

A JUVENILE CORRECTIONS TRAINING PROGRAM AND
ITS EFFECT UPON THE TRAINEES

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PREFACE

This is an empirical investigation of the short term Juvenile Corrections Training Program to determine its effectiveness upon the juvenile corrections employee. It follows and extends the efforts and encouragements of the Oklahoma Crime Commission toward program accountability.

An investigation of this nature could not have been accomplished without the assistance of many, many fine people. To my committee, composed of Drs. Donald Phillips, Chairman; Ralph Brann, Mark MacNeil, Ken St. Clair, and Lloyd Wiggins for their guidance and assistance goes my complete gratitude. Dr. Phillips insistence on clarity helped make this a readable manuscript. Dr. Brann's inquiries lead this investigation into a more accurate study. Dr. MacNeil's "Now Teds" helped contain and direct this investigator to the issues. Dr. St. Clair's subtle references to other sources of information contributed to the breadth of this study. Dr. Wiggins' encouragement was a continued source of adrenaline to get the job done. The indebtedness I feel toward each member of my committee cannot be fully expressed by this formal acknowledgment.

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CHAPTER I

INTRODUCTION

"The degree of civilization in a society can be judged by entering its prisons." (Doestoenski)

Historically, institutions have been charged with the incarceration of legal offenders. The Puritan Ethic in the United States dictated punishment for social deviants which included isolation, burning, flogging, whipping, mutilation, and incarceration. An idea that severe punishment would prevent the continued commission of a crime was prevalent in the United States in the 1930's.

Changes in the 1940's and 1950's resulted in the use of incarceration for the good of the offender and for the good of society. If the offender was believed to be of potential danger to himself, or others, the court system demanded his detainment. Institutional employees were charged with the detention and custody of offenders.

In the 1960's, facets of man's inhumanity to man was exposed in the prison riots, destruction of property, looting, and burning. From this period in the history of penal systems in the United States, advocates for treatment for offenders began to be heard. Economists projected costs for the maintenance of the penal system; behavioralists pointed out the waste in human resources in the penal system; and educationalists incorporated changes in curriculum designed to raise the standards of personnel in corrections institutions.

The problem of warehousing human beings is given away, slowly, to the treatment of human beings and the problems involving this conversion of ideals still confronts our correctional institutions today. This paper concerns retraining juvenile corrections personnel according to the judicial charge for treatment instead of just incarceration of the juvenile offender.

Statement of the Problem

The development and delivery of training for juvenile corrections personnel is a complex task in that post training, seminars, workshops, and day to day operations influence the composition of the total training program. One very important aspect in providing training of this kind is a method of evaluation to determine the effectiveness of the program and for updating and improving the training.

The problem experienced in this investigation concerned the lack of evaluative information relating to juvenile corrections programs that could be used to update and improve training efforts.

Purpose of the Study

The purpose of this investigation is to evaluate the effectiveness of a short term Juvenile Corrections Training Program. It is hoped that an objective evaluation will lend credibiliby to the methods employed in disseminating training, as well as justify the selection of the particular training topics. This investigation directs attention to two specific methods of conveying information and the responses of the subjects to each method. The subjects involved in this

investigation were uniquely uncontaminated by prior training in their employment field of juvenile corrections.

Questions to be Answered by the Investigation

Based upon experience in the field of juvenile corrections, the literature reviewed, and emerging developments in the field several questions have been formulated for purposes of this investigation.

1. Will Juvenile Corrections Training significantly change an individual's attitude?
2. When compared, will the lecture method precipitate more or less attitude change than the group interaction method?
3. Will some topics, when isolated from the total training cycle, influence to a greater, or lesser, degree the responses of the subjects?
4. Can behavioral changes, performance, and skill attainment be inferred from the training?

Significance of the Investigation

If the current thinking relative to juvenile corrections prevails, there will be an increased emphasis placed on personnel training. This, coupled with increased concern for training accountability, will result in the need to develop effective methods of evaluating training. This investigation should prove useful to those seeking guidelines in this area. Information from this investigation should be useful in selecting strategies that will (1) assist in the development of a training curriculum, (2) provide effective program evaluation, and (3) address the topics of an effective juvenile corrections program.

Background for the Study

This investigation emanated from the need to evaluate the results of the Juvenile Corrections Training Program. In 1972, Oklahoma State University received a grant for the primary purpose of providing educational services for the juvenile corrections personnel in Oklahoma.

The evaluative methods, other than in fiscal areas, were left virtually undefined. In 1973, the delivery of services, curriculum, and training was continued along with the addition of an evaluative procedure as another area of responsibility. The four evaluative measures included in the grant consist of (1) trainee evaluation of training, (2) measurement of changes in trainee's attitudes and knowledge, (3) measurement of the degree of changes in job performance and, (4) effects of changes on juveniles in their charge.

Definition of Terms

1. Subjects: The subjects in this investigation are juvenile corrections personnel from throughout the state of Oklahoma. Their role identification labels include counselors, juvenile police officers, houseparents, dorm supervisors, caseworkers, and administrative staff members of residential facilities. Both private and public institutional employees from residential facilities are represented in the control and experimental groups.

2. Training Model: This consists of the body of information and instructions developed by Oklahoma State University in accordance with the Law Enforcement Administration Agency Grant #72-I-1.

3. Training Cells: The total training course has been divided into six cells in accordance with the material taught during that

period. The cells are labelled (A) Communication Models, (B) Method for Self Improvement, (C) Community Adjustment, (D) Anti-Social Behavior, (E) Group Interaction, and (F) Human Relations. Each cell is 180 minutes in duration.

4. Lecture Method: The label of lecture method was placed on a particular cell when, by a time measurement, the instructor's voice was heard 75 percent or more of the total time allotted to a cell. To qualify for the lecture method, an instructor must be heard 135 of the 180 minutes.

5. Group Interaction Method: This applies to the process of acquiring information through consensus and group interaction with the instructor/facilitator as a member of the group. To qualify for this method, the instructor must be heard 25 percent, or less, of the total time allotted to a cell. Of the total 180 minutes presentation time, the instructor/facilitator could be heard no more than 45 minutes.

6. Juvenile Corrections Institutions: Primarily this refers to residential facilities that offer 24 hour child care to youth whether adjudicated as a "delinquent" or a "child in need of supervision". Institutions located at Taft, Boley, Whitaker, Tecumseh, Tipton, and Sand Springs all qualify under this category.

7. Juvenile Corrections Training: This term is steeped in ambiguities and misinterpretations. For purposes of this investigation juvenile is defined as it is by Oklahoma law, as a child between birth and age 18 years who has not been certified as an adult. In the field of juvenile corrections, personnel tend to think in terms of ages 10 to 18 as juveniles. The word corrections, and its antecedent meaning in the Criminal Justice System in Oklahoma, is currently in limbo. In most

cases, corrections is thought of as changing behavior from wrong to right utilizing a punitive method. For purposes of this dissertation, corrections will imply behavior change in some direction but without the attendant moral judgment of wrong to right. The word training also has many meanings subscribed to it. In this particular instance, training refers to the process involved in the dissemination and acquisition of information. Taken altogether, Juvenile Corrections Training is understood to mean a body of information designed to assist personnel who work, or plan to work, with delinquent, or pre-delinquent, youths.

Limitations of the Study

There are three major limitations of this investigation. The first of these limitations concerns the size of the groups tested since no more than 26 subjects were involved in the experimental group and no more than 28 in the control group. An attitude prevails in corrections institutions which excludes most research of this type. In fact, two years of preparation had to be accomplished before this much research could be conducted.

The next limitation became apparent when it was determined that the subjects had constructed various reasons for the presence of the researcher and the questionnaire. The juvenile corrections employee has a tendency to be suspicious of "outsiders". To avoid this suspicion, the researcher spent many days in the two years prior to this investigation, getting acquainted and interacting with the control group. This familiarity with the control group undoubtedly contaminated the investigation.

Since the experimental group understood that the purpose of the evaluative questionnaire was in preparation for training, they did not question its use.

Finally, the control group, though isolated from treatment for three weeks, received some bad news just prior to the posttest which may have effected their responses to certain items on the questionnaire. The untimely death of one of their co-workers seems to have effected the posttest means of that group.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

The major problem with an investigation of this nature centers around the lack of sufficient information regarding juvenile corrections education or training. Because of this lack, it has become necessary to direct the resources of other disciplines to this emerging area of need. At this point in time, the Oklahoma State University Juvenile Corrections Training Program is considered, nationally, as a pilot program. What is learned from this pilot program, most assuredly, will become resource for other developments.

The pertinent literature in this chapter will be divided into categories that (1) support training efforts in juvenile corrections, and (2) support the analysis of the "way" one teaches as it effects the attitudes of the student.

In reviewing Youth In Trouble - A Shared Concern by the Oklahoma Council on Juvenile Delinquency Planning (1971), a strong case for personnel training is presented in these words:

Combining the survey data and the area council recommendations, it would appear that in-service staff training is the major staff need in corrections and aftercare... The Council concurs with the findings of its task force and recommends:

-Development of capability for on-site in-service staff training, including personnel, space, equipment, and time assigned regularly for training purpose.

-Where feasible, contract services and develop resources, including training teams, to train all institutional and aftercare personnel working with children and youth.

-The state's colleges and universities develop an associate degree program which is responsive to the needs of agencies and personnel in the juvenile corrections field. Such a program should take into account the level of personnel in the field, such as houseparents and other staff who work directly with children and youth in institutions, juvenile shelters and other facilities (p. 94).

The exclusion of other supporting resources can be realized further in the Oklahoma mandate for training delivered in these terms:

A training program should begin with local needs rather than with a single generalized curriculum, and local needs can best be determined by local administrative staff personnel themselves. Then, those responsible for coordinating the overall training effort have the task of helping local personnel put together the curriculum, training schedule, and material which best fit the local situation (Oklahoma Council on Juvenile Delinquency Planning, 1971, p. 92).

It was the consensus of the Council on Juvenile Delinquency that those people who interact "with children in the institutions, must certainly develop some clear notions of how to work with children who often have poor internal controls, hostile attitudes, and long histories of unsuccessful relationships with adults in authority" (Oklahoma Council on Juvenile Delinquency Planning, 1971, p. 96). Oklahoma's case for training in the juvenile corrections field was articulated three times before the colleges and universities of Oklahoma became responsive to the needs. In Apathy or Action: A Study of Corrections in Oklahoma by the National Council on Crime and Delinquency (1958) the need for training of paraprofessionals was requested. In 1967 in a report entitled Corrections in Oklahoma: A Survey Part II: Juvenile Training Schools, Aftercare and Probation by the National Council on Crime and Delinquency, the top priority articulated was employee qualifications,

with training emphasized as the means to obtain qualifications. Finally, Youth In Trouble . . ., an industrious, first-of-its-kind nationally, type of report specifically demonstrated the need for educators to become involved in Juvenile Corrections Training.

Other Training Efforts

Outside of Oklahoma, two resources can be cited that deal, specifically, with training the paraprofessional personnel who work with children. Youthful Offenders at Highfields, by H. Ashley Weeks, relates, through his treatment experiment, the necessity of having trained houseparents (1966). Though Weeks' experiment does make a strong case for training houseparents, it does not specify the kinds of training they should receive. The second reference, which places training as a prior requirement to obtaining a position as a houseparent, is found in The Teaching - Family Handbook, by E. L. Phillip et al. (1972). A review of this handbook, coupled with a three day visit with the authors, reveals the necessity of training and, more importantly, the kinds of training determined valuable in providing skilled workers for treatment oriented community based programs.

The review isolates the importance of interactive skill development as revealed and learned through role playing, audio visual material, directed instruction, and internship. It is unfortunate that the trainee, when confronted with the intangibles of behavioral instruction, gravitates to the more concrete token economy behavior modification methods encompassed in the instruction. The Achievement Place Model still bears study to determine whether the direction of training over the last five years is from token economy to communication skills

rather than the reverse. The implications of this review are to incorporate interactive skill development into any training model designed to help personnel relate to youth (Phillip, et al., 1972).

Selection of Training Methods

The more difficult portion of this investigation deals with the rationale supporting the effectiveness of one teaching method over another in terms of what it does for the students.

In education various studies have been made concerning class size, lighting arrangements, methods of instruction, disposition of the student, and temperature of the room. Most of these studies have been concerned with the effects of these manipulated variables when measured against the acquisition of information such as math, science, music, etc. Little appears in the literature about studies concerning the acquisition of behavioral skills, which, in this sense, is the observable response of the student to a given stimuli (Mager, 1968, p. 15). For instance, Hatch and Bennet's (1964) article cites twelve studies to support the hypothesis that class size is not the critical variable in teaching effectiveness but, rather, it is the quality of teaching. All twelve studies used a pure science content which lent the findings to ready, quantifiable evaluations. Eckert and Neale (1968) provide additional research when they reveal that in a 1957 to 1959 longitudinal study comparing the lecture to the discussion method, the initial learning or retention was not significantly affected by either method. McKeachie (1963) places the argument in proper perspective when he concludes that the appropriate teaching method depends upon what particular goals are sought.

The particular goals of the Juvenile Corrections Training Program offered at Oklahoma State University are: to increase the effectiveness of each person as it pertains to working with children in his/her care and, to promote in each person the ability to address and reconcile the problems and needs for themselves and their particular situation (Griffiths, 1973). The problem for the educational planner becomes acute when the additional objective of increasing the probability of the occurrence of the stated goals is given consideration. Many investigators conclude with the same results as did May when he stated:

The student learns by multiple exposure an activity in a repeated cycle of listening, speaking, reading, problem solving, writing, getting feedback from answers and corrected problems, etc., (1966).

Familiarity with good training sessions, classes, and seminars seems to work against May's conclusions as being adequate to insure the student's needs. The realization that other conditions are operant in the learning processes is reinforced through the writings of Kelly, Rogers, Moslow and Combs (1962). In this text, the thesis is offered, generally, that what effects man most is dependent upon his perception of himself and his environment. It was necessary, therefore, for the instructor to facilitate good mirrors and good surroundings in order to expedite feelings of self-esteem and self-worth. These conditions, when achieved, should increase the probability of a stimulus received, processed and responded to as observed in a change of behavior.

Further attention is shown to the necessity of creating an environment conducive to learning as well as facilitating quality interactions which effect changes in the learner when one encounters the writings of Sherif (1969).

Many of the person's social attitudes are derived from dictums, formulas and examples within the family church, school, mass media of communication, etc. Typically, interaction with significant others is the setting for attitude formation.

Change of attitude is inferred from changes in these modes of behavior (p. 337).

The review of the literature to support the magnitude of the problem is in short supply. Further review in this area would substantiate the need for training of childcare workers but would not specify a particular content or method of instruction to facilitate the acquisition of behavioral skills. Because of this lack, it is hoped that the attuned educationist can perceive the need to spend time and effort on the selection of material and method of instruction for the personnel in juvenile corrections. If extension of "self" in relationship to students becomes the behavioral objective, it must become, also, the *modus operandi*.

Scope of the Problem

The function of this section is to address the problem of insuring retention, changes of attitudes, and changes in behavior in terms of alternative methods that could facilitate this objective. The obstacles to solving the problem, as well as the reason this particular problem has a high degree of difficulty, are articulated in the following sections. They should reveal the implications of the problem on which other research could be based.

The Instructor

When "guaranteed" results of training become an objective, one of the first questions asked is, "What kind of instructor/teacher can produce these results?" In short, the questioner begins to construct a composite, ideal teacher from all the bits and pieces of good teachers past. These bits and pieces are then measured in educational terms, i.e., school marks and standardized test results. In the terms of Brown (1967), this lends to the "cognitive fallacy". The implications of Brown's work is that "ideal" teaching needs to be measured against the facilitating process, not the product. To paraphrase Brown, one would conclude that the dynamics of teaching need attention in order to increase effectiveness, rather than "tinkering with the statics".

A study of leadership concepts, though somewhat difficult to relate to teaching concepts, hints at the dichotomies between interacting with people and teaching the material. To establish this relationship, liberties are taken with the leadership concepts which tend to be sorted into two general categories - "goal-oriented behavior and group interaction behavior, initiating structure and consideration, production-oriented and employee-oriented, providing for organizational needs and providing for individual needs, management skills and human relations skills, high performance goals and group supportive relationships and goal achievement and group maintenance" (Sergiovanni, 1969). If results of leadership studies can be applied to teaching roles, then this research suggests an approach to the stated problem. That is, "What priorities are encompassed in the teaching role?" An additional problem is encountered when Sergiovanni suggests that the two dimensions of behavior, "focusing on people and focusing on the job, are not at

opposite ends of the same continuum, but that they are mutually exclusive" (p. 63). Could it be that effective teaching, like leadership, is not on the same continuum but is independent of both dimensions? Sergiovanni concludes that it is, "but that the exact proportions of the mix still remains a mystery" (p. 63).

Another aspect of the problem concerns the needs of the instructor, or a response to the question, "What motivates teachers?" Educational research has studied specific variables as to their influence on the accomplishments of the instructors as it pertains to the facilitation of specific goals. On one side of the continuum there could be the "hygiene-oriented" individual who is in the business for the money and avoids damaging his mental or physical health. This particular individual shuns failure, responsibility, and risks. Most of his overt actions are compliance moves intended to promote security, peer acceptance, and status in the community. The "motivation-oriented individual," on the other hand, is the charged battery searching for an outlet. He, presumably, strives for self worth, self confidence, and need fulfillment. Money is not the objective of his employment though it is not refused when earned (Sergiovanni, 1969, p. 67).

If one approaches the needs of instructors from these two directions, it is a relatively easy task to identify those individuals that fall at either extreme. It becomes much more difficult, however, to determine the effectiveness of an instructor when, apparently, he operates close to the middle of the continuum with slight fluctuations due to the circumstances of any particular day.

The Student

Another consideration that definitely influences the retention of information by an individual would be the motivation of the learner. Any investigation of this nature, which has as its objective increased retention, must consider the student's predisposition to assimilate the desired facts. Does the student perceive the material as beneficial, contributing to his level of satisfaction, providing structure for his ideas, assisting in the development of a state of equilibrium? Perhaps, it is necessary for each student to approach class with a high degree of dissatisfaction. It would then become contingent upon each instructor to "exorcise" bits and pieces of dissatisfaction away, thus leaving satisfaction in its place. Problem solving by Hemphill (1958) would suggest this as an approach to insure learning.

An additional consideration of the problem of making sure the learner remembers what he is supposed to know becomes apparent when an advocate of student planning encourages students to participate in directing their own learning experience. Many educational values seem threatened by this seemingly profitable experience. These values include the assumption that educators know what the student needs, what is good for the student, and have accumulated years of practice which precludes students becoming involved in their own learning. The acceptance of the students thoughts in the instruction predetermines that the contributions will be utilized. It is, however, a legitimate concern of this investigation to weigh the results of student structured classes as compared to teacher structured classes. As a means of promoting retention of information, it would seem that the evidence toward

student planning, participation, and feedback would enhance the objective significantly.

It would appear, from a student's perspective, that several variables are operant which effect the retention processes. The first of these variables is related to the question, "What's in it for me?" This could be expressed as the need-disposition of the organism. The "how this makes me a better person," would fall within this province (Mager, 1968).

The second variable would be the inclination of the student toward unity and the possibility of gaining that unity through the content of the instruction. This variable should be viewed in light of one viewing a group of individuals who are seemingly satisfied. The satisfaction they possess is derived by experiencing a particular educational situation. Consequently, there is a desire to be identified with the group and conform to the group and its level of satisfaction. This variable seemingly constitutes motivation to acquire learning, retention, or performance that approximate the levels expressed by those about us. Simplified, this variable would answer "How can I become more like you?" (Rogers, 1961).

A somewhat similar variable to the one above is the relief of dissatisfaction offered by the acquisition and retention of information. This variable apparently addresses the "How am I to know better?" need. In terms of Transactional Analysis, this ego state would be, "I'm not O.K." Some constructive action is either going to have to be done to, or by, the individual in order to eliminate the experienced dissatisfaction of the moment. The acquisition of additional information could,

and many times is, the "out" from this particular position (Campos and McCormick, 1972, p. 8).

A fourth variable which will probably influence the student's retention of information is how he perceives the body of information to affect his reference group's position (Sherif and Sherif, 1969). If ten friends go to a series of lectures and, from that experience, need psychiatric treatment to become functional again, the prospective student will probably forgo that series of lectures. The opposite is just as true and probably addresses the student's preference for one graduate school over another more significantly than any other variable. A student's informal evaluation of the participants of a particular school of thought can and probably will influence the decision of that student. The premise is "If it worked for them then it will probably work for me." Many of the student apprenticeship programs were conducted in this belief during the 1930's and 1940's.

Some of the problems of interfacing the instructor's needs with the student's needs as they both pertain to the objective of facilitating learning have been offered. A third category of needs pertaining to the academic institution is recognized, if not confronted, in the contents of this investigation.

The Objective

The line of thought that this investigation assumes to develop concerns the establishment of a behavioral objective that might be unobtainable. Perhaps training "to facilitate interactive skill development" is not obtainable and, if so, not measureable.

An objective, for educational purposes, is a statement that assists in determining where the instructor and students are heading and should let them know when the goal is reached. Affective objectives, those dealing with feelings and/or attitudes, are more difficult to measure since they may incorporate good intentions and place less emphasis on experience and knowledge. An example of an educational, obtainable, measureable objective might be in the successful performance of open heart surgery. In this case, the objective could be obtainable by medical interns and certainly is measureable in terms of the patient's recovery. An example of an affective objective that might, or might not, be obtainable and is less measureable could be, "to increase the effectiveness of each person as it pertains to working with the children in their care." In this case, a general tendency to act is indicated. To eliminate the ambiguity of a statement concerning the affective objective, the relationship between "general tendency" and attitude needs to be made. The one certain aspect of attitudes is that they cannot infer anything more than a general tendency for an individual to act in a prescribed way at a particular time and under a certain set of conditions (Sherif and Sherif, 1969). Attitudes, then, are based on visible behavior. This approach allows the instructor to establish a behavioral objective, attempt to increase the student's responses toward that objective and evaluate the success in achieving the objective (Mager, 1968, p. 34).

In short, some training programs might be evaluated as failures in terms of a stated affective objective, but might be evaluated as successful if written under measureable "general tendency" objectives.

Selection of Teaching Method

The selection of the appropriate method to facilitate objective attainment involves the three components of the learning situation; the students, the instructor, and the material to be assimilated. This investigation regards the study and contribution of the students in determining the appropriate method of teaching. This is not to say, however, that the techniques and particular method(s) of instruction preferred by the instructor should be excluded. If an instructor is too insecure with a specific method of instruction, his teaching effectiveness, that is his ability to convey the content of his material, could be negated. The study and contributions of the students can prove advantageous for an instructor, however, in determining the method of instruction that will insure the most beneficial approach response.

Evidence of positive approach responses involve the attentiveness of the audience, the completion of assignments, discussions about the subject matter, participation in class discussions, and continued good attendance. Avoidance responses such as sleeping in class, poor attendance, and inattentiveness should cue the instructor that other methods of instruction are indicated. In short, attention paid to approach and avoidance responses will influence the methods of instruction to become more relevant to the student's needs and more rewarding for the instructor. It is assumed that the instructor's goal is to affect the behavior of his students in areas exceeding the classroom situation.

Summarizing the above, an instructor should consider the following variables when assessing the propensity of the students to utilize a particular body of information. A student has a strong propensity to

learn when he/she is particularly interested in the material, when the material is associated with the success of friends, and/or when there is a perceived need for the information by the student. The development of these considerations can be influenced by the method of instructions (Mager, 1968, p. 37).

The Training Population

A final area of consideration for this section concerns the particular population of the investigation. Of the juvenile corrections line staff population, it can be said that very little formal training or education beyond the high school years has been received. This exclusion from training has left a large segment of the work force to, generally, "make their own way, or use their own judgments. Out of this lack of training various institutional norms have emerged that make the introduction of training most difficult. The first of these norms is one that dictates that no training is desirable. Individuals who perceive the situation otherwise are "rocking the boat" and, in the case of one new administrator, the advocacy of training contributed to his release from the institution. The second norm that trainers need to consider relates to the in-service training with which many of these people have been involved. It is unfortunate that the sessions were labeled "training" since, in fact, they resembled indoctrination sessions into the system by the system. Most of these sessions were for the purpose of acquainting the new employee with the rules and regulations of the employing institution. In some cases the "nuts and bolts" information of the trade was presented. Topics included "Searching

for Drugs", and "Breaking Up a Fight", and/or "The Procedure for Reporting a Runaway".

In terms of beginning procedure, the most beneficial action the educator can take is to recognize the existing good works of the institutions. If the institution is approached from the standpoint, "What you do is wrong, and what I advocate is right", the opportunity for effective training is lost.

If consideration is given to the kind of evaluation within the institution that has resulted in it's present situation, past motivations and procedures, and the formulation of new goals and new plans for the future emanating from the students - employees of that institution - the success of future training virtually is assured.

CHAPTER III

DESIGN AND METHODOLOGY

The intended function of this chapter is to, (1) review the purpose of the investigation, (2) state the research design, (3) describe the training received by the subjects, (4) describe the evaluative questionnaire administered to the subjects, (5) state the method used in data collection, and (6) list the hypotheses to be tested.

Purpose of the Investigation

The purpose of the investigation is to evaluate the effectiveness of a short term Juvenile Corrections Training Program. The attempt is made to determine the relationship between the (1) training and the student's attitude changes, (2) method of instruction and attitude changes, (3) topics of instruction and attitude changes, and (4) training and job performance.

Research Design

This investigation hoped to measure the phenomena of attitude changes in juvenile corrections personnel that can be attributed to the Juvenile Corrections Training Program. Questions relating to why the changes occurred, what caused the observed results, and how cause is related to effect are inferred in the scope of this paper and fall into the category of experimental research.

The concentraion of this research design is on the training and measurement of the effects of the training on the subjects. First, the training will be analyzed item by item to determine the effect upon the experimental group that received training as opposed to a control group that did not receive training. Secondly, the topic cells are analyzed to quantify their effectiveness on the experimental group. Finally, the two methods employed in the delivery of instruction will be analyzed to determine their relative effectiveness on the experimental group. Finally, change in job performance will be noted from the six related response items in the questionnaire.

Description of Training

This juvenile corrections training has evolved through the following stages: (1) a needs assessment of the potential consumers (See Appendix A), (2) research on the results of the needs assessment, (3) development of a curriculum from the needs assessment, research and experience of the curriculum writers, (4) delivery of the curriculum to the juvenile corrections personnel, and (5) informal evaluation of the training by using the (A) trainee evaluations, (B) the changes in trainees attitudes, (C) changes in job performance, and (D) effect of change on juveniles (Oklahoma Crime Commission, 1971).

1. Needs Assessment. The needs assessment is an activity that brings together representatives from juvenile corrections institutions with representatives from training or education for the purpose of assessing the current needs of the institutional personnel to receive the training. The reflections of 87 childcare workers from Oklahoma's 56 residential facilities were recorded on tape during August 1973 and

contributed to the development of juvenile corrections training program during the fall of 1973 and the spring of 1974. An example of these reflections is noted in a statement of "the attitudes and biases of the houseparents and how these attitudes and biases effect their treatment and response to children" (Appendix A, p. 49).

2. Research on the idea. This activity was discharged on the Oklahoma State University campus by researchers and professors employed by the university. The object of this research and reference work was to involve as many people from as many different disciplines as possible to aid in the development of a curriculum that would address the Needs Assessment portion of this activity. The "attitudes and biases" referred to in the 'Needs Assessment' was considered by sociologists, social psychologists, and educators. The interfacing of the curriculum, which encompasses the facts and opinions of the experts, as well as the needs of the students, was effected at this point.

3. Development of a curriculum. The idea and references are assigned to a particular cell on the basis of their similarity to other ideas gathered at other need assessment meetings. The cell is labelled and assigned to a particular instructor who has demonstrated competence in that area. In this example, "attitudes and biases of houseparents" are included in the section dealing with Human Relations and are assigned to a counselor for further development into a curriculum.

The training, as presented to students, is as follows:

First Day - morning session, lecture method, 180 minutes
Topic: Communication Models
Instructor: Mr. Bob Drake, General Superintendent
Gatesville School for Boys
Gatesville, Texas

The instructor's opening remarks addressed "mind set" and its effect on communication with other people, which was demonstrated through a nonsense test. Vertical and horizontal communication was discussed using examples of the appropriate times for each type of communication. Reactions to individuals with different backgrounds were discussed, along with the methods that might be employed to address problems within the institutions.

First Day - afternoon session - lecture method, 180 minutes
 Topic: Method for Self Improvement
 Instructor: Ray Quiett, Sociology Department Head
 East Central State College
 Ada, Oklahoma

The instructor opened this portion of the training session with an introduction to Transactional Analysis, its history and development, along with examples and demonstrations of the three ego states. Through the use of "games" he emphasized the fundamentals of Transactional Analysis and involved the students in the demonstrations.

Second Day - morning session - lecture method, 180 minutes
 Topic: Community Adjustment
 Instructor: W. E. Duff, Clinical Psychologist
 Norman Children's Center
 Norman, Oklahoma

The instructor discussed community structure and its influence on the institution. A discussion involving community indifferences toward residents of the institution and the resulting effect on the residents followed a discussion concerning personnel "feelings" when a former resident of the institution was returned for further attention.

Second Day - afternoon session - group interaction method,
 180 minutes
 Topic: Anti-Social Behavior
 Instructor: Willie Dixon, Director
 Whitney M. Young, Jr., Street Academy
 Oklahoma City, Oklahoma

After a brief introduction, explaining his background in corrections and areas of anti-social behavior he had experienced with youth, the instructor facilitated class discussion directed toward anti-social behavior the personnel had observed. The instructor divided the class in small groups and addressed problems relevant to "acting out" behavior, crisis situations and atypical home environments.

Third Day - morning session - group interaction method,
180 minutes
Topic: Group Interaction
Instructor: Dan Broughton, Director
Cleveland County Youth Bureau
Norman, Oklahoma

The instructor began by defining some of the terminology used when discussing groups. He discussed the dynamics involved in group support and sanction. The instructor divided the class into small groups and gave them the NASA Moon Experiment (See Appendix B). The session was concluded after the instructor evaluated each members work against that of the group in which he took part.

Third Day - afternoon session - group interaction method
180 minutes
Topic: Human Relations
Instructor: Howard Shipp, Counselor
Student Service Center
Oklahoma State University
Stillwater, Oklahoma

The instructor opened the session with a brief discussion of the differences between the personnel and the residents of the institution. His address, primarily, was on the team approach necessary to realize success. The instructor divided the class into groups and had them reach consensus on several difficult tasks. At the conclusion of the exercise, he had the total class identify their own roles in the small group sessions. The "attitudes and biases" of people as they affected group consensus was incorporated in this session.

The Juvenile Corrections Training Model
Questionnaire

The Juvenile Corrections Training Model Questionnaire (See Appendix C) is based on the following assumption provided by MacNeil (1973):

The attitudes and values of the respondents will be reflected in their responses to the questionnaire items. Therefore changes in attitudes and values resulting from the training received will be likewise apparent in changes on responses from pretest and posttest. It is evident that the actual changes in behavior in dealing with their charges is not directly revealed by attitude or informational items on a questionnaire. However, changes in response to items do reflect changes in internal reference scales appropriate to the item content. It is reasonable to predict that some behavioral changes will correlate with the changes in response to these questionnaire items (Personal Communication).

To support the use of the questionnaire and its attempt to measure attitudes shifts, quotations from Sherif and Sherif (1969) are in order. Sherif addresses the topic of a psychosocial scale:

A psychosocial scale is based upon consensus or agreement about the positions it includes at a given time and in a given setting.

Psychosocial scales refer to social facts and to schemes of categorization based on them through consensus. Their referents are the regularities in social life (p. 337).

The 25 behavioral items of the questionnaire are categories in which the subjects can define consensus. Changes from the pretest to the posttest denote changes in attitude.

Items one to seven on the questionnaire are for matching purposes. This preserves the anonymity of the individual and, hopefully, allows for more honest response to the items in the questionnaire. Also, with a much larger sample it might be beneficial to determine the characteristics of the population doing the largest or smallest amount of

changing. Items one to seven were designed to assist in this inquiry.

Items eight to thirty-two involve behavioral questions. Each item is directly related to one of the six training cells. (The training cells is related to the need assessment to which some of the students made contributions.

Items 9, 11, 13, and 26 were developed from the training content delivered within the topic entitled Communication Model.

Items 16, 17, 22 and 25 were developed from the training content delivered within the topic entitled Method for Self Improvement.

Items 12, 23, 24, and 28 were developed from the training content delivered within the topic entitled Community Adjustment.

Items 10, 14, 20, and 31 were developed from the training content delivered within the topic entitled Anti-Social Behavior.

Items 15, 18, 29, and 32 were developed from the training content delivered within the topic entitled Group Interaction.

Items 8, 19, 21, and 30 were developed from the training content delivered within the topic entitled Human Relations.

An unstructured eleven centimeter line was selected to collect the behavioral items response and to afford finer discrimination of response. By measuring the response (slash mark) on the eleven centimeter line to a tenth of a centimeter, the student was virtually afforded 110 categories from which to choose (See Appendix C). The distance between the pretest and posttest slash marks (/) was used for all computations. The far left side of the line represents the strongest disagree response position while the far right (11.0) was the strongest agree position a subject could indicate. It was felt also

that the subjects would not remember their previous responses by using this system. The pretest and posttest were administered to the subjects three weeks apart.

Items 33 to 38 are open ended questions in which the skill attainment relating to job performance was expected. The hoped for "right answer" responses to the items after training were:

33. I spend most of my working time talking to kids.
activity
34. I plan to continue at this job for as long as the kids need me.
35. When I want information about a child I usually ask the child.
36. If a child remembers me after he or she leaves, I would like to be remembered as (family name).
37. When I'm at work the thing I really look forward to doing is interacting with kids.
38. When I'm at work the thing I really hate to do is (an activity without kids).

Method Used in Data Collection

The control group was selected primarily because of their accessibility to the experimenter. Secondly, the control group was scheduled for training after the investigation. The method to obtain the involvement of the 28 control group members was, "we need to find out the difference between training and no training. Would you help us?"

The experimental group was composed of people from two different localities who possessed "degrees of sameness" with the control group. They worked for the same agency in the same kinds of jobs but in two different localities. Both the control group and the experimental group consisted of employees of juvenile corrections institutions in Oklahoma. The majority of students in both groups were houseparents,

however, social workers and supervisors were equally represented in both groups.

The procedure employed to collect the responses on the questionnaire was to have six to eight subjects assemble around a table, or at desks, and explain the purpose of the questionnaire in terms of evaluating training. The procedure for marking the questionnaire was explained, and the subjects were requested not to read too much into any item. No time limit was imposed. Three weeks later this procedure was repeated.

Hypotheses to be Tested

Hypotheses tested in the course of this investigation were:

H₁: There is a significant difference in attitude changes between the treatment group and the control group when analyzed item per item.

H₂: There is a significant difference in attitude changes that can be related to a particular cell within the whole body of training.

H₃: There is a significant difference in attitude changes in the treatment group that can be identified with the lecture or group interaction method of delivery.

H₄: Juvenile Corrections Personnel who receive training significantly interact more with their clients.

These hypotheses are directly related to the questions to be answered by the investigation.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This investigation was implemented for the purpose of exploring the correlation between methods of instruction and changes of attitudes of students. The findings presented in this chapter are based upon statistical analysis of the data obtained from testing an experimental group of 26 students who received training and a control group of 28 who did not receive training. Subjects were employed in the field of juvenile corrections. The hypotheses were tested according to the methods outlined in Edwards' Statistical Methods (2nd Edition) pertaining to the "t" test for paired observations (1967, p. 217).

The data have been presented and analyzed as follows: (1) item by item to determine the effectiveness of training upon the experimental group that received training and the control group that did not receive training (Tables I and II), (2) cell by cell to determine the effect of the training cell upon the experimental group who received training (Table III), and (3) method by method to compare the effectiveness of the lecture versus group interaction method (Table IV). All conclusions made in this investigation are based on the .05, or smaller, level of significance.

TABLE I
ANALYSIS OF PRETEST AND POSTTEST MEANS OF
EXPERIMENTAL AND CONTROL GROUPS BY
ITEM AND BY CELL:
LECTURE METHOD

Cell	Item	Group	Pretest \bar{x}	Posttest \bar{x}	t ^a	p <
A. Communication Model	9	E ^b	2.5	3.2	1.71	.096
		C ^c	1.3	2.5	1.61	.116
	11	E	8.6	7.9	-1.39	.175
		C	7.6	9.1	1.94	.060
	13	E	1.3	2.2	3.84	.001***
		C	1.7	2.3	1.26	.215
26	E	4.9	5.4	1.20	.242	
	C	3.0	2.2	-1.00	.900	
B. Method for Self Improvement	16	E	3.9	4.0	0.49	.900
		C	4.8	5.7	1.07	.297
	17	E	2.6	4.0	3.18	.004**
		C	1.9	1.2	-1.55	.130
	22	E	4.8	6.0	1.96	.058
		C	2.3	2.8	1.11	.277
25	E	4.8	4.6	-0.30	.900	
	C	5.1	5.2	0.25	.900	
C. Community Adjustment	12	E	3.2	4.1	1.45	.158
		C	6.6	6.6	0.07	.900
	23	E	4.1	4.7	0.79	.900
		C	6.5	5.8	-1.20	.238
	24	E	4.9	5.0	0.10	.900
		C	3.8	4.0	0.41	.900
28	E	7.1	6.9	-0.40	.900	
	C	6.9	6.7	-1.25	.221	

^at for paired observations (Edwards, 1967, p. 217)

^b experimental group, n of 26.

^c control group, n of 28.

** p < .05, item 10 significant at the .004 level.

*** p < .05, item 6 significant at the .001 level.

TABLE II
ANALYSIS OF PRETEST AND POSTTEST MEANS OF EXPERIMENTAL
AND CONTROL GROUPS BY ITEM AND BY CELL:
GROUP INTERACTION METHOD

Cell	Item	Group	Pretest \bar{x}	Posttest \bar{x}	t ^a	p
D. Anti-Social Behavior	10	E ^b	3.9	5.2	1.80	.081
		C ^c	5.9	5.2	-0.93	.900
	14	E	6.4	4.5	-3.04	.006**
		C	6.9	5.8	-1.42	.164
	20	E	8.3	6.9	-2.50	.018*
		C	9.0	9.0	0.16	.900
	31	E	7.1	6.9	-0.40	.900
		C	6.9	6.2	-1.25	.221
E. Group Interaction	15	E	8.4	7.1	-3.14	.004***
		C	7.9	8.4	0.80	.900
	18	E	7.4	7.7	0.60	.900
		C	6.0	6.7	0.86	.900
	29	E	7.6	7.5	-0.07	.900
		C	7.0	7.6	1.49	.144
	32	E	8.8	8.9	0.21	.900
		C	9.9	9.8	-0.65	.900
F. Human Relations	8	E	5.5	4.9	-0.91	.900
		C	3.9	3.7	-0.41	.900
	19	E	7.5	7.0	-0.21	.237
		C	9.0	9.1	0.48	.900
	21	E	4.0	3.8	-0.31	.900
		C	4.9	4.9	0.01	.900
30	E	8.2	8.0	-0.42	.900	
	C	7.0	6.6	0.76	.900	

^at for paired observations (Edwards, 1967, p. 217).

^b experimental group, n of 26.

^c control group, n of 28.

* p .05, item 13 significant to the .018 level.

** p .05, item 7 significant to the .006 level.

***p .05, item 8 significant to the .004 level.

TABLE III
ANALYSIS OF PRETEST AND POSTTEST MEANS OF
EXPERIMENTAL AND CONTROL GROUPS
BY CELLS

Cell	Group	Pretest \bar{x}	Posttest \bar{x}	t^a	p
A	E ^b	4.3	4.7	1.10	.281
	C ^c	3.4	4.0	1.27	.213
B	E	4.0	4.7	1.54	.132
	C	3.6	3.7	0.44	.900
C	E	4.8	5.2	0.69	.900
	C	6.0	5.7	-0.66	.900
D	E	6.0	5.7	-1.36	.900
	C	6.7	6.1	-0.56	.183
E	E	8.0	7.8	-0.69	.900
	C	7.7	8.1	1.13	.269
F	E	6.3	5.9	-0.87	.900
	C	6.2	6.1	-0.39	.900

^at for paired observations (Edwards, 1967, p. 217).

^b experimental group, n of 26.

^c control group, n of 28.

TABLE IV

ANALYSIS OF EXPERIMENTAL GROUP PRETEST AND
POSTTEST MEAN OF LECTURE VERSUS
GROUP INTERACTION METHOD

Group	d ^a	d ^b	t ^c	p
E ^d	2.6	2.9	3.67	.001***

d^a sum of the absolute differences between pretest mean and posttest mean of responses of experimental group using lecture method.

d^b sum of the absolute differences between pretest mean and posttest mean of responses of experimental group using group interaction method.

t^c for paired observations (Edwards, 1967, p. 217).

d experimental group, n. of 26.

*** p .05, group interaction method significant at the .001 level.

Results of Hypotheses Tested

H₁: There is a significant difference in attitude changes between the experimental group and the control group, as tested by an item by item analysis.

For the purpose of validating this hypothesis, items 13, 14, 15, 17, and 20 revealed significant changes. The other 19 items on the questionnaire did not show significant differences between the control group and the experimental group (Tables I and II).

H₂: There is a significant difference in attitude changes that can be related to any of the six cells.

Analysis of data for this hypothesis can be seen in Table III. There were no significant differences between pre and posttest means in any of the six cells.

H₃: There is a significant difference in attitude changes in the treatment group that can be identified with the lecture or group interaction methods of delivery.

Analysis of differences of pre and posttest means is shown in Table IV. By the value of the "t" test (3.67, p .001), it can be seen that this hypothesis, the group interaction method, was supported.

H₄: Juvenile corrections personnel who receive training interact significantly more with their clients.

This hypothesis was not subjected to a statistical analysis since there was no way to quantify "interact more".

A tabulation was made of the experimental group responses to items 33, 34, 35, 36, 36, and 38. The 26 members of the experimental group reflected 11 "right" answers in the pretest and 14 "right" answers in the posttest. A net gain of three was recorded.

Summary of Data

Noting the 24 behavioral items on the questionnaire, items 13, 14, 15, 17, and 20 were significant in effectiveness in the experimental group.

Item 27 was disregarded in the cell-by-cell analysis.

None of the cells, consisting of four related items, were significant in effectiveness with either the control group or the experimental group.

The group interaction method of delivery information was significant at the .001 level.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

GENERAL REVIEW OF THE STUDY

Since educators and trainers have been called upon to select and write a program for effective training for juvenile corrections personnel, as well as effectively evaluate the material presented, this investigation was implemented to analyze what effect a training program might exert on the students in terms of attitude shifts that could be attributed to the training. The purpose of this investigation was to evaluate the effectiveness of a short term Juvenile Corrections Training Program. To support, or reject, the effectiveness of the training program, the contents of the curriculum were analyzed item by item, cell by cell, and method by method. An objective evaluation of a training program, of the type described in this investigation, could prove valuable in the presentation of future training.

The two groups tested were selected from different sections of Oklahoma. The control group consisted of 28 employees in the area of juvenile corrections and were selected on the basis of accessibility. The experimental group consisted of 26 individuals and represented four different juvenile corrections institutions throughout the state of Oklahoma. Approximately two years were expended in establishing the kind of relationship needed for "friends" in the control group, to be of assistance in this kind of investigation. The experimental group

viewed the questionnaire as a part of the training program that could assist them in the job proficiency they desired; they had minimal prior knowledge of the investigator before testing.

The Juvenile Corrections Training Program Questionnaire was developed on the basis of the relationship each item maintained to a training cell. All of the training cells were taped, audited, and those items that were unique in a particular training cell were selected, reworded, and submitted to the students as a "test". Both the control group and the experimental group received the test twice. A three week interval separated the two testing periods. During the three weeks interval after the pretest, the experimental group received 18 hours of training; 9 hours of lecture and 9 hours structured group interaction.

The information received from the questionnaires was recorded on IBM Punch Cards and analyzed by means of a computer program developed by Dr. Don Allen of the Sociology Department of Oklahoma State University.

Four hypotheses were presented. They were concerned (1) with the relevance of each item as it pertained to changing the students' attitude, (2) with the effectiveness of the training cell as it pertained to changing the students' attitude, (3) with the effectiveness of the teaching method as it pertained to changing the attitudes of the experimental group, and (4) with the increase of interaction that could be designated as training related, between the student and the client in the institution. The fourth hypothesis was discarded after it was determined to be "completely unmanageable". The results of the investigation are as follows: (1) attitude changes that could be training related were observed in five of the 25 items; (2) attitude changes

that could be related to any of the six training cells were not significant; (3) attitude changes that could be related to the methods of teaching were highly significant and consistent; and (4) responses to job performance questions were not interpretable.

Conclusion

After evaluating the results of the data, several conclusions could be considered. The conclusion that training has no effect on the students is rejected due to the following factors: (1) the observed, if not measured increase in interaction between the juvenile corrections personnel and their clients in the institutions, and (2) the fact that the questionnaire data consistently supported the interaction method over the lecture method for acquiring information. Another conclusion might be that, to teach the process of interaction, the best method would be to facilitate interaction and not attempt to lecture about it. Apparently, the juvenile corrections employee in this investigation responded to the opportunity to develop some skill in interaction whether or not it changed their attitudes about the people with whom they interacted.

Additional analysis of the data supports the conclusions that the degrees of sameness of the control group and the experimental group was not as desirable as intended. A cursory observation of the pre mean scores reveals differences that should not have occurred. This would imply that the normative behavior of the employees varies from institution to institution in the state. Though the starting points were different, movements occurred more often and to a larger degree in the

experimental group. This movement should be related to training, at least in so far as it established a trend.

The instrument, although developed with care, might not be as accurate in measuring those factors for which it was designed as originally anticipated. This conclusion was drawn due to the lack of discrimination of responses of both populations to the same cell or item.

Finally, the presumption that the attitudes of juvenile corrections employees could be changed after just 18 hours of training could be unrealistic in itself. Adjustments might be made in the timing and duration of training to determine what effect this might have on the outcome. But for the cost and inconvenience upon the students and employing institutions, long term training might be indicated for the best results. In short, the training schedule and the duration of the course might not be meeting the objectives of the program.

These factors must be considered when future training programs are contemplated.

Recommendations

The following recommendations are made as a guide for future research that might be implemented to broaden or strengthen the scope of this investigation.

(1) This investigation was concerned with the establishment of a control for good research purposes. In the future, the use of just one institutional population at a time might be advisable. At this time, there appears to be a disparity between the procedures, methods, employees and training needs of juvenile corrections **institutions**

located throughout Oklahoma, consequently, generalizations from one institution to another would not be advisable.

(2) This investigation included only juvenile corrections personnel; in the future, adult corrections personnel would be a viable possibility. An additional needs assessment would be necessary in order to determine the unique skills required for that vocation.

(3) This investigation was concerned with describing the correlation between attitude change and training. Perhaps, future research should involve other variables that could have an effect on the outcome of this type of training, such as sex, age, tenure on the job, and academic attainment of the corrections employees.

(4) Researchers and educators interested in working with juvenile corrections personnel should be advised that a "neutral" site for this work would be a possibility for consideration. Working and receiving training within the confines of the same institution could have a negative effect on the training.

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APPENDIX A

NEEDS ASSESSMENT OF THE POTENTIAL CONSUMERS

Oklahoma State University

JUVENILE CORRECTIONS TRAINING PROGRAM

Memorandum

August 31, 1973

TO: Instructional Staff

FROM: F. T. (Ted) Griffiths

SUBJECT: Notes taken at Regional Planning Meetings for Juvenile Delinquency Courses

The following notes, though in rough form, are the excerpts from tapes recorded at Tulsa, Clinton, Durant and Oklahoma City. We hope they will serve the purpose of presenting the needs of the various areas contacted in these planning meetings. For ease in reading, they have been arranged in the following four categories:

- I. Results of last years training as stated by our clientele
- II. Institutional objectives as the institution perceives it to be
- III. Suggested content that training might approach
- IV. Training objectives
- V. Miscellaneous that don't fall in any of the other categories

FTG/jkl

TULSA-SAND SPRINGS

- I. Results of last years training as stated by our clientele -
- Two textbook oriented and did not offer enough realism -
 - They were so realistic that they already know and have already practiced that and therefore only gave them the awareness -
 - Each institution benefitted most from dealing with kids presently and talking about the different ways to handle the same situations -
 - Institutions found it beneficial to find out about the operations of other institutions as to how they operated a long-term institution as opposed to a short-term one -
- II. Institutional objectives as the institution perceives it to be -
- Want to define what each institution is about -
 - Involve them in exercises in what they say and what they do -
 - Keep things consistent when taking care of the child -
- III. Suggested content that training might approach -
- Show films for people who are dealing with these children so you could actually see counseling sessions taking place and the different approaches with kids, using silence effectively, using listening effectively -
 - When using T/A show T/A experiences with kids or with approaches so that you don't deal with theories or what they feel are theories -
 - Unified training, curriculum type thing, sequential curriculum material to an audience that has varying needs -
 - Trainers need training in delivery and relating to the participants -
 - Audience involvement -
- IV. Training objectives -
- Involve administrators directly -
 - Enthuse administrators about what training we can deliver -
 - Include line staff and supervisors in on meetings with trainees -

Want our people to learn the process of interaction, which will in turn facilitate growth and maturity by responding appropriately to the needs of the children in their care -

CLINTON

I. Results of last years training as stated by our clientele -

Each area was treated the same in respect to training. There is much variation over the state in needs for training -

The instructors acted like supervisors. The role of facilitator rather than supervisor is preferred -

Information presented in classes was very helpful on the average, but some too theoretical to apply -

II. Institutional objectives as the institution perceives it to be -

How can the institutions become more effective? This was the most asked question. Instruction might be geared in that direction -

Achieve effective treatment as a group process rather than individual process in order to reach more children -

III. Suggested content that training might approach -

Training related to dealing with drug usage and the knowledge of drug abuse -

Instruction in the use of group therapy in the institutional setting -

Knowledge of the adolescent subculture -

Ways and means to decrease the feelings of insecurity in white institutional workers in order that they can prepare themselves for instruction in cultural differences -

Cultural differences and how to be sensitive to other people -

Address the specific problem of shelter homes, where kids only stay 1-10 days -

IV. Training objectives -

Be as heterogeneous in training output as possible in order to cover a multitude of different needs -

Be as practical as possible, so that information may be used by all members of the institutional staff -

Deliver training to as many different institutions as possible -

Involvement of police and community in some way which would bring about better relations between them and the community -

Repeat Phase I training for short period for those who missed it -

DURANT

I. Results of last years training as stated by our clientele -

Goodland - not at night -

Program in Durant during the day or 3 days -

Consider travel time -

II. Institutional objectives as the institution perceives it to be -

How to get the houseparents' administrators to realize the people had to obtain the training and allow them to do it -

Include administrators, may help changes to occur in institutions -

III. Suggested content that training might approach -

Obtain a perception of the meaning of the child's acting out -

Need to know and understand your own behavior - need self awareness -

Techniques of how to read behavior, meaning of behavior and be able to respond -

Need to be able to accept kids -

Role playing -

Give information on interaction skills -

To encourage the person (houseparent) he has value and input into the process -

Teach techniques of how to deal with child -

Teach or give him the abilities to communicate this technique to other staff, child, etc. -

Group process training -

Must consider the needs of the houseparents as well as the kids -

The attitudes and biases of the houseparents and how these attitudes and biases effects the houseparents treatment and response to child -

The problem of having houseparents burn themselves out. The ability to maintain objectivity in child care. The pressures placed on houseparents and how to deal with this. The problem of emotional involvement of houseparents with children -

IV. Training objectives -

Giving information and techniques in dealing with kids in crisis situations -

Give them self-confidence and encouragement that they are important and can contribute and allow them to interact -

Self-awareness as a person, help them know themselves -

Interaction and communication skills -

V. Miscellaneous that don't fall in any of the other categories -

People who could be a part - Idabel, 96 miles, Hugo, Durant, Ardmore, Tishomingo-Blackwood, Ada, BIA -

Durant - 10-12 people, Youth Services -

Goodland - 5-9 people -

People who go to training want something to take home with them. Something to get a handle on -

Watch the terms of team concept and group concept -

The process of interacting together -

OKLAHOMA CITY

I. Results of last years training as stated by our clientele -

Committee was formed from an institution and worked out a complete workshop at another facility within the institutional setting -

Brought in a consultant from our program to assist in workshop -

First time an institution had training of their workshop to outsider and felt it was better than "in-house" indoctrination -

Changed attitude among staff people -

Understand why kids acted certain ways and how to relate to them -

Expanded sense of options in dealing with kids -

II. Institutional objectives as the institution perceives it to be -

Want institution to follow legal mandate of funding sources -

Wants to effect change (behavior modification) on a short time basis (adjustment to community) -

Provide care or a place where the kids can be heard -

Reach houseparents with the fact that unrealistic expectations of what we can do with the children have a bearing on a child -

Want institutions to enhance a child's self-esteem -

Acceptance of different values within the legally prescribed norm -

Protection from the public for the committed delinquent; protection for the kids from the public -

Have the institution not generate delinquency -

Like line staff to learn how to utilize students in planning activities at the institution whenever possible -

Like houseparents to learn how to formulate reasonable expectations for the kids with whom they work so that they are not overwhelmed at the failure of a particular kid -

Like houseparent to be able to develop an ability to individualize a program for each child rather than say, "we have to do it this way, everyone has to have it this way" -

Like houseparent to understand the flexibility within the institution is good -

That we are not married to past methods because that is the only way we have ever done it -

III. Suggested content that training might approach -

Teach if you can't help them don't hurt them -

Assist institution in reviewing charter for the goals of the institution if they are not in keeping with present day methods -

Self-esteem of the houseparent -

Training in family counseling -

Prevention methods -

Teaching needs to be experienced in interaction on-the-job training at the feeling level instead of the cognitive level (get involved) -

Curriculum needs to be experienced, demonstration, group training -

IV. Training objectives -

Legal instruction not so important (minimum importance) -

How to, how not to -

T/A, games people play, very important -

Explain why the trainees and juvenile delinquents are there -

Equip houseparents to be as conversant about the legal process as the kids are -

Some assurance that the returned kid will not commit the same act or different delinquent acts upon his return to home -

Have line staff provide opportunity for responsibility taking by kids -

Develop an attitude in the people who work with juveniles to make them come to regard juvenile delinquency as a kind of a germ that the child becomes infected with from the parents and the environment in which he lives -

Training needs to implement recruitment of other people by houseparents -

Training should be geared to the appropriate level -

Training should be geared to different types (short-term, long-term people, etc.) -

Training should be conducted at the various institutions -

Develop training of trainees through training that would
 (a) recognize problems, (b) note the interpersonal feelings,
 (c) be aware of the techniques of working with children, (d) know the resources available in any given community, (e) have alternatives for the children, (f) facilitate staff to staff relationships, and (g) facilitate a complete description of the complete judicial system -

V. Miscellaneous

"Most disastrous product would be if OU or OSU doesn't become sensitized to their responsibility for Oklahoma children by providing on-going curriculum and personnel training throughout the state" -

Abuses of grant discussed, (a) continued living off the grant, (b) inappropriate training -

Juveniles get the idea that they have the problem and that they have to get their heads on straight, our reaction is similar to doing marriage counseling with only one partner -

Be sure and define training and people who training might benefit -

Train trainers to meet the needs of particular institutions, use line staff houseparents to train trainees -

Target population defined as ALL CHILD CARE WORKERS -

APPENDIX B

NASA MOON EXPERIMENT

KEY -- N A S A ACTIVITY

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Little or no use on moon	<u>15</u>	Box of matches
Supply daily food required	<u>4</u>	Food concentrate
Useful in tying injured together; help in climbing	<u>6</u>	50 feet of nylon rope
Shelter against sun's rays	<u>8</u>	Parachute silk
Useful only if party landed on dark side	<u>13</u>	Portable heating unit
Self-propulsion devices could be made from them	<u>11</u>	Two .45 calibre pistols
Food, mixed with water for drinking	<u>12</u>	One case dehydrated Pet milk
Fills respiration requirement	<u>1</u>	Two 100 lb. tanks of oxygen
One of the principal means of finding directions	<u>3</u>	Stellar Map (of the moon's constellation)
CO., bottles for self-propulsion actous chasms, etc.	<u>9</u>	Life raft
Probably no magnetized poles; thus useless	<u>14</u>	Magnetic compass
Replenishes loss by sweating, etc.	<u>2</u>	5 gallons of water
Distress call when line of sight possible	<u>10</u>	Signal flares
Oral pills or injection medicine valuable	<u>5</u>	First aid kit containing injection needles

Distress signal transmitter
possible communication with
mother ship

5

Solar-powered FM receiver-
transmitter

Name _____

Group _____

LOST ON THE MOON EXERCISE
DECISION FORM

By Jay Hall

INSTRUCTIONS: You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

- _____ Box of matches
- _____ Food concentrate
- _____ 50 feet nylon rope
- _____ Parachute silk
- _____ Portable heating unit
- _____ Two .45 calibre pistols
- _____ One case dehydrated Pet milk
- _____ Steller map (of the moon's constellation)
- _____ Life raft
- _____ Magnetic compass
- _____ Five gallons of water
- _____ Signal flares
- _____ First aid kit containing injection needles
- _____ Solar-powered FM receiver-transmitter

APPENDIX C

JUVENILE CORRECTIONS TRAINING PROGRAM

QUESTIONNAIRE

JUVENILE CORRECTIONS TRAINING MODEL

QUESTIONNAIRE

1. Name of agency where you are employed _____
2. Is the agency private or public? _____
3. What is your present position? _____
4. What is your date of birth? Day _____ Month _____ Year _____
5. What is your sex? or . What is the sex of the children
 male female
 in your care? , or .
 male female mixed
6. Length of service at present agency. (Please circle one group.)
 (a) less than 1 year (b) 1-5 years (c) 6-10 years
 (d) 11-15 years (e) 16-20 years
7. Number of years in Juvenile Corrections employment. (Please circle one group.)
 (a) less than 1 year (b) 1-5 years (c) 6-10 years
 (d) 11-15 years (e) 16-20 years

PLEASE ANSWER ALL THESE QUESTIONS IN RELATION TO YOUR JOB. INDICATE YOUR ANSWER BY PLACING A SLASH (/) MARK THROUGH THE LINE WHERE YOU FEEL IT SHOULD BE.

Example: Steak tastes better than oatmeal. (Place your slash mark [/] so it indicates how strongly you agree, or disagree, with the statement. If you love steak and hate oatmeal your slash mark should be like the one below.)

disagree _____ / _____ agree

Behavior Questions

8. Usually when I first meet a child at my institution he or she is being very honest with me.
- disagree _____ agree
9. When I work with a child of an ethnic background different from my own I feel uncomfortable.
- disagree _____ agree
10. When I work with a child of a different ethnic background, he or she is usually uncomfortable.
- disagree _____ agree
11. Other people at my institution could help me with my problems.
- disagree _____ agree
12. In most cases the outside community doesn't know or care about what we are trying to accomplish with children in our care.
- disagree _____ agree
13. My administration has difficulty understanding when I try something new at our institution.
- disagree _____ agree
14. When a child is "acting out" I usually understand his reasons for the behavior.
- disagree _____ agree
15. My ideas about the children that I work with are well received by my co-workers.
- disagree _____ agree
16. I prefer working with only one child at a time.
- disagree _____ agree
17. My own feelings get in the way of my dealing effectively with kids.
- disagree _____ agree
18. I feel comfortable with a group of about seven kids.
- disagree _____ agree

19. I am myself whenever I'm working with kids.
disagree _____ agree
20. I know how to handle most crisis situations that arise in the course of my work.
disagree _____ agree
21. Twenty kids at any one time is more than any adult can handle.
disagree _____ agree
22. Kids occasionally trap me by repeating something I've previously said to them.
disagree _____ agree
23. I don't get enough background on the kids to know how to help them.
disagree _____ agree
24. I feel defeated when I find out one of my kids has been sent back to an institution.
disagree _____ agree
25. Some kids, because of their behavior, attitude, big mouth, or looks, leave me cold (turn me off).
disagree _____ agree
26. Some teenagers would make better adjustments if I didn't give them instructions.
disagree _____ agree
27. In many cases, no matter how hard I try, what I am doing is about as effective as giving aspirin to a person dying of cancer.
disagree _____ agree
28. Society and environment cause a child to "go bad."
disagree _____ agree
29. Every once in a while I meet someone who would be much better at my job than I am.
disagree _____ agree
30. I use the kids' help in planning activities at my institution.
disagree _____ agree

31. If someone would begin training expectant parents, in thirteen to sixteen years, we might go out of the business of caring for Juvenile Delinquents.

disagree _____ agree

32. Some problems can only be solved successfully by many people working together.

disagree _____ agree

PLEASE FILL IN THE BLANK

33. I spend most of my working time _____.
activity

34. I plan to continue at this job _____.
time

35. When I want information about a child I usually ask the _____.

36. If a child remembers me after he or she leaves, I would like to be remembered as _____.

37. When I'm at work the things I really look forward to doing is _____.

38. When I'm at work the thing I really hate to do is _____.

Thank you!

VITA

Francis T. Griffiths

Candidate for the Degree of

Doctor of Education

Thesis: A JUVENILE CORRECTIONS TRAINING PROGRAM AND ITS EFFECT UPON
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