

Treatment in Residential Care: A Case Study

By
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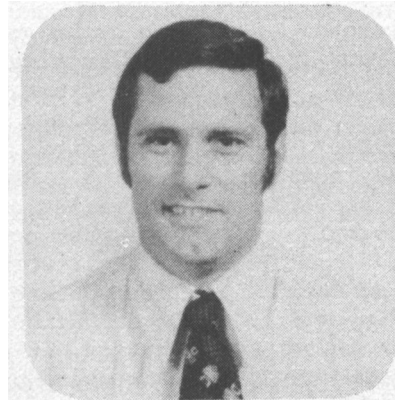
(a) Introduction

Anti social behaviour among juveniles is a major concern for both the general public and personnel involved in the treatment of youthful offenders. Various agencies and individuals have noticed both the increase in juvenile crime and the lack of effectiveness of the traditional institutional methods of dealing with the crime. Institutions are under increasing attacks based on their lack of either effective punishment of crimes or treatment of the antecedents of the crimes. Recently an increased emphasis on community-based treatment facilities has developed. Such facilities that have been demonstrated to be effective have generally used behaviour modification techniques. These techniques generally stress teaching the youths, through the learning theory paradigm, pro-social behaviours that youths have an opportunity of using in situations with employers,

parents, teachers, peers, etc. An attempt to adapt the techniques shown to be effective on a community level to an institution would appear to be a logical project to implement with those youths remaining in institutions. Certainly there is a need for removal of some youths from the community to either provide intensive treatment for that youth or to provide protection to the community from further offences. The youths in institutions for those reasons should benefit from advances documented in other settings.

(b) Placement in Residential Care

In South Australia, youths in need of residential care can be placed in an appropriate centre by their Community Kennedy Worker, or by the Courts. The latter have power to place a youth in residential care for only 21 days, but there is provision for this service to be extended by the



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Help yourself to the bargains. And help the kids into the bargain.



A MESSAGE FROM THE REVEREND DENIS OAKLEY.

There's two very sound reasons why it's a good idea to buy your electrical appliances from Billy Guyatts.

Firstly, you'll find only the best, famous-name merchandise in all departments. At prices that are genuinely discounted below normal retail prices.

Secondly, you'll be helping Child Welfare work, because Billy Guyatts give part of their profits to these needy young people in our community.

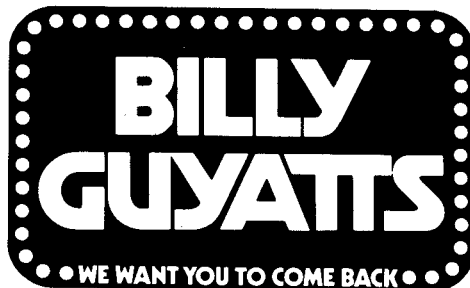
For me, personally, it is reward-

ing to be able to tell people about an electrical retailer they can truly trust. They offer full warranties, easy terms, plus Bankcard facilities. And real old-fashioned service. Right down to free home deliveries on major appliances.

I must congratulate Billy Guyatts in their work, both with customers like you and the Child Welfare Organisation of Victoria. With Billy Guyatts, it seems everybody gets a fair share of the bargains.



All the fees for Rev. Denis Oakley's work with Billy Guyatts benefits Child Welfare in Victoria.



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MITCHAM

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supervising Community Welfare Worker, under the terms of the South Australian Community Welfare Act, 1972. A youth placed in a centre by either of the relevant agents normally undergoes a full assessment process before committal. This process involves evaluation of his situation, behaviour and needs by psychologists, teachers, social workers, residential care workers and psychiatrists.

(a) Brookway Park

The centre for male offenders under the age of fifteen years is Brookway Park. The treatment units in Brookway Park consist of a secure unit for older youths, and a secure unit for younger youths, and an open unit for youths who generally attend school or work in the community. The average length of stay at Brookway Park is approximately six months.

The Administrative staff and senior residential care worker in the Brookway Park secure unit for older boys elected to establish a treatment programme based on a token economy design. Such a programme would draw heavily on the technology available through the Achievement Place Model (Phillips, Phillips, Fixen and Wolf, 1973), as well as the Nyandi Programme of Western Australia (Nyandi Report No. 12). Certain changes were made in the fundamental philosophies in order to adapt them to the staff and structure of the unit at Brookway Park. The most significant of these changes concerned the latter programme's emphasis on positive reinforcement and almost total exclusion of punishment. Both the previously mentioned programmes had utilized a balance of positive reinforcement and punishment with the latter, including token loss. In the Brookway Park Programme, a youth's inappropriate behaviour could only result in a loss of token earning potential; not a loss of token. The reason for this decision was based on two assumptions.

(b) Assumptions

One, that the use of punishers would be difficult to control in an institutional setting, especially when they were utilized by staff experienced in a previous system biased towards negative consequences. Two that the boys generally placed in the Brookway Park unit had a chronic history of failure in all areas of functioning and thus showed benefit from an intensively positive fail-free system. Certain changes and alterations were made in the fundamental philosophies of each programme in order to adapt the programme to the staff and structure of the unit and Brookway Park.

Prior to the establishment of the token economy in the unit, unit staff were reliant on physical backups and a form of contingency management (ie. no breakfast until the beds are made, etc.) to enforce discipline in the unit. There appeared to be little emphasis on having the youths exhibit behaviours that were useful in the community if a boy was to avoid further law violations. Furthermore there was little consistency from shift to shift and even between members of the same shift. It was apparent that if the youths in the unit were to receive treatment instead of custodial care an over-riding treatment philosophy must be taught to and used by the entire staff.

(c) Volunteers

Implementation of such a philosophy was begun with recruiting volunteer staff from throughout Brookway Park. A staff of six residential care workers (three from the original unit) and the senior residential care worker were chosen. A seventh staff member had been included from another unit under the condition that the staff member returned to her unit and start implementation of the treatment programme in that unit. The seven youths in the unit at that time were surveyed as to what items and privileges they would like to be able

to earn and what behaviours and procedures they felt the staff and Brookway Park could alter, to make the unit similar to living in the community, (these items are included in the appendix). In addition, youths able to obtain permission to work were given the choice of staying in school or obtaining a job. Using the survey as input from the youths, a philosophy was developed that incorporated the youths as consumers of the programme with a voice and stake in its operation and success.

(d) Workshop

To train the staff in the treatment techniques a two day workshop was conducted and covered such subjects as: 1) the token economy; 2) teaching appropriate skills to the youths; 3) control of youths in school and at work; etc. The workshop included lectures, role playing and discussion.

(e) Points

The programme consisted of behaviours in which youths could engage to earn a predetermined amount of points, and items or privileges the youth could purchase daily (see appendix). Point earned behaviours were either routine and directed towards smooth unit functioning (see appendix), or specifically related to a particular youth's problem in the community. The former were fixed and applied to each youth in the unit; the latter (target behaviours) were chosen in consultation with each youth prior to his entry to the unit. A predetermined proportion of each youth's points release total had to be earned for specific target behaviours.

(f) Smoking Penalty

The programme deviated from that of Achievement Place (Phillips et al, 1973) in that the youths only paid penalties for smoking, absconding, and taking unbought free time away from the unit. It was postulated that by having a high price on all privileges that the

youths would need to engage in appropriate behaviour a large percentage of the time. Youths were required to earn a bond (minimum 3,000 points) before they were eligible to buy unsupervised activities outside the unit. Such a bond required a youth to work for between two and three days and therefore enabled him to learn many of the skills that he needed, to function successfully in the programme and to progress towards release (10,000 points). The bond could be adjusted upward if a youth was a demonstrated absconding risk, thereby increasing his investment in the programme. If a youth absconded, he forfeited all points earned up to that time and faced a higher release points total on return to the unit. Youths who returned to the unit within three months of release, as a result of re-offending, also faced a higher release points total.

Points recorded

Points were recorded on a point card carried by each youth (see Fig. 1). The amount of routine points earned was recorded in the left-hand column; the behaviour for which the points were earned was recorded in the centre column; and the staff signature in the right column. Specific target behaviours were similarly recorded on the far right side of the card. The reverse side of the card was used for recording amount of points earned daily, the items purchased, the net earned that day, and the youth's bank balance. (see Fig. 2).

The youth was required to purchase basics (radio-T.V., sweets, bed) each day to ensure that the youth engaged in some appropriate behaviours daily. After having purchased basics the youth could purchase further items using his bank balance (Cf. Christophersen, Rainey, Bernard, 1974).

Under this system the unit became virtually an open unit in that the youths could purchase unsupervised outside activities. The youths were

POINTS		ITEM	SIG.					TARGET BEHAVIOURS	
R	S								
75		NIGHT BEHAVIOUR						(A) Approp. response to correction & criticism.	
10		1st MORNING PERIOD						(B) Accepting direction without hostility	
10		BREAKFAST PERIOD						(C) Showing concern for others' feelings	
10		MORNING UNIT DUTIES						(D) Completing set tasks without interruption	
20		PERIOD BEFORE SCHOOL		250				POINTS	SIG.
10		MORNING RECESS			25	TASK FORCE	25D	MORNING DUTIES	
10		LUNCH PERIOD				PARTICIPATION IN MAINTENANCE	25B	MORNING DUTIES	
10		UNIT DUTIES (after lunch)			25	MEETING	25A	WHEN CRITICIZED RE SHOES	
10		AFTERNOON RECESS				SENSIBLE QUESTIONS IN	25C	Assisting John with homework	
10		TEA PERIOD				MAINTENANCE MEETING	50B	LUNCH CHORES	
10		UNIT DUTIES					25C	Helping Mrs. S. with bag	
100		PLANNED PROGRAMME					50D	TEA CHORES	
10		GETTING READY FOR BED							
		SCHOOL/WORK POINTS							

FIG. 1 Example of Individual Points Cards carried by boys

all advised before entering the unit what needed to be accomplished to bring about successful discharge from the unit. These criteria included earning ten thousand points, and fulfilling certain contract items such as finding and keeping a job for a set period; being successful in school for a set period; working on an agreement with parents at home, etc. A youth's programme was set up so that he could accomplish his goals by the end of the 21 day committal period.

Prior to discharge from Brookway Park most youths were required to successfully complete fourteen days without receiving points. This was accomplished through listing the number and type of behaviours the youth could exhibit and recording the number actually exhibited each day. If a youth was unable to complete this period successfully he reverted to the point system for a short period.

To give the youths input into the treatment programme a maintenance meeting was held each evening, during which youths could discuss grievances and rule changes. The staff conducted the meetings but the youths were the main contributors to its content.

Criticising authority figures

To teach the youths methods of criticising those in authority, the youths were given points for contributing in an appropriate manner.

The youth's behaviour in settings outside the unit were also monitored by the unit staff. A school card (see Fig. 3) was used to provide the youths with feedback and reinforcement for their behaviour at school. The teachers were asked to check the appropriate box for each behaviour in each class and initial the card at the bottom. Blank spaces were left for additional specific behaviours for each youth. The youths were given five points for each appropriate check. Employers were contacted by telephone or in person for a brief report on the youth's activities and behaviours at work.

ITEMS BOUGHT		
POINTS	ITEM	SIG.
50	Basics	
25	Supper	

TOTAL POINTS EARNED	1005	NAME
TOTAL POINTS SPENT	75	DAY
FINAL DAYS TOTAL	930	DATE
NEW BANK BALANCE	3330	PREVIOUS BANK BALANCE

STAFF

FIG. 2 Example of Back of Individual Point Card

Name	Maths		English		Health		Photo-graphy		Woodwork		Woodwork		Art		Art						Remarks
Day & Date	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
Fred Nurks																					
Monday 22/2/76	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
Hand in time table																					
Stay in seat																					
Acceptable behaviour																					
Acceptable language																					
Good study habits																					
Teachers Initials																					

FIG. 3. Example of Individual School Card carried by boys

Attention will also be focused on the youth's home environment. Although such emphasis is presently the area of responsibility of a youth's Community Welfare Worker, it is felt that the unit staff could provide suggestions and support for the families of youths returning home and that such suggestions and support might increase a youth's chances of remaining out of institutions in the future.

The token economy endeavoured to encompass a youth's entire day and repertoire of behaviours. It was planned that the youth be taught and reinforced for appropriate behaviour and that such appropriate

behaviours be necessary antecedents for any desired items or activities.

Research into impact of the treatment programme is presently underway. Since the unit was re-organised, average length of stay has been 39 days (including absconding time, and excluding those boys who were in the unit at the time of re-organisation). Prior to the new programme, average length of stay in that, and other units, was 125 days (25 weeks). Measures of recidivism and pre and post test measures to determined attitudinal and psychological changes in the youths are still being analysed.

References

1. Christophersen, E.R., Rainey, S.K., and Barnard, J.D. (1974). *Family Training Programme Manual*. University of Kansas Press.
2. Nyandi Staff. *A Teaching Manual for use by Para Professionals in Correctional Institutions and Group Homes*. Nyandi Report, No. 12.
3. Phillips, E.L., Phillips, E.A., Fixen, D.L., and Wolf, M.M. (1973). Achievement Place: Behaviour shaping works with delinquents. *Psychology Today*, June, 75-79.

APPENDIX 1

KULKAMI LIST OF ITEMS THAT CAN BE BOUGHT WITH POINTS

BASICS You must buy these each day

Normal use of T.V. & radio. Sweets after main meal & bed	50 pts.
*SWIMMING	25 pts.
SUPPER (100 pt. deposit is required, if clean up after supper is o.k. then deposit will be returned)	25 pts.
*SLEEPING IN LATE 1 point per minute	
WEARING JEWELLERY (Sleeper/small medalion on chain/bracelet)	25 pts. per day
*LATE T.V. (from 9.15 p.m.) 1 point per minute	
TUCK SHOP	25 pts.
*FREE TIME IN YARD (take note of special contract)	50 ½ hr.
MINI BIKES	50 pts.
GO CART	50 pts.

*OUTINGS (this means trips outside B.P. with staff)	150 pts.
ALLOWANCE (for every 1c you spend you pay 1 point)	
*CAMPING	200 per day
*STAFF CHORES	200 per choi
LEAVE (100 points per part)	
Part 1 Fri night	
Part 2 Sat morning	
Part 3 Sat afternoon	
Part 4 Sat night	
Part 5 Sun morning	
Part 6 Sun afternoon	
Part 7 Sun night	
Part 8 Mon morning	
TOTAL	800 points

* This means that this item can be bought only when staff on duty are able to arrange it. Other items can be bought by arrangement at a maintenance meeting.

ROUTINE AND VALUE SHEET FOR KULKAMI UNIT

APPENDIX 2

<p>FIRST PERIOD Called Shower or Wash Dress Make Bed Tidy Locker</p>
<p>BREAKFAST PERIOD At table on or before time Sitting quietly Eating without making a mess Eating without calling out Talking sensibly Not playing with the items on table Clearing plates etc when told</p>
<p>UNIT DUTIES Starting without being told Starting without argument Asking politely to have job checked by staff Putting away gear</p>
<p>FREE PERIOD (before work or school) Sitting quiety until all duties are finished Reading Listening to radio or watching T.V. Talking quietly Having clean shoes in good time Clean and neat clothing on Walking direct to school assembly or work area quietly Resisting stirring, physical and verbal</p>
<p>MORNING RECESS Resist stirring as above Organising or taking part in activity Talking in group Following staff instructions</p>
<p>LUNCH PERIOD Wash hands in unit All other items as Breakfast Period</p>

<p>UNIT DUTIES (after lunch) As at Breakfast period</p>
<p>AFTERNOON RECESS Same as Morning Recess</p>
<p>AFTER SCHOOL AND WORK PERIOD Change from school/work clothing Put clothing away tidy</p>
<p>PLANNED PROGRAMME PERIODS Participation in preparation Ready in time Dressed in correct gear (i.e. sports etc) Becoming totally involved in session Participation in finishing session</p>
<p>GETTING READY FOR BED Shower (using soap and lathered all over) Clean teeth Dirty 'Sox and Jox' washed or put out for washing Locker tidy In bed on time Reading or talking quietly Remaining in bed unless given permission Remaining quiet</p>

A TOTAL OF 10 POINTS WILL BE GIVEN FOR EACH PERIOD. IF EACH OF THESE PERIODS ARE CARRIED THROUGH WITHOUT ANY MUCKING ABOUT THEN AN ADDITIONAL 10 POINTS FOR EACH PERIOD CAN BE GIVEN.

THE NIGHT STAFF ARE ASKED TO REPORT ON EACH BOY EVERY NIGHT AND A MAXIMUM OF 75 POINTS CAN BE EARNED EACH NIGHT IF YOU

- 1) DO NOT GET OUT OF BED WITHOUT PERMISSION
- 2) DO NOT TALK LOUD
- 3) DON'T USE ABUSIVE LANGUAGE TOWARD STAFF

