and Elaine F. Kinder, The Subnormal Adolescent Girl (New York: Columbia University Press, 1942), p. 103.

In the absence of a stable home environment or an adequate substitute giving a background of emotional security, the subnormal adolescent girl is more exposed than her intelligent peer to both emotional and environmental influences contributing to delinquent behavior, and delinquency is more frequent than among those of average intelligence. Her limited intellectual resources and her restricted imaginative capacity limit both her understanding of social requirements and her resources for meeting these requirements. She is unable to recognize the full implications of her problem or to solve it by talking about it. She lacks "good judgment" and lacks control over emotional reactions, acting impulsively and without thought of consequence.¹ The major delinquency of subnormal adolescent girls is sexual. Some are easily led, some simply act spontaneously in a sexual manner without any regard for possible consequences of such behavior, others may be dominated by another individual.²

A correctional institution, for a defective, has an effect similar to that of a boarding school which helps many of its students bridge the uncertainties of the years of transition from the dependence of childhood to the responsibilities of adult living.³ Heiser reminds us, however, that the mentally defective may receive more of

¹Ibid., pp. 132-133.

²Ibid., pp. 139-140.

³Ibid., p. 150.

what they need in a foster home rather than in an institution.¹ The child must be considered as an individual.

Another group of defective adolescent girls are the psychopathological. They express their inability to cope with their environment by extreme forms of introversion: retreat into fantasy; complaints of non-existent physical disorders; weeping, sulking, moodiness, temper tantrums; no open rebellion. These girls are usually in the higher levels of intelligence and constitute a small percentage of subnormals, but a special group. They require psychiatric attention and often need care in a highly specialized environment where psychotherapeutic measures for treatment are available.²

Many adolescent girls undergo replacement. Reasons for replacement from foster homes may include an unexpected reality situation in a foster family, mistaken evaluation of foster family, and the child's own disturbed behavior found to be worse than an average foster family can tolerate.³ Other reasons for replacement from a foster home named by Healy, Bronner, and Baylor are superficial investigation by the agency, home unsuited to needs of adolescents, changed

¹Karl F. Heiser, Our Backward Children (New York: W. W. Norton and Co., 1955), p. 150.

²Abel and Kinder, op. cit., pp. 134-135.

³Glickman, op. cit., pp. 139-143.

conditions in foster home, a necessity for breaking family ties, friction between foster parents and child, and over-attachment.¹ It is suggested that adolescents be replaced from institutions in order to see what normal family life is, in preparation for their future.²

Unless parents are destructive, there is no special purpose to distance in placement. A placement in town offers the advantages of closer ties of the worker with the child and parent, economy of time, and work with the institution or home within which the child is placed. Distance offers less proximity to the parent and home and may be an advantage in cutting destructive interference of some parents. It also gives extensive periods of relaxation without the parent for the child. Distance may dim reality and delay adjustment, it may make adjustment possible, or an out-of-town placement may be of no difference from one in town.³ Factors of importance in determining distance of placement include the nature of the child's problem and resources available for treatment, the degree to which the child is able to understand and accept or is threatened by separation, and the acceptability of a placement in or out of town to the parents.

¹Healy, Bronner, and Baylor, op. cit., pp. 203-209.

²Glickman, loc. cit.

³Goldie Goldstein, "A Community Without Institutional Facilities," Jewish Social Service Quarterly, XXV (September, 1948-June, 1949), 184-185.

Often the worker is left with little choice regarding distance or placement. It is an unfortunate community situation that makes it necessary for a teen-ager to have to go to one facility or another. Many girls could be spared institutionalization if their communities were adequately provided with social agencies for handling their special problems. Probation officers are needed for offering guidance at home. Rural communities are especially lacking in resources and Negroes are doubly rejected.¹ Facilities for care of all children are inadequate, usually unalluring, and often grim.

Difficulty in finding a sufficient number of foster homes and the number of children failing to adjust in these families bring an awareness of needs for institutions. There is often no facility in the community set up for the purpose of observation and study of children with behavior and personality difficulties and no local treatment resources for children in need of institutions other than the feeble-minded, epileptic, and psychotic. Goldstein's article on the need for institutional resources states that institutional placement was indicated professionally in 17% of a sample. Of these, no facilities were available for 15%. This included fifteen predelinquent and delinquent; five severe neurotics, not delinquent; two pre-psychotic; two in need of a group situation because of parental interference.²

¹Deutsch, op. cit., p. 224. ²Goldstein, op.cit., p.183.

The Federation of Jewish Philanthropies in New York did a study in 1945 on institutional placement needs and resources. Ten types of treatment were arrived at, eleven including unmarried mothers. They are as follows:¹

1. Children requiring controlled environment and therapy for behavior problems, usually of aggressive nature.
2. Children requiring group care but who do not present serious behavior problems.
3. Pre-adolescent seriously disturbed, needing psychiatric care.
4. Adolescents seriously disturbed, additional complication of adolescence and deterioration due to longer duration of difficulty.
5. Adolescents, particularly from institutions, no longer likely to profit from that form of care, not ready for independent living, not able to go home. Small residence units proposed.
6. Older youths, orientation to work and adult life, requiring separate homes.
7. Retarded, but no serious behavior problems. Small institutional units proposed.
8. Temporary shelter, four weeks or less, emergency care.
9. Physically handicapped--handicap over and above other basic causes for foster placement.
10. Children primarily suited for foster home but temporarily, and for a variety of reasons, not reacting to any orthodox foster home situation with characteristic emotional demands. Need modified but not "institutional" group care for limited period.

In groups three and four, no institution existed for four of every ten. Adolescents should be cared for separately in entirely different units than the younger or pre-adolescent, even though diagnostically similar. Individualized care is needed and the large personnel and special services required are bound to be expensive.²

¹Philip Klein, "Community Planning Toward Greater Specialization in Child Placement," Jewish Social Service Quarterly, XXV, No.2 (December, 1948), 173-176

²Ibid., p. 177.

Special foster homes are needed for children with behavior disorders with which foster parents are not ordinarily able to cope. Different types of homes are recommended here: the professional foster home offers a foster parent who accepts more training and supervision than an average foster parent in providing specific care required by a given child; a subsidized home's premises can belong to the foster family who is paid a sizable fee for occupancy by children and extra operating expenses incurred by their care; a contractual home receives a regular amount paid for the full foster care of a given number of children, even if not there; an agency may own a home and pay parents either a subsidy to operate the home over and above a salary for services or a fixed sum for service and total operation.¹ The above offer the insurance of stability for a disturbed child whose difficult behavior causes replacements from numerous foster homes.

Teens with mental disorders and defects are often committed to reform schools because there is no room in public psychiatric institutions or because of rigid unrealistic laws limiting admission to those adjudged legally insane.² The probability of being helped by psychiatric treatment is high for an adolescent confining aggression to certain areas, for one timid and retiring, or for one

¹Glickman, op. cit., pp. 71-72.

²Deutsch, op. cit., p. 255.

responding to frustration by renewing the attack or giving way to annoyance and temper. Those extremely aggressive and hostile in almost all situations, or those showing little or no feeling, have little chance for successful treatment.¹ Residential treatment centers are of value in psychiatric treatment. These are of two types, a hospital or ward connected with a hospital, or a conditioned social structure which is usually a social agency. Both have controlled settings.²

Also needed are boarding homes to serve the older adolescent whose needs for dependency care in family life, both physical and emotional, are minimal; who does not need close supervision; and who does not need to make new close family ties. Yet he may not be ready for totally dependent living.³ Such a placement offers more social prestige and independence.

A study somewhat resembling the one to follow is the Merham Experiment of the Merham Reception Centre, Kent County, England.⁴ The Centre was set up for placement planning with a generous grant from the Nuffield Foundation and cooperation of Kent County authorities in October, 1947.

¹Sue Albright and Helen Gambrell, "Personality Traits as Criteria for the Psychiatric Treatment of Adolescents," Smith College Studies in Social Work, IX, No. 1 (September, 1938), 25-26.

²Glickman, op. cit., pp. 81-82. ³Ibid., p. 21

⁴Hilda Lewis, Deprived Children: The Merham Experiment, A Social and Clinical Study (London: Oxford University Press, 1954), pp. 2-3.

Its resident whole-time staff included a warden, assistant warden, matron, assistant matron, two teachers, and domestic staff. In addition, a psychiatric social worker served on a full-time basis and a psychiatrist and psychologist, part-time.

Contact with a children's officer and with staff of the children's department of Kent County Council was close and constant. There was also cooperation with other officials of local authority, child guidance clinics, school teachers, probation officers, and officials of voluntary bodies, especially the National Society for Prevention of Cruelty to Children.

The Centre held twenty-five children at one time and received a total of 500 children living in Kent County between October, 1947, and July, 1950. Children were admitted because they were believed to need care away from home and the placement planning available. The Centre was the first of its kind.

Children of all ages were admitted. Of a total of 500, sixty-five, or 13%, were girls between the ages of twelve and fifteen, and five, or 1%, were above the age of fifteen.¹ There is little differentiation according to age and sex in results of this study. Later, comparisons to the following study will include the general conclusions of the Mersham Experiment.

¹Ibid., p. 16.

CHAPTER III

METHODS AND PROCEDURES EMPLOYED IN THIS STUDY

To begin gathering data, the writer first obtained the names of girls to be included in this study. This was done by consultation with workers and obtaining names of present and closed cases from them. At this time the agency lost a full-time untrained worker and two part-time untrained workers replaced her. The former worker was consulted regarding names and again later, for a questionnaire and interview. Two full-time workers also furnished names and they and the supervisor were given the questionnaire and interviewed. Two other workers and one of the new workers do not have, and are not expected to have, cases involving placement of adolescent girls. The other new worker is expected to have such cases and was given the questionnaire. However, she declined to answer because of lack of recent experience. Thus, the supervisor, the former worker, and two present workers were those involved directly with the study.

Cases were not read in any planned order. Data was recorded on small cards. A simplified schedule was used and brief notes were written regarding such factors as the girl's and parents' behavior and attitudes. Data were later transferred to a large schedule.

Each worker involved was given an unstructured questionnaire to derive agency criteria for placement.¹ This was designed to obtain the worker's opinions and ideas with no suggestion as to expected answers. These were completed by the workers and returned to the writer within a week or ten days. They were then carefully analyzed, summarized, and arranged into criteria for placement of adolescent girls.² This represents a congregate of workers' opinions and is not based on one alone.

Such criteria may be compared to those discussed in the previous chapter. Catholic Social Services supports the hope that the child may be kept in his home if possible and gives similar reasons for placement away from home. The considerations in choosing placements are also very like those in the background reading. What are the stated needs? Community awareness, more foster homes, a facility for observation and treatment, institutions for the seriously disturbed, special foster homes, a facility for mentally ill--these are listed by the authors represented in the readings and by workers of Catholic Social Services. The authors add a need of boarding homes for older adolescents. Workers of the agency recommend the addition of more facilities of the Child Guidance Clinic, more funds for support of girls, a group setting for non-delinquents, a Family Court, and a resource for a child with multiple problems.

¹Appendix A.

²Appendix B.

Such criteria were derived for the purpose of judging a placement appropriate or inappropriate. The writer first looked at the factors leading up to each placement and evaluated the placement in terms of the criteria. Later, interviews were held with workers to fill gaps in written records. Workers were questioned on each placement and asked to provide pertinent material regarding said placements. They were asked to state what type of placement they had recommended at the time the placement was made, and the reason a recommendation was not carried out, if that had happened.

In such interviews, it became obvious that many records were not providing sufficient material regarding the placement which had been recommended. Workers often spoke of important determinants of which the writer had not gained knowledge from the record. If the worker was no longer with the agency and records were scanty, many unknowns were present.

There was also no uniform pattern followed in selecting a recommendation. A placement may have been recommended by a worker alone, or by various combinations of decision-making. It was realistically impossible to determine whose judgment was involved in each placement.

In first formulating the problem for the study, the writer had intended to include judgment of the worker as a factor in inappropriate placements. Because of scanty record material and inability to determine source of

judgments, this proved difficult to consider. Also, in attempting to use the criteria as a final base for judgment, it was found that such criteria did not provide an objective base. Criteria were new to workers and could be read subjectively.

Consequently, the actual method of designating a placement as appropriate or inappropriate consisted, first, of analysis of each placement by the writer. This involved working with the criteria and with the factors leading to placement. Workers were then interviewed. Each placement was analyzed in terms of the situation at the time of the placement, a definite attempt made to rule out any consideration of later developments.

A serious lack here was the staff's inability to think in terms of needs and desires in placement facilities. So attuned were they to obstacles of reality that it was common for a worker to decide on a recommended placement because "there was nothing else." The writer's analysis of placements beforehand, plus her questioning, eliminated many such situations, but certainly not all.

If workers disagreed on recommended placements, the supervisor was consulted. Usually, a majority opinion was found. In one case, there was no agreement as to the recommended placement, although all agreed the actual placement was not desired. The writer then decided the recommended placement by means of her interpretation of the criteria. This coincided with the opinion of a worker, also.

In many instances the writer found it necessary to use her own judgment in classifying data. Despite attempts to classify material objectively, decisions often involved subjective judgment.

CHAPTER IV

ANALYSIS AND PRESENTATION OF DATA

This study is based on the assumption that Lansing Catholic Social Services tries to conform to general principles concerning placement, but is not always able to do so. An attempt will be made to find the reasons for any inability to place as recommended. Lack of community resources is expected to be the main factor in such inability.

Actual placements will refer to the girl's known placement. Recommended placements are those recommended by a member or members of the agency staff at the time of the actual placement.¹ If the actual and recommended placements are identical, the placement is stated to be appropriate. If the two placements differ, the placement is designated as inappropriate.

Reasons for inappropriate placement may include factors in the community or factors in the client's situation. Worker's judgment was eliminated as a factor because of the different methods of placement in the agency and because of a frequent lack of information in the records.

The thirty-three girls studied for the purpose of the investigation are from thirteen to seventeen years of age

¹See discussion, pages 30 and 31, of difficulties encountered in determining what the recommended placement was.

and, with the exception of unmarried mothers, include those considered for placement by the agency within a three-year period.

The Girl Before Placement

Of what race and religion are the thirty-three girls? Table 1 indicates the predominance of white Catholics.

TABLE 1
RACE AND RELIGION OF GIRLS STUDIED

Race	Catholic	Protestant	Total
White	25	--	25
Negro	1	2	3
Mexican	3	--	3
Other ¹	2	--	2
TOTAL	31	2	33

¹Includes one Indian girl and one girl of Polish-Chinese descent.

The large number of white Catholic girls was expected. It is interesting to note that the two Protestant girls are both Negroes. These seem to be referrals to a particular worker who has done extensive work in the Negro community.

Is one age group more apt to be placed and replaced than another? Table 2 shows the greater chance of the older girl to be replaced.

TABLE 2
NUMBER OF FIRST PLACEMENTS AND REPLACEMENTS IN
EACH AGE GROUP

Age	Number of First Placements	Number of Placements	Total
13-15 Years	16	12	28
15-17 Years	17	27	44
Unknown	--	3	3
TOTAL	33	42	75

First placements are almost equally divided among age groups. However, replacements are quite obviously more numerous among girls aged fifteen years and over. This latter group experienced over twice the number of replacements as did the younger age group.

What was the girl's placement history before the period of the study? Both records and workers lacked information regarding this. The writer attempted to determine the number of times a girl was placed in a setting and the number of years in each, but there was not enough information. Consequently, a sparse picture of placement history was received. Basic information was obtained, however. Eight girls were known to have no placement history and nothing was known about the possibility of past placements for three girls. Thus, at least twenty-two, or two-thirds of the girls studied, had some sort of placement history.

Who supports the girl before and after placement? Table 3 points out that fathers are the main source of support at both times, with the Juvenile Division of the Probate Court also supporting a large number of girls after placement.

TABLE 3
SOURCE OF GIRL'S SUPPORT BEFORE AND AFTER PLACEMENT

Source of Support	Before Placement	After Placement
Father	20	14
Mother	7	2
Relative	2	1
Juvenile Division of the Probate Court	--	13
Unknown	1	--
Other ¹	3	3

¹Estate, Social Security

While 71% of the mothers supporting a child before placement did not do so after placement, only 30% of the fathers did not support after placement. This may indicate a lower income level of the mothers represented, and this is confirmed in Table 4.

Of the fathers supporting, 65% earned a comfortable income. No mother had a comfortable income, but was either in the dependent or marginal income group.

TABLE 4
INCOME LEVEL¹ OF SOURCE OF SUPPORT BEFORE PLACEMENT²

Source of Support	Dependent	Marginal	Comfortable	Unknown
Father	1	6	13	--
Mother	4	3	--	--
Relative	--	--	2	--
Unknown	--	--	--	1
Other ³	--	--	--	3
TOTAL	5	9	15	4

¹"Income Level" does not take into consideration such factors as regularity of employment.

²Terms used in Table 4 are defined as follows: dependent--on public or private agency; marginal--barely self-sufficient, cannot handle emergency; comfortable--some luxuries; affluent--many luxuries. Albright and Gambrell, op. cit., pp. 3-4, as used by Child Guidance Clinics in Worcester, Massachusetts, and Hartford, Connecticut.

³Estate, Social Security.

Does the marital situation of the stated natural parents have any bearing on the outstanding characteristic of the girl at the time of her first placement? Such characteristics may include her dependence upon the public for support and maintenance; her neglect, abuse, or rejection by parents; or delinquency, her adjustment to the demands of society not acceptable to society. Table 5 suggests that girls from unbroken homes usually exhibit delinquency.

Seven of the nine girls from unbroken homes exhibited delinquent behavior. Of girls from unbroken homes, thirteen

TABLE 5

MARITAL STATUS OF PARENTS AND OUTSTANDING CHARACTERISTIC
OF GIRL AT FIRST PLACEMENT

Characteristic	Unbroken Home	Broken Home ¹	Total
Dependent	1	2	3
Neglected	1	13	14
Delinquent	7	9	16
TOTAL	9	24	33

¹Death, desertion, divorce, separation.

were neglected, and nine were delinquent. Numerically, broken homes produced more delinquents, but proportionally unbroken homes produce more. This may indicate that girls with their own parents are less apt to become known to an agency until delinquent acts have been committed and are of concern. A parent from a broken home may be more apt to place a girl for reasons other than delinquency and with less feeling of responsibility for the girl, as exhibited in the number of neglected from such a home.

Does level of income play a significant part in the original reason for placement? Table 6 suggests that it is not relevant.

It may first be noted that twice as many girls were referred because of a parental situation than because of their own behavior. Of those with a parental reason for placement, almost half were supported by a comfortable

income. Of those originally placed because of action of the girl, 50% were supported by a comfortable income, and 40% were supported by a marginal income. The highest percentage placed for parental reasons was in dependent homes, the lowest in marginal. A comfortable income does not suggest less chance of placement. Income does not seem to be a significant factor in whether or not placement is considered.

TABLE 6
INCOME LEVEL OF SOURCE OF SUPPORT AND ORIGINAL
REASON FOR PLACEMENT

Income Level	Parental ¹	Girl ²	Unknown	Total
Dependent	4	1	--	5
Marginal	4	4	1	9
Comfortable	10	5	--	15
Unknown	3	--	1	4
TOTAL	21	10	2	33

¹Loss or inadequacy of mother, rejection or neglect by parents, parents' inability to handle girl.

²Misbehavior of girl.

Does a comfortable income level suggest a dominant characteristic of the girl at the time of first placement? Table 7 shows that she may be either neglected or delinquent.

TABLE 7

OUTSTANDING CHARACTERISTIC OF GIRL AT FIRST PLACEMENT
AND INCOME LEVEL OF SOURCE OF SUPPORT

Characteristic	Dependent	Marginal	Comfortable	Unknown	Total
Dependent	2	--	--	1	3
Neglected	2	2	7	3	14
Delinquent	1	7	8	--	16
TOTAL	5	9	15	4	33

Girls from dependent homes exhibit dependency, as expected. Of the neglected girls, half have a source of support with a comfortable income. Of the delinquent almost half are supported by a marginal income, half supported by a comfortable income. Dependent homes include girls dependent and neglected; girls from seven of the nine marginal homes were delinquent; comfortable homes presented either neglected or delinquent girls. Thus, there is not one dominant characteristic of a girl supported by a comfortable income. One might speculate that a marginal home is apt to product a delinquent.

Are the original reason for placement and the characteristic of the girl at the time of the first placement similar? Table 8 suggests that they are, with the exception of delinquency, as six of the girls originally referred because of parental problems later exhibited delinquency.

TABLE 8

OUTSTANDING CHARACTERISTIC OF GIRL AT FIRST PLACEMENT
AND ORIGINAL REASON FOR PLACEMENT

Characteristic	Parental	Girl	Unknown	Total
Dependent	2	--	1	3
Neglected	13	--	1	14
Delinquent	6	10	--	16
TOTAL	21	10	2	33

Is there a difference in the reason for a girl being considered for placement between cases known to the agency before the girl was thirteen years and those known after her thirteenth birthday? Table 9 indicates that of those previously known, a higher percentage was referred because of parental loss or inadequacy than those received by the agency after their thirteenth birthday. In cases referred before the

TABLE 9

CONTACT WITH THE AGENCY PREVIOUS TO THIRTEENTH BIRTHDAY
AND ORIGINAL REASON FOR PLACEMENT

Previous Contact	Parental	Girl	Unknown	Total
None	10	8	--	18
Some	11	2	2	15
TOTAL	21	10	2	33

thirteenth birthday "before" difficulties of the girl constituted 13% of the total number.

A parental reason for placement claims the larger number of cases previously known. In those not previously known, the number is fairly well divided between the two types of reasons. Of the girls referred because of their own behavior, 80% were referred after the age of thirteen. Difficulties of the girl constituted 44% of the total number of cases referred after the girl's thirteenth birthday difficulties of the girl constituted 13% of the total number.

It appears that the younger child is less apt to be referred because of her own difficulties. The older adolescent is more likely to be referred as a "problem child."

Let us consider original referral sources of cases known before the girl's thirteenth birthday and of those not known at that time. Table 10 points out the predominance of cases without previous contact referred by a public facility.

TABLE 10

CONTACT WITH THE AGENCY PREVIOUS TO THIRTEENTH BIRTHDAY
AND ORIGINAL REFERRAL SOURCE

Previous Contact	Public Facility ¹	Private Source ²	Total
Some	7	8	15
None	13	5	18
TOTAL	20	13	33

¹Juvenile Division of the Probate Court, Department of Social Welfare, Juvenile Division of Police, schools.

²Priest, parent, relative, friend.

Of those referred by a public facility, thirteen of twenty were not previously known to the agency. Of referrals from private sources, most had previous contact. Those with previous contact showed fairly even distribution between public and private referrals. Of those without previous contact, thirteen of eighteen were publicly referred. As the Juvenile Division of the Probate Court is by far the largest public referral source, this suggests that girls referred by it were over the age of thirteen. Before the age of thirteen, there is no outstanding referral source.

Is there a difference in the outstanding characteristic of a girl referred by a public facility and a girl referred by a private source? Table 11 suggests that delinquents have already come to the attention of a public agency.

TABLE 11

OUTSTANDING CHARACTERISTIC OF GIRL AT FIRST PLACEMENT
AND ORIGINAL REFERRAL SOURCE

Characteristic	Public Facility	Private Source	Total
Dependent	2	1	3
Neglected	5	9	14
Delinquent	13	3	16
TOTAL	20	13	33

Of those referred by a public facility, thirteen of twenty were delinquent; of those referred by a private source, nine of thirteen were neglected. Thus, approximately

65% of referrals by a public facility, which is usually the Juvenile Division of the Probate Court, are delinquent girls. A referral from a private source will mean a neglected girl about 69% of the time.

The girl awaiting placement is consequently usually referred to Catholic Social Services by a public facility. Of these so referred, she is apt to be above the age of thirteen at first referral and to have committed delinquent acts. A referral from a private source is more likely to mean a neglected girl. Girls referred before the age of thirteen are more often referred because of parental loss or inadequacy.

Most are from broken homes which show a high proportion of neglected girls. Those from unbroken homes usually exhibit delinquency.

Income does not seem to be a factor in whether or not a placement is considered. Girls supported by a marginal income tend to show a higher percentage of delinquency; there is little or no differentiation of dependent and comfortable incomes, however.

Placements

Let us now look at the actual placements of the thirty-three girls, arranged in order as to placement. Table 12 indicates the use of own home and foster home for first placements, with institutions used more for later placements.

TABLE 12
ACTUAL PLACEMENTS AND ORDER OF PLACEMENT

Placement	Own Home	Foster Home	Institution	Other ¹	Total
First	14	17	--	2	33
Second	3	9	5	3	20
Third	3	4	5	--	12
Fourth	1	2	3	--	6
Fifth	--	--	3	--	3
Sixth	1	--	--	--	1
TOTAL	22	32	16	5	75

¹Includes relatives and other parent.

First placements are usually in the own home or a foster home. Foster homes account for 45% of second placements, institutions for 25%, and own home for 15%. There is little differentiation between settings in further placements, with institutions used slightly more.

In looking at determinants in deciding placements the writer shall use first placements, as each girl has at least one placement.

Does the marital status of parents have any effect on the resulting placement? Table 13 shows an obvious pattern of girls from unbroken homes being placed at home.

Of the girls from unbroken homes, eight of the nine were placed in their own homes. Of the girls from broken homes, only one-fourth were placed at home. Sixteen of the

seventeen girls placed in foster homes were from broken homes. The indication seems to be that there is an attempt to keep girls from unbroken homes at home. Of those from broken homes, 75% go immediately into placement outside the home.

TABLE 13
MARITAL STATUS OF PARENTS AND FIRST ACTUAL PLACEMENT

Martial Status	Own Home	Foster Home	Other ¹	Total ²
Unbroken home	8	1	--	9
Broken home	6	16	2	24
TOTAL	14	17	2	33

¹Relatives.

²There were no institutional first placements.

Is the original reason for placement a determinant in the first placement? Parental loss or inadequacy is more apt to mean placement outside the home, as shown in Table 14.

Of those placed at home, there was no differentiation of reason for placement. Of those placed in a foster home, thirteen of seventeen girls were placed because of parental reasons. Of girls placed because of their own action, 70% were placed at home. Of those placed because of parental reasons, 66% were placed away from home.

It seems that the agency attempts to work with girls and their problems within the home. However, if the problem

is not primarily the girl but the parental situation, twice as many girls are removed from home as those remaining at home.

TABLE 14
ORIGINAL REASON FOR PLACEMENT AND FIRST ACTUAL PLACEMENT

Reason	Own Home	Foster Home	Other ¹	Total
Parental	7	13	1	21
Girl	7	3	--	10
Unknown	--	1	1	2
TOTAL	14	17	2	33

¹Relatives.

Is age an outstanding determinant in placement? For this the writer shall consider all seventy-five placements. According to Table 15 younger girls tend to go into foster homes and little difference in placement of older girls is noted.

Of placements at home, 72% of the girls were of the older age. Foster homes indicate little differentiation as to age and 75% of institutional placements were of the older age group. Over half of placements of younger girls were in foster homes; placements of older girls decline slightly numerically in the order of own home, foster home, and institution.

TABLE 15
AGE AND ACTUAL PLACEMENT

Age	Own Home	Foster Home	Institution	Other ¹	Total
13-15 Years	6	15	4	4	29
15-17 Years	16	14	12	1	43
Unknown	--	3	--	--	3
TOTAL	22	32	16	5	75

¹Relatives, other parent.

The division of foster home placements may indicate that such a setting is able to be found and used equally well for both age groups. However, the larger number of older adolescents represented in the placements, and the greater tendency to place them at home and in institutions, may contradict this. There may be a greater lack of, or less need of, foster homes for this age. Also, any delinquent patterns of the girl may be more firmly entrenched, causing a need for institutionalization. There are no public funds available for the support of a girl seventeen years or older and this may necessitate a return home for the girl as she nears this age. Finally, a girl almost seventeen years of age may be nearing self-sufficiency and exhibit less need for foster care.

Thus, if one wishes to isolate determinants of placement, marital status of parents seems to be a factor as

evidenced by the tendency to first place girls from unbroken homes at home. The original reason for placement emerges, as girls placed because of their own actions often remain at home and those placed because of parental loss or inadequacy are usually placed away from home. Girls of the older age group have three times the number of institutional placements as those younger and almost three times the number of placements at home.

What are the recommended placements for the thirty-three girls? Table 16 shows the large number of own home and foster home placements recommended first, particularly foster home placements.

TABLE 16
RECOMMENDED PLACEMENTS AND ORDER OF PLACEMENT

Order of Placement	Own Home	Foster Home	Institution	Other ¹	Unknown	Total
First	7	20	3	--	3	33
Second	2	7	7	1	3	20
Third	2	2	6	--	2	12
Fourth	--	2	3	--	1	6
Fifth	--	1	2	--	--	3
Sixth	--	--	1	--	--	1
TOTAL	11	32	22	1	9	75

¹Other parent.

Of first placements, foster homes were favored; of second, foster homes and institutions were equal; of third or over, institutions were favored. Institutions were most popular in third placements. This seems to indicate an attempt to try first to keep the girl in a family setting and use institutional care when this fails for one reason or another.

Again using all seventy-five placements, let us compare recommended placements to actual placements.¹ Table 17 may be read in the following manner. Recommended placements are read down, the horizontal divisions showing where actual placements were. For example, reading down those recommended for Adrian, one remained home, one returned home, and one went to Adrian. In like manner, reading across those actually placed at the Villa, one was recommended for a foster home, eight for the Villa, and one recommendation was unknown.

Reading the chart as to recommended placement, we find by comparing totals that of four recommended to remain in a foster home, two were so placed; of fourteen recommended for Villa Maria, ten were so placed; of three recommended for Adrian, one was so placed. The next two represent settings not available in this community. Two were recommended for a group setting for non-delinquents and two were recommended for a receiving home with diagnostic services.

¹For explanation of placement facilities, see Appendix C.

TABLE 17

RECOMMENDED AND ACTUAL PLACEMENT

Actual Placement	Recommended Placements										Total
	Remain Home	Return Home	Foster Home	Remain in Foster Home	Relative	Other Parent	Villa Maria	Adrian	Group Setting	Receiving Home	Unknown
Remain Home	6	-	3	-	-	-	1	1	-	-	-
Return Home	-	5	-	2	-	-	3	1	-	-	-
Foster Home	-	-	22	-	-	-	1	-	2	-	-
Remain in Foster Home	-	-	1	1	-	-	-	-	-	-	-
Relative	-	-	1	1	-	-	-	-	-	-	-
Other Parent	-	-	-	-	-	1	-	-	-	-	-
Villa Maria	-	-	1	-	-	-	8	-	-	-	-
Adrian	-	-	-	-	-	-	-	1	-	-	-
Juvenile Home	-	-	-	-	-	-	1	-	-	3	-
St. Vincent	-	-	-	-	-	-	-	-	-	-	-
TOTAL	6	5	28	4	0	1	14	3	2	3	9
											75

To continue reading, we find that twenty-eight were recommended for a foster home, and a greater number, thirty, were so placed. Six were recommended to remain home and actually eleven did. In like manner, five were recommended to return home and actually eleven did so. This seems to indicate that several possibilities of placement failed, resulting in a placement at home.

The greatest numerical difference, then, between actual and recommended placements was in remaining home and in returning home. Taken together, eleven were recommended for their own home and twenty-one actually were so placed. Indication of lack of facility may also be evidenced by other recommendations and actual placements. Of thirty-two recommendations to a foster home, almost one-fourth were placed in their own home or with relatives. Of fourteen recommendations to Villa Maria, a little more than one-fourth of the girls were placed in their own homes. Two of the three girls recommended for Adrian were placed at home.

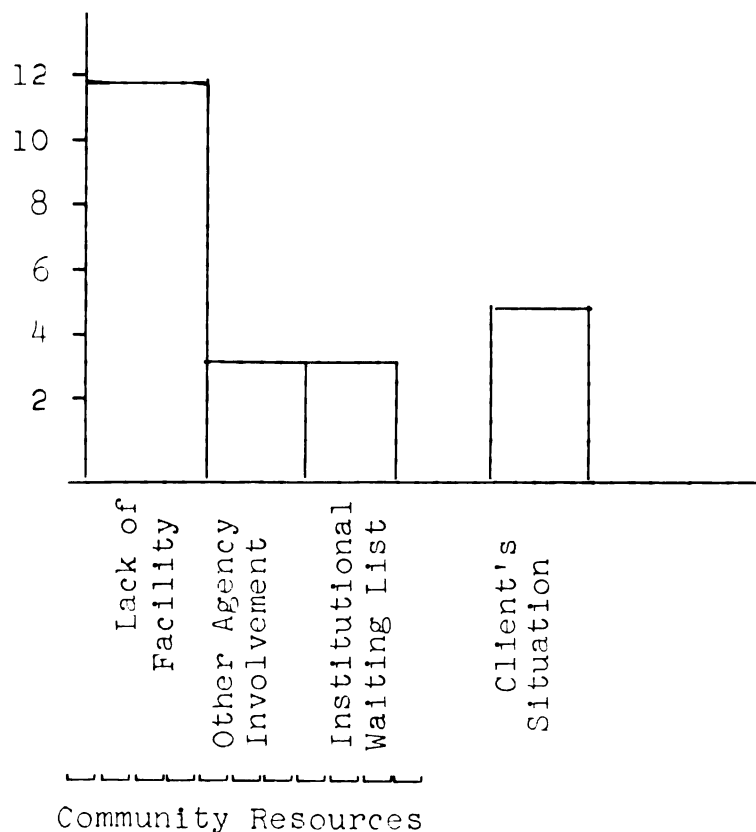
When a group setting was recommended, a foster home was the placement. The juvenile detention home was never recommended, but was used four times. In three cases, a diagnostic receiving home was the preferred placement.

Inappropriate Placements

Twenty-two placements were inappropriate. Eighteen were because of reasons involving community resources. Lack of facilities was the major problem in the community,

accounting for twelve of the inappropriate placements. Of the twelve, five of the recommended placements were prevented because of lack of foster homes. Three recommended placements were for a receiving home and two recommended placements for a group setting. Neither of these settings is available in the community. Another facility lack is that of financial support for a girl above the age of seventeen, this causing two inappropriate placements.

TABLE 18
REASONS FOR INAPPROPRIATE PLACEMENT



Another problem originating in the community is that of other agency involvement, accounting for three wrong placements. An institutional waiting list also resulted in three misplacements.

Four inappropriate placements were caused by reasons in the client's situation. Two such placements were because of the refusal of the parents to participate in the planning process. One inappropriate placement was due to interference by the mother and one to interference by relatives.

Thus, of the seventy-five placements, 29% were indicated as inappropriate, 59% as appropriate, and 12% as unknown. Fifteen girls experienced the twenty-two inappropriate placements. Eleven of these girls also experienced appropriate placements and four girls had only inappropriate placements. One girl experienced four inappropriate placements and four girls had two.

Does referral source seem to be important in inappropriate placements? Table 19 indicates that almost all cases with inappropriate placement were referred by a public agency.

TABLE 19

ORIGINAL REFERRAL SOURCE AND REASON FOR INAPPROPRIATE PLACEMENT

Referral Source	Client's Situation	Lack of Facility	Other Agency Involvement	Waiting List	Total
Public	3	11	2	3	19
Private	1	1	1	-	3
TOTAL	4	12	3	3	22

Of the referrals from a public source, lack of facility is the major factor in misplacement. In each reason for inappropriate placement public referrals are numerically larger than private referral cases. This may suggest that the speculation in this chapter that "problem" cases are referred by public agencies is followed by an indication that "problem" cases experience more difficulty in placement.

Does a girl experiencing an inappropriate placement exhibit a particular characteristic? Table 20 indicates that most inappropriate placements are with delinquent girls.

TABLE 20

OUTSTANDING CHARACTERISTIC OF GIRL AND REASON
FOR INAPPROPRIATE PLACEMENT

Characteristic	Client's Situation	Lack of Facility	Waiting List	Other Agency Involvement	Total
Dependent	--	1	--	--	1
Neglected	1	3	--	1	5
Delinquent	3	8	3	2	16
TOTAL	4	12	3	3	22

In all reasons for inappropriate placement, delinquent girls form the largest number. Within the number of delinquent girls, lack of facility accounted for half the number. Delinquent girls form 73% of inappropriate placements.

Does age have a bearing on an inappropriate placement? Table 21 suggests that it does.

TABLE 21

AGE AND REASON FOR INAPPROPRIATE PLACEMENT

Age	Client's Situation	Lack of Facility	Waiting List	Other Agency Involvement	Total
13-15 Years	2	4	--	1	7
15-17 Years	2	8	3	2	15
TOTAL	4	12	3	3	22

Over twice as many in the older age group experienced inappropriate placements as in the younger group. This is true also in problems of lack of facility and other agency involvement. Client's situation yields equal distribution and there was no waiting list problem in the younger age group. Both younger and older girls experienced the lack of facility as the main problem.

Is one source of support during placement more prevalent than others in inappropriate placements? Table 22 suggests that a girl supported by the Probate Court is more prone to inappropriate placement.

In looking at inappropriate placements, constituting 29% of actual placements, the following is suggested:

Of actual placements, the larger percentage of those inappropriate were girls returning home, only half these returns recommended.

Recommendations followed a pattern of family settings as first placements, institutional later.

TABLE 22

SOURCE OF SUPPORT DURING PLACEMENT AND
REASON FOR INAPPROPRIATE PLACEMENT

Support	Client's Situation	No Facility	Waiting List	Other Agency Involvement	Total
Probate Court	2	8	3	2	15
Father	1	2	--	--	3
Mother	--	1	--	1	2
Other	1	1	--	--	2
TOTAL	4	12	3	3	22

Girls misplaced were usually referred by a public facility.

Of girls placed inappropriately, 68% were supported during placement by the Juvenile Division of the Probate Court.

Delinquent girls constituted 73% of inappropriate placements.

Of inappropriate placements, 68% were in the age group of fifteen to seventeen years.

Comparison to Mersham Study

A study found closely resembling this was the Mersham Study introduced on page twenty-six. It should be stressed again that the Mersham Study included children of all ages.¹

The criteria for placement used by the Mersham Centre were on the following broad lines and may be compared to the

¹Lewis, op. cit., pp. 6-8.

criteria in Appendix B. Foster homes were recommended for those in normal mental health or for the mildly disturbed with no parents or relatives. Small cottage-homes were sought for sibling groups. Good children's homes were wanted for children with parents who would be likely to upset a foster home placement. Children's homes with trained staff were recommended for neurotics and for those with troublesome behavior. If needed, treatment at a psychiatric hospital was suggested. The seriously backward educationally were in need of residential schools for educationally subnormal pupils. Open-air residential schools or convalescent homes were recommended for the grossly physically disabled as a preliminary measure. In all cases, if parents were at all adequate and/or separation would aggravate the child's symptoms, a return to the home was recommended.

The criteria of Catholic Social Services follow these same general lines. However, the Lansing agency does not have the same situation in selecting placement. At Merham Centre the psychiatric social worker talks to the parents, if possible, and gathers case histories from many different sources. Time is not of the same importance as at the Lansing agency because Merham Centre is residential and the child has care.

The child is observed by all members of the Centre staff and at the end of a week is given psychological testing. A psychiatric examination and brief physical examination follow.

A conference is then held, presided over by the psychiatrist. Present is the professional staff of the Centre and workers from other agencies. All material is reviewed, followed by discussion and recommendations.¹

Lansing Catholic Social Services is often pressed for time. Decisions are made by worker, and with the aid of the supervisor and director as needed. Also used are consultations with workers from the Probate Court, Child Guidance Clinic, and anyone else who may be in contact with the case, such as medical doctors and psychiatrists. There is no systematic, carefully planned course of action as exhibited at Merham Centre.

Of the 223 girls represented in the Merham Study, seventy were twelve years or older.² Neglect by parents was the main cause of admission for these girls, uncontrollable at home or school the second cause, and pilfering was the third reason. Sexual misdemeanor was a minor reason, as were truancy and wandering.³ The writer found in her study that neglect or rejection by the parent accounted for nine of thirty-three reasons for placement, and inability to handle the girl, for three. Girl's misbehavior, usually of a sexual nature, accounted for ten of the thirty-three reasons for placement.

¹Ibid., pp. 3-6.

²Ibid., p. 12.

³Ibid., p. 16.

The main recommendations of Mersham's diagnostic conferences were that one-twelfth of the children be returned to their own homes, one-fifth placed in foster homes, and slightly more than one-third placed in children's homes.¹

As Mersham considered only first placements, the writer will do so in speaking of this study's recommended placements. Catholic Social Services recommended one-fifth to their own homes as compared to Mersham's one-twelfth; three-fifths to foster homes as compared to Mersham's one-fifth; and one-tenth to institutions as compared to Mersham's one-third. Mersham Centre was more apt to use institutional care. If its criteria are followed exactly, this would suggest one-third of the parents unable to accept foster care.

Mersham found that 76% of their children were placed as recommended, as compared to this study's 59%.² The fact that Mersham included all ages may be an important variable in the difference. Also, an important factor is that Mersham Centre stated a placement as recommended despite any delay in placement. Temporary accommodations were for periods of time up to eighteen months, the temporary accommodations were considered as a placement in the study.

¹Ibid., p. 14.

²Ibid., p. 9.

CHAPTER V

GENERALIZATIONS

The adolescent girl awaiting placement at Catholic Social Services often exhibits identifying characteristics. The broad background data given, when analyzed, yields certain generalizations.

The girl is usually referred to Catholic Social Services by a public facility, the main representative being the Juvenile Division of the Probate Court. Of the girls so referred, the larger number is apt to be above the age of thirteen at first referral and "delinquent."

Referrals from a private source suggest a neglected girl. Girls referred before the age of thirteen are more often referred because of loss or inadequacy of parents rather than their own behavior.

Most girls are also from broken homes which show a large percentage of neglected girls. A girl from an unbroken home usually exhibits delinquency at first placement.

Income does not seem to be a factor in considering placement. Girls supported by a marginal income tend to show a higher percentage of delinquency; there is little or no differentiation in dependent and comfortable incomes, however.

In attempting to isolate determinants of actual placement, it was found that marital status must be considered. Girls from unbroken homes were usually placed first at home and girls from broken homes, away from home. Also, the original reason for placement points out that girls placed because of parental loss or inadequacy go into care outside the home, while the large majority of girls placed because of their misbehavior are placed at home. This follows logically, because a large number of girls showing misbehavior also are from unbroken homes.

Girls of the older age group have three times the number of institutional placements as those younger, and almost three times the number of placements at home.

Actual first placements are in the girl's own home or a foster home. Recommended first placements are mostly for a foster home. There seems to be an attempt to keep a girl in a family setting and to use institutional care when this fails for one reason or another.

Of the seventy-five placements, 29% were indicated as inappropriate, 59% as appropriate, and 12% as unknown. All figures represent the judgment at the time of the placement. Of the twenty-two inappropriate placements, eighteen were for reasons involving community resources. This includes twelve due to lack of facility, three due to other agency involvement, and three due to an institutional waiting list.

Four of the inappropriate placements were because of the client's situation. Two of these were because of a refusal by parents to cooperate, one because of interference by the mother, and one because of interference by relatives.

The greatest discrepancy between actual and recommended placements was in placements at home. Altogether, eleven were recommended for a placement at home and twenty-two were placed at home. Foster homes were substituted for the group setting wanted, and the juvenile detention home was the substitute for the needed diagnostic receiving home.

The twenty-two inappropriate placements were experienced by fifteen girls, eleven of them also having appropriate placements. The highest number of inappropriate placements experienced by one girl was four, four other girls having two such placements.

Inappropriate placements occurred more frequently among girls referred by a public facility. This suggests that such girls were "delinquent" and it seems that 73% of such placements did occur with this type of girl.

In inappropriate placements, 68% were in the age group of fifteen to seventeen years, suggesting that the older girl presents more difficulty in placement.

This same number, 68%, was supported during placement by the Juvenile Division of the Probate Court. For some reason, parents were unable to support.

The working hypothesis throughout this study has been that the agency is assumed to attempt appropriate placements

of adolescent girls, but is not always able to do so. The focus was to determine reasons for any inability to place. It was expected that community resources would emerge as the main problem.

The concluding generalizations support the thought that the agency is sometimes handicapped in following through on recommended placements. Actually, this occurred in 29% of the placements. Also, community resources accounted for eighteen of the twenty-two inappropriate placements, which would strongly support the original expectation.

This study yields some comparisons to that of Mersham Centre in England. Mersham Centre's method of placement is much more extensive than that of Catholic Social Services. The residential Centre offers care for the child during this time, however, and time is not as pressing as at the Lansing agency.

The latter agency recommended a larger percentage to own homes and to foster homes than did Mersham Centre. Institutional care was recommended more often by Mersham Centre.

The Centre's major reason for placement was neglect of parents and a minor reason was sexual misbehavior of the girl. At Catholic Social Services these two reasons for placement were almost equal in number.

Mersham Centre experienced 76% appropriately placed, as compared to this study's 59%. However, temporary

placements were not considered as placements. If the recommended placement was obtained as much as eighteen months later, it was considered appropriate.

CHAPTER VI

IMPLICATIONS OF THE CONCLUSIONS AND RECOMMENDATIONS

The fact that girls from unbroken homes were almost always delinquent at first placement leads to a suggestion for social work practice. Referrals of girls in this study may have been delayed until parents or society could no longer tolerate their behavior. A better informed society that can be more sensitive to a developing problem is necessary to refer a girl before her acts are intolerable. Parents are of extreme importance here, as is awareness by schools, churches, and other units of society.

Parents of broken homes tend to refer a girl earlier, who most often can be described as "neglected." A suggestion might be that a lone parent is less able to assume responsibility for the girl, in fact, may fear it. For this reason, he or she may be quick to place a child. An agency can "share a load" here in assuming a supportive role to the parent and helping him assume responsibility. A parent may then be better able to keep children at home. Of course, possible step-parents may aggravate the child's relationship with his own parent. This, too, needs careful evaluation by the agency in concluding whether a child remaining at home may be harmed or helped.

It seems that older girls experience a larger number of replacements and inappropriate placements than younger girls. An older adolescent may not adjust to a foster home as readily, and undesirable behavior patterns may be more firmly entrenched. A problem, also, is the lack of public support for a girl after her seventeenth birthday. The Juvenile Division of the Probate Court usually discharges a girl at this age. She may not be self-sufficient and has no other means of support. Serious consideration by the profession should be given to the older adolescent.

Further research studies the writer would recommend, as suggested by this study, include:

1. Needs and resources of the girl aged seventeen to twenty-one.
2. Follow-up study on success and failure of placements reported in this study to attempt to learn if there is a differentiation in terms of success between the appropriate and inappropriate placements.
3. The effectiveness of the agency's attempts at getting facilities.
4. Examination of the reasons for replacement to attempt to see if replacements could be reduced in number.

The agency's main problem in placement appears to be lack of facilities: receiving home, group setting for non-delinquents, and foster homes. These are needs of the

community, and the agency as a part of the community has the same responsibility as a private citizen in attempting to initiate social action. A worker can work toward desired ends individually, as a member of the agency, or as a member of an organization.

Catholic Social Services has already tried the media of radio and newspaper advertising to find new foster homes. Neither of these was effective. Word-of-mouth by workers of the agency and by present boarding parents has been the most fruitful. Perhaps volunteer help could be enlisted in finding foster homes and lay participation may be of value.

Child welfare first became a part of the program of Catholic Social Services in 1952. Thus, placement of adolescent girls is a fairly new program. The present staff has little precedent for an established method of placement. An attempt is now being made to lay the groundwork for a coordinated program of placement. At this stage of development, recommendations are being sought as an aid in this process.

One may predict that the Juvenile Division of the Probate Court and other referral sources will continue to refer hard-to-place girls to the agency. Such expansion of the total program of Catholic Social Services influences the structure of the staff and administrative policy. Basic, of course, to any recommendation is the need for more funds and for more staff. A worker may experience severe pressure because of a heavy caseload. She will then be in the

unfortunate position of having to work within time considerations. This may limit casework service.

Specific recommendations suggested by the study are based on the assumption that the agency must have an increase in staff, funds, and administrative services. Recommendations include:

1. The lack of time and staff has resulted in a sparse background history of the girl. A particular record lack was information regarding past placement history, psychosocial diagnosis, and treatment plan.

In interviews with workers, the writer found much of the missing material known, but not recorded. Such material can often be of great value in treatment if analyzed in recording. The worker should have the opportunity to do this for her own benefit and for the client's.
2. A more systematic and uniform method of agency placement might be gained by further developing the body of criteria for placement used in this study. Such development might be furthered through group conferences and discussions. Differences of opinion may be found, value of statements noted, and a sharing process of benefit to each worker would result.
3. It is recommended that parents be included more constructively. There are often few contacts

recorded with parents while the girl is away from home. She will usually return to the parents or, at least, be in contact with them. Workers should have the opportunity of helping to continue constructive relationships between parent and child.

4. Finally, and most fundamental, is the realization that placement of adolescent girls is an extremely complex part of social work practice. Child placement in itself demands time, knowledge, and experience from the worker. The adolescent girl presents problems in many areas. The worker must use a variety of case work skills in handling the situation. Because of this, it is recommended that experienced workers with an understanding of adolescent girls be used in such a placement program. The worker should have a controlled caseload which permits her to give the best service to her clients.

APPENDICES

APPENDIX A
QUESTIONNAIRE

The purpose of the study being done at Catholic Social Services is, first, to determine if adolescent girls aged thirteen to seventeen years are placed appropriately. If not, an attempt will be made to determine why. Reasons may include factors in the community, the girl's situation, or the agency.

In order to make a conclusion as to whether or not a placement is appropriate, there must be some criteria for judgment. Your contribution here, plus those of other workers in the agency, will be used to formulate such criteria. Answer questions as fully as you like; you may spell out exceptions if desired. If you wish to do any classifying, please define terms.

Remember that this will be taken as your recommendation under ideal conditions. Do not think in terms of obstacles as you experience them in reality. It is hoped that such obstacles will become apparent when studying recommendations and actual placements. These possible obstacles will become the main focus of the study.

I would greatly appreciate your completion of this by Monday, February 22nd. Thank you very much for your cooperation.

Please consider the girl, parents, siblings, and other agencies in the following:

1. Under what conditions would you, as a worker at Lansing Catholic Social Services, consider placing a girl in her own home?
 - a. Include in this, as in any other setting you might desire, placement with probation and/or casework service?
2. Under what conditions would you consider placing a girl with relatives?
3. Under what conditions would you consider placing a girl in a foster home?
4. Under what conditions would you consider placing a girl in an institution? Differentiate institutions by name.

5. Under what conditions would you consider placing a girl in a detention home?
6. Do you feel the lack of a resource for adolescent girls in this community? If so, what? Who would be served by such a resource or resources?

APPENDIX B

PLACEMENT CRITERIA¹

PLACEMENT IN OWN HOME

First choice, if at all possible

Regarding Parent

- If parents are willing to cooperate in attempt to work through problem
- If casework service is provided to parents
- If girl is predelinquent and probation for her may mean support for parents in handling of the girl

Regarding Girl

- If girl is willing to cooperate in attempt to work through problems
- If casework service is provided to the girl
- If girl is predelinquent, probation to enable controls on behavior and give worker authoritative approach in her casework service
- If child has strong ties to parents which would cause difficulty, if not impossibility, for her to be happy in another placement
- If child requested placement, should have evaluation by Child Guidance Clinic
- If girl is delinquent, opportunity for her to show her capability of correcting her own behavior without harsh disciplinary action

Regarding Physical Environment

- If home has absence of serious neglect, physical abuse, alcoholism when child endangered, mental illness of parents
- Would tend to favor less-than-ideal at home rather than elsewhere under similar conditions

Regarding Emotional Environment

- Positive factors as above--the fact that home is girl's own is the greatest benefit

¹This represents the answers of workers of Catholic Social Services to the questionnaire. The criteria are arranged under each heading in a manner so that those most frequently mentioned by workers begin the listing.

PLACEMENT WITH RELATIVES

Regarding Parents

- Must consent to such a placement
 - If they are unable to care for girl because of physical disability, absence from home, mental illness
- Situations demanding short-term care out of home
 - If a divorce, and step-parent is creating problem for girl
 - If a family break-up
 - If family economically disabled
 - If parents maintain contact with girl, hesitant on relative placement--dangers of jealousy, conflicting allegiances of child, and disagreements between two families regarding raising of child and "right" to her
 - If parent requests placement of girl, would place with relative only in extreme emergency
 - If girl removed because of parental violation, only if child a permanent ward of the court and parents controlled regarding contact

Regarding Girl

- If girl requested placement away from home, or if removed because of violation, only in extreme emergency
- If girl close to relatives and willing to accept them
- Casework service, if needed

Regarding Physical Environment

- Situation of parents as above
- If size and number of siblings would hinder worker's relationship with girl (sibling rivalry, economic conditions, lack of privacy)

Regarding Emotional Environment

- Parents' problems aggravating girl's
- Relatives interested in providing home for girl, have qualifications for foster parents

PLACEMENT IN FOSTER HOME

Regarding Parents

- Death of parent or parents
- Cannot cope with problem of girl
- Need temporary care for girl--
 - parents economically or physically disabled
 - parents absent
 - marital problems adding to girl's problems
 - parent has given to child, but unable to at this point
- Parents cannot take responsibility for child
- If parents can accept foster home for the child
- When parents reject girl, if not difficult for her to accept parent substitutes at this age

Regarding Girl

- If can accept foster parents as parent substitutes
- Pre-delinquent whose parents cannot handle or who aggravate problem
- If foster home available to accept particular child
- If girl requests placement away from home and foster home placement can give her a different perspective of home situation
- If girl not too disturbed
- If girl non-adoptable and with no prospects of returning home
- If Child Guidance Clinic recommends such a placement

PLACEMENT IN INSTITUTION

Adrian Girls' Training School--serious offender, needs strong controls, court action

Villa Maria--protect girl from own behavior

- Girl needs controlled environment
- Girl needs pattern of living
- Girl cannot adjust to own home, relative, or foster home
- Girl cannot accept close relationship
- Help girls complete school

St. Vincent Home for Children--If under fourteen, and if placement to be less than one year; if girl more comfortable in, or better suited to, group setting

Coldwater--mentally retarded

State or private mental hospital--mentally ill

General Comments--institution of value for observation of girl and making treatment plan

- Regarding Parents: if they are not threatened and placement is not their fault

PLACEMENT IN JUVENILE DETENTION HOME

An emergency, temporary placement

Regarding Girl

- If delinquent, until other plans can be made
- If seriously disturbed and might harm self or others
- Observation and testing
- Never at request of parent or girl
- Daily casework

Regarding Home

- If parent cannot control girl
- If home influences her behavior
- If home unsuitable

NEEDS

1. Foster homes
 - a. special treatment homes, specialized, subsidized
2. Group setting for non-delinquents
3. Institution for mentally ill needing immediate placement
4. Receiving home, diagnostic
5. Enlarged or expanded facilities of Child Guidance Clinic
6. More funds for supporting girls in placement
7. Court of Domestic Relations (Family Court)
8. Resource for child with multiple problems
9. Community awareness of needs

WHO NEEDS

Girl who has no special emotional or delinquency problems but who do not do well in foster care. Needs neutral group setting without stigma

Mentally ill needing immediate placement--institution appropriate

Emotionally disturbed--diagnostic resources of receiving home to make recommendations as quickly as possible, Child Guidance Clinic facilities for immediate evaluation and treatment and to get the important timing in placement and replacement

Children of divorced--need funds for support. Circuit Courts do not have funds if parents do not pay. Need Family Court to protect them and plan for them

Non-delinquent--less likely to receive support from Probate Court than delinquent or predelinquent. Courts more likely to use state institution for latter

Child with multiple problems--particularly physical handicap coupled with emotional or intellectual handicap--foster home or other resource

APPENDIX C

PLACEMENT FACILITIES

Placement facilities used in this study include foster homes licensed by an agency. Also used are placements in the child's own home, with the other parent, or with a relative.

St. Vincent Home for Children is located in Lansing, Michigan, and is a Catholic home principally serving both sexes aged five to thirteen. The program is geared to non-disturbed children.

Villa Maria is a Catholic institution in Grand Rapids, Michigan, serving pre-delinquent and delinquent adolescent girls. There is close supervision by the nuns of the staff who have training in social work and education.

Adrian Girls' Training School, Adrian, Michigan, is a state institution serving delinquent adolescent girls. Its program is also closely supervised.

The Ingham County Juvenile Detention Home is located in Mason, Michigan, and is used by all agencies for emergency care. Many girls in this study had placements there by the police or court. Only when Catholic Social Services knowingly placed a girl in the home, was it considered in this study.

Receiving home and group setting were recommended, their function corresponding to that under "Needs," presented in Appendix B.

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