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A PROPOSED FOLLOW-UP STUDY
FOR
CRAIGWOOD

2093

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INTRODUCTION

The following is a proposed design for a follow-up study of former residents of Craigwood. Its purpose is to evaluate the psychosocial adjustment of those boys who have been discharged from Craigwood since January of 1964.

Craigwood is an institution offering residential treatment services for boys whose emotional problems hinder their ability to function adequately in their home communities. It is owned and operated by the Mennonite Central Committee, Ontario, a service organization of the Mennonite churches of North America. Craigwood is located near the village of Ailsa Craig, Ontario, approximately twenty miles north and west of the city London.

Operations at Craigwood were begun in early 1955 with only a few boys living in a large, three-story farm house. The number of boys in residence was soon increased to twenty which was considered capacity.

A very significant change was made in January of 1964 when three cottages were put into use. Each cottage houses ten boys and a resident.

set of houseparents. The large farm house has been renovated and now contains administrative offices, a central kitchen, and a central laundry. Other facilities on the grounds include a small school building, a gymnasium, an ice rink which doubles as a go-cart track in the summer, and a barn which houses the ten to twelve ponies. Nearly three hundred acres of land spanning a small river provide adequate space for sports activities, fishing, riding ponies, and so on, as well as for raising cash crops and grazing a few head of cattle.

Along with the institution at Ailsa Craig, Craigwood also operates a group home in the city of London. Boys with varying social needs move into the group home from Ailsa Craig and become involved in the London school system.

Due to the traditional difficulties of finding suitable placements for the older adolescent boys, a limited after care service was initiated in January, 1966. This service is provided for boys who are discharged from Craigwood but can still benefit from personal attention and supervision as they adjust to changing societal demands.

The boys in residence are most frequently

referred to Craigwood from Children's Aid Societies. Most come from the Windsor, London, Toronto, or Hamilton areas with a few coming from as far as Ottawa. To finance the operating costs of the institution, a per diem rate has been developed which is paid by each boy's sponsoring agency. The capital expenditures are met by Mennonite Central Committee, Ontario with considerable assistance coming from the Ontario Department of Family and Social Services.

The boys admitted to Craigwood are usually within the ages of ten to fourteen years. They are boys who have continual difficulties in adjusting to their family setting, as well as difficulties in forming adequate relationships with peers and adults. They are often boys who are experiencing problems in their school situations both behaviorally and academically.

The treatment services at Craigwood are focused on group living. The cottage unit of ten boys and a set of houseparents represents a modified family situation in which the child can relate to parent figures and see parent figures interact with one another. In most cases the boy's houseparents become the most

significant adults on the staff. Therefore, a major portion of treatment goals are communicated to, and worked through by the houseparent staff.

The need for individualized treatment is also recognized. A social work staff of three provides casework services and is responsible for establishing and pursuing the treatment goals of each boy. There is also a consultant psychiatrist and psychologist who serve the institution on a regular basis.

A school system has been developed within the institution which is geared as much as possible to the varying individual needs of the students. The classes are small in size, five to eight boys per teacher, and attempt to promote a level of consistency in both behavioral and academic performance leading to the boy's return to the public school system.¹

¹For more information on Craigwood see Appendix I.

PURPOSE

The purpose of this proposed follow-up study is to evaluate the psychosocial adjustment of those boys who have been discharged from Craigwood since January of 1964. Because this study is exploratory in nature, the plan is for it to be carried out on a descriptive level. Its objective is to record what is observed, without the formal testing of an hypothesis. It is expected to open up other areas for more careful investigation.

Because no such follow-up study has been done before at Craigwood, the carrying out of this study would provide basic information about former residents such as where they are now living, the types of employment in which they are involved, and other similar facts. This type of information, which is at the present relatively unavailable at Craigwood, would provide the institution with a clearer picture of what is happening to residents after they leave.

An evaluation of the boys psychosocial

adjustment could provide a basis for evaluating the treatment programs as carried on by the institution. A psychosocial evaluation could be compared to any number of other variables such as length of stay, age at admittance, significant relationships, and defined treatment programs. These comparisons could then be used both for evaluation of treatment programs and as a basis for other, perhaps more specific, research concerns.

This study would also function as an examination of available data at Craigwood and clarify its usefulness and availability for research purposes. It would identify existing deficiencies and suggest areas and ways of improvement. Such improvement would aid the ongoing treatment program as well as facilitate further research which the institution may want to carry out in the future.

Most agencies and institutions offering therapeutic services are aware of the fact that good intentions and persistent efforts are not adequate justification for their existence. What is needed is evidence of accomplishment. To promote efficient and productive services to

their clients, agencies must be aware of the results of their treatment efforts. Follow-up studies provide agencies with information concerning the results of their services. They give evidence of accomplishment or lack of accomplishment and can serve as a basis for evaluating the agency's total program or any aspect thereof.

Quite a number of follow-up studies have been carried out and are reported in the literature. Most of these studies tend to be similar in nature in that they attempt to assess the functioning of former clients, particularly as related to the primary goals of the treatment services offered. However, the particular method and scope which is used may vary considerably as the following illustrations will show.

In an article appearing in Social Casework² Natalie Siegel describes a follow-up study carried out at a Family Service agency in Detroit. The primary purpose of this study was to evaluate the clients' functioning eighteen months after

²Natalie Siegel. "A Follow-Up Study of Former Clients: An Example of Practitioner-Directed Research" Social Casework V. 46, no. 3, June, 1965, p. 345-351.

their cases had been closed. This evaluation was done by using a method of comparative ratings, based on the researcher's judgment of the client's functioning at the point of case closings and at the time of the follow-up interviews.

A clinically oriented day school in California used a follow-up study to determine subsequent social and academic adjustment in those children entering or returning to a public school.³ Questionnaires were sent to the parents, to the children, and to the school. Comparisons were then made between parent and child judgment, parent and school, and child and school. Comparisons of attitudes and behavior were also made by various observers at the day school and at the public schools.

The Salesmanship Club Boys Camp near Hawkins, Texas became involved in a follow-up study.⁴ The purpose of the study was that of determining the operating efficiency of its year-round camping

³Laurence School, Van Nuys, California. Referred to in Research Relating to Children U.S. Dept. of Health, Education, and Welfare; Children's Bureau, 1966, p. 101.

⁴Bert K. Smith. "The Worth of a Boy" Understanding Mental Health D. Van Nostrand Company, Inc. Princeton, New Jersey, 1965, p. 68-87.

program, in its main objective of rehabilitating boys. Information concerning the personal and social adjustment of former campers was obtained by interviewing boys and their parents, by sending questionnaires to teachers, and by examining court records. This information was summarized and presented to a pannel of impartial judges. The judges compared this summary with a summary of the boy's record prior to entering camp and then classified the results of the comparison in one of five categories ranging from "Good improvement in adjustment" to "Negative change in adjustment."

The literature is full of other examples of agencies and institutions who have carried out fairly extensive follow-up studies.⁵ Mental hospitals have often found follow-up studies to

⁵For example see: L. E. Pinchak and G. W. Hollins. "A Social Adequacy Rating Scale: Preliminary Report" Social Work V. 5, no. 2, Ap., 1960, p. 71-78.

R. J. Savard and E. Walker. "Changes in Social Functioning After Surgical Treatment for Temporal Lobe Epilepsy" Social Work V. 10, no. 1, Jan. 1965, p. 87-95.

be of value in assessing treatment.⁶ Other agencies using follow-up studies to good advantage include agencies offering services to children,⁷ in particular, residential treatment centers for children.⁸

⁶For illustrations of the use of follow-up studies in mental hospitals see:

Maxwell Jones. The Therapeutic Community Basic Books, Inc. New York, 1953.

E. R. Sinnott, W. E. Stimpert and E. Straight. "A Five-Year Follow-up Study of Psychiatric Patients" American Journal of Orthopsychiatry V. 35, no. 3, Ap. 1965, p. 573-580.

M. Pollack, S. Levenstein and D. F. Klein. "A Three-Year Posthospital Follow-up of Adolescent and Adult Schizophrenics" American Journal of Orthopsychiatry V. 38, no. 1, Jan. 1968, p. 94-109.

⁷For illustrations of follow-up studies relating to services to children see:

Research Relating to Children U. S. Dept. of Health, Education and Welfare, Children's Bureau, 1966.

Lee N. Robins. Deviant Children Grown Up Williams and Wilkins Company, Baltimore, 1966.

⁸Illustrations of the use of follow-up studies in residential treatment centers for children can be found in:

Herschel Alt. Residential Treatment for the Disturbed Child International Universities Press, Inc. New York, 1960.

L. McCorkle, A. Elias and F. L. Bixby. The Highfields Story Henry Holt and Company, New York, 1958.

A. Davids, R. Ryan and P. Salvatore. "Effectiveness of Residential Treatment for Psychotic and other Disturbed Children" American Journal of Orthopsychiatry V. 38, no. 3, Ap. 1968, p. 469-475.

DESIGN AND METHODOLOGY

This proposed follow-up study will attempt to evaluate the psychosocial adjustment of the fifty three boys who have been discharged from Craigwood since January of 1964. The study is limited to those leaving since January, 1964 for two main reasons. First of all there is the time factor involved. Those boys discharged prior to January, 1964 will have been gone from the institution for a minimum of four years, with some being gone from the institution for up to twelve years. With this amount of time between treatment and follow-up, the number of interviewing variables becomes so great that psychosocial adjustment at the time of the follow-up will be difficult to relate to treatment received at Craigwood. Secondly, it was in January, 1964 that the cottage system was first put into use. This represents a significant change in treatment approach by the institution. It also represents the current treatment program which is the program at which any future evaluative research would be looking.

Because the study is evaluating each boy's adjustment, the term adjustment must be clarified. A number of attempts have been made at defining social adjustment. English and English define social adjustment as, "a person's harmonious relationship with his social environment."⁹ The Dictionary of Psychology defines social adjustment as, "the changes in habitual conduct and behavior which an individual must make in order to fit into the community in which he lives."¹⁰

Barrabee, Barrabee and Finesinger point out that social adjustment can be considered as a process or as an evaluation.¹¹ As a process, it is a dynamic concept which includes both doing and feeling. Schneiders says that adjustment itself is neither good nor bad and can be defined

⁹Horace B. English and Ava C. English. A Comprehensive Dictionary of Psychological and Psychoanalytical Terms David McKay Company, Inc. New York, 1958, p. 14.

¹⁰Howard C. Warren, editor. Dictionary of Psychology Houghton Mifflin Company, Massachusetts, 1962, p. 252.

¹¹P. Barrabee, E. Barrabee and J. Finesinger. "A Normative Social Adjustment Scale" American Journal of Psychiatry V. 112, Oct. 1955, p. 252-259.

as:

"a process, involving both mental and behavioral responses, by which an individual strives to cope successfully with inner needs, tensions, frustrations, and conflicts, and to effect a degree of harmony between these inner demands and those imposed on him by the objective world in which he lives."¹²

When the term social adjustment is considered as an evaluation, it deals with how well the process of social adjustment is accomplished. Any evaluation implies norms. When evaluating social adjustment, the norms become the standards of performance and attitudes which are included in patterns of expected behavior as determined by the society. As an evaluation, the term social adjustment is defined by Barrabee, Barrabee, and Finesinger as, "the degree to which a person fulfills the normative social expectations of behavior that constitute his roles."¹³

Each individual lives in an on-going society which establishes the roles of its members. That

¹²Alexander A. Schneiders. Personal Adjustment and Mental Health Rinehart and Company, Inc. New York, 1955, p. 51.

¹³Barrabee, Barrabee and Finesinger. op. cit. p. 252.

is, the society defines certain ways of doing things as legitimate. These legitimate patterns of behavior become stabilized as they meet the needs of the on-going society as well as the needs of its members. By virtue of his position in society, each individual has various statuses which belong to him. These statuses are defined by rights and obligations which include both performance and attitude toward that performance. The rights and obligations which define a status, determine what the society can expect of the individual occupying that status.¹⁴

An individual's role can be defined as the performance of those rights and obligations that define the status which he is occupying.¹⁵ Role is the dynamic link between the individual and the society which established the status.¹⁶ By observing how an individual enacts his roles, one can perceive the relationship between the

¹⁴Ibid.

¹⁵Ibid. p. 253.

¹⁶For a further discussion of status, role, and social group see:

H. C. Bredemeir and R. M. Stephenson "Social Structure" The Analysis of Social Systems Holt, Rinehart and Winston, Inc., New York, 1962, p. 29-38.

individual and his status and the relationship between the individual and the society of which he is a member. Therefore, the adequacy with which an individual has adjusted to his society can be evaluated by observing his role performance. If the individual's role performance meets the expectations which society has defined, it can be said that the individual is adequately adjusted. That is, according to society's definitions, he is behaving responsibly towards himself and towards others in the society.

On this basis, if a look can be taken at the role performance of those boys who have been discharged from Craigwood, one should be in a position to evaluate the adequacy with which they have adjusted to society. This evaluation will be a judgment of each boy's role performance as compared to the expectations of society.

To give some structure and uniformity to such an evaluation, I am proposing the use of an instrument which is a modification of a social adequacy rating scale which was developed by Pinchak and Rollins.¹⁷ The instrument focuses

¹⁷ Pinchak and Rollins. op. cit.

on eight areas of adjustment which can be defined as follows:

A. Responsibility for the use of money.

The extent to which the individual is realistically concerned and responsible about his money, its source and its use.

B. Personal appearance. The extent to which the individual maintains his personal appearance; e.g. dressing, general hygiene, grooming, etc., in conformity with others in his environment.

C. Personal habits. The extent to which the individual maintains the standards of his immediate environment as to etiquette, conduct, and customs.

D. Vocational responsibility. The extent to which the individual maintains responsibility for productive work.

or: Academic responsibility. The extent to which the individual maintains responsibility for pursuit of his studies.

E. Social group attendance. The extent to which the individual maintains appropriate social, recreational, religious, and avocational activities.

F. Social group participation. The extent to which the individual is able to appropriately

interact in a social group.

G. Responsibility for family and immediate associates. The extent to which the individual shows responsibility for the rights and well-being of members of family and immediate associates in his environment.

H. Interpersonal relationships. The extent to which the individual maintains sustained relationships with others on a person-to-person basis, demonstrating personal-emotional involvement.

Within each of these eight areas of adjustment, each boy would be rated on a five-step scale, defining gradations of social adequacy.¹⁸ The five steps of the scale are defined as follows:

1. Social Adequacy. Usually functions in a responsible and appropriate manner.
2. Borderline Social Adequacy. Frequently functions in a responsible and appropriate manner.
3. Intermediate Social Adequacy. Sometimes functions in a responsible and appropriate manner.
4. Minimum Social Adequacy. Very occasionally functions in a responsible and appropriate

¹⁸See Appendix II for the proposed instrument and scoring sheet.

well as from the boy himself.

It must be remembered, however, that psychosocial adjustment is two-edged.²⁰ That is, it includes both performance and attitude toward that performance. The use of the Social Adequacy Rating Scale is an attempt to evaluate the social or performance aspect of each boy's adjustment. In an attempt to assess the personal or attitudinal aspect of adjustment in the same eight areas, the following set of questions are being proposed. These questions need not be presented to the boy as they are stated here. It is expected that they will serve as headings or guidelines for a verbal explanation to the boy. Hopefully they can be used in a flexible manner as deemed appropriate in the varying settings and situations.

1. How do you feel about the way you use your money?
2. How do you feel about the way you maintain your personal appearance, such as dress, grooming, and so on?
3. How do you feel about your conduct as

²⁰L. D. Crow and Alice Crow. Child Development and Adjustment The Macmillan Company, New York, 1962, p. 424.

compared to the conduct of the people around you?

4. How do you feel about your job?

or:

How do you feel about your school performance?

5. How do you feel about the groups you associate with for social or recreational activities?

6. How do you feel about the way you participate and interact in group situations?

7. How do you feel about the way you get along with the people you live with?

8. How do you feel about the way you get along with people in general?

The boy will be asked to respond to each question by indicating his position on an imaginary ladder which has five rungs. The bottom rung of this ladder represents complete dissatisfaction with self, a feeling of complete failure. The top rung represents a feeling of success, the personal satisfaction that he is performing as best he can. In other words, the ladder reaches from complete personal dissatisfaction with self at the bottom to complete personal satisfaction at the top, and each boy is

asked to indicate where he places himself at the present time.²¹

This particular approach to assessing the personal or attitudinal aspect of adjustment is untried. The type of response which it will receive and its validity are therefore unknown. It will likely be improved with use.

²¹See Appendix III for the proposed instrument.

PERCEIVED OBSTACLES

One problem in proposing this study is the estimation of cost. Considering secretarial expenses, traveling expenses, and wages, the cost of carrying out this follow-up study would be roughly estimated at \$6000. This estimation is based on the guess that it would take one social worker approximately six months of full-time involvement to track down all the necessary information as well as locate the boys involved.²² Conducting a trial run on a limited basis may be a good way of estimating the cost more accurately.

A chief problem which will be encountered in carrying out the study will be the locating of all the boys involved. A considerable amount of clerical work will be necessary. Files will have to be checked for information concerning where the boys went following discharge from

²²For a guide to research costing refer to: D. C. Miller. Handbook of Research Design and Social Measurement David McKay Company, Inc. New York, 1964, p. 328.

Craigwood. Information from sponsoring agencies will probably be required in most cases. This means that numerous letters and/or telephone calls, along with visits to sponsoring agencies will likely be necessary to determine the present location of each boy. Considerable traveling time may also have to be spent in locating boys as they are likely to be spread out across eastern and southern Ontario.

Another obstacle which may be encountered is that of confidentiality. There is the possibility that a few of the boys may not want to participate. They may not want anyone going to teachers or employers for the purpose of gathering information. They may not want others to know they were formerly residents of Craigwood, or they may not want Craigwood to obtain information about them. I have no solution for this problem at the present, as I think the boys confidentiality should be upheld.

The unevenness of the gathered data may be another problem in the completion of the study. There will be much more information for some boys than others on which to base a rating. Also there may be much more information pertaining to one

category than pertaining to other categories for the same boy. This problem will be partially handled through the scale's provision for no rating due to insufficient information. However there will still be some instances in which more adequate information is available than others, although both will be rated on the scale. This unevenness of data may be a factor to be taken into account when looking at the results of the study.

Another similar problem is presented by the question of the sensitivity of the instruments used. Their strengths and limitations are not well known, especially in connection with the second scale which attempts to assess personal satisfaction or dissatisfaction. Both scales could likely be improved upon through the actual carrying out of the study.

A very general, yet ever present problem is presented by the fact that this study is exploratory in nature. What is being done lacks specific structure because its boundaries can not be very specifically defined. This means that the study must be free, to a certain extent, to regulate itself as it proceeds. Because it is proceeding

on untried ground, regulating decisions will have to be made as the study progresses and as new information is gained. It is hoped that future research will profit by the results of these decisions.

CONCLUSIONS

In the process of carrying out this proposed follow-up study, Craigwood would gain a clear understanding of what is involved in a social research project. The study would function as an examination of available data at Craigwood and clarify its usefulness and availability for research purposes. It would identify existing deficiencies and suggest areas for, and means of improvement. Such improvement would aid the ongoing treatment program as well as facilitate further research which the agency may want to carry out.

The completed follow-up study will present two specific things. First of all, there will be the specific data on the location of the boys and what they are doing. This will provide the agency with a clear picture of what has happened to those boys who have left Craigwood since January, 1964. Secondly there will be the ratings on the two scales involved. They should give the agency an indication of each boy's psychosocial adjustment.

From this information a number of things can be drawn. The location of the boys and an indication of their psychosocial adjustment should provide a base on which further, perhaps more specific research can build. The comparison of psychosocial adjustment to such things as treatment methods, length of stay, age, and so on could have beneficial results if carried out on a more controlled, more specifically defined basis.

The information gained could also have important implications for the after-care services. If, for example, the data indicated that boys who received a greater amount of supervision and control following discharge seem to be more adequately adjusted, the agency may want to increase the amount of after-care services provided.

The number of ways in which the information could be used is great. The way in which it will be put to use will depend upon the actual content of the information, what further areas of research Craigwood may want to pursue, and the amount of time and finances available to pursue them.

APPENDIX I

The following manual explains Craigwood in further detail. It has been prepared to be used by agencies who have referred, or are likely to refer boys to Craigwood.

CRAIGWOOD

A Residential Service for Emotionally Disturbed Boys

Operated by The Mennonite Central Committee (Ontario)

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Director
Ed Driediger



Craigwood
P.O. Box 100 - Ailsa Craig, Ontario

Telephone 519-232-4301

An institution owned and operated by the Mennonite Central
Committee Ontario for boys in need regardless of race or creed.

January 2, 1968

Our attempts to meet the needs for institutional placement for disturbed lads dictates that we allow some flexibility of programme. So that you are aware of these changes we are printing this revision of the booklet that was last printed in 1965.

On November 18, 1967 our sponsoring body, the Mennonite Central Committee (Ontario), had their annual meeting. They again indicated their approval of our basic treatment philosophies and were encouraged to liquidate the capital debt that has been incurred by the building of our cottages.

From several quarters there have been requests that a research study be undertaken on the discharges of the institution. It is hoped that this study can be begun within this year and that research will become a permanent aspect of our programme.

Our per diem fee structure has been changed somewhat, primarily in response to agency requests to develop a more inclusive fee. This is described more fully in the manual. Another operational change is that we have discontinued the use of our own medical consent form and will instead use the one designed by the Department of Social and Family Services.

Two important additions to the staff during the past year have been the addition of a psychiatrist on a part time basis and the developing use of a psychologist who is in private practice.

As has been its character for a number of years, Craigwood continues to operate at capacity. A waiting list is not used because it inhibits both the referring agency and the institution in their efforts to deal with immediate situations.

Our desire is to continue to be of service to the individual child and to the agency that is responsible for his well being.

Ed Driediger
Director

1. Setting

Both history and geography dictate something of the nature of an institution. Craigwood's history suggests that there has been a strong religious motivation for providing this particular treatment service. Two of the prominent elements of this rather complex motivation are an attempt to express practically the love of Christ in our relationship with disturbed youth and secondly, to provide society at large with the facility in response to their need rather than to meet the needs of its sponsors. It also provides an arena in which spiritual values are confronted with the dramatic needs of society at large and allows a critical examination of spiritual values against a backdrop of the practical realities of life.

The geography consists of some 300 acres, spanning a river in a small rural community. The tillable land is used for cash crops, the low land along the river is used for cattle grazing, the "fiats" are also a playground on which the boys can ride ponies or play in the bush. The setting represents perhaps the ideal for an institution in a rural location; a large amount of land, a river, bush and farm land, and the institutional buildings situated in such a way that the land acts as a buffer between its occupants and the larger community.

As the program has grown, the farm setting has been complimented by three cottage-type facilities with each having a capacity of a resident set of house-parents and ten boys. Complimenting these basic living units are a gymnasium, combination go-kart track in summer and ice rink in winter, and a small school building. The large old farm house has been renovated and contains administrative offices, a central kitchen and a central laundry as well as some staff quarters. In addition, there are the barns and shops that are appropriate to a farm environment.

2. Group Living

A large part of our philosophy has been based on the proposition that many of the problems we see in the lads we serve have their base in faulty family relationships. This is often exemplified by the complete breakdown of family life and the virtual nonexistence of positive adult examples that can be used as models to develop patterns of behaviour.

Out of this general idea we have developed living units of ten boys and a set of houseparents. This represents a modified family situation in which a child can relate to parent figures and see parent figures interact with each other. Since the lads live in groups of tens with perhaps a five year age span among them, their peer relationships are modified from those of a family setting yet they do present some opportunity for the lad to see and experience both the joys and problems of family life. The cottage unit is a definable group within the institution and the houseparents carry a major responsibility for organizing and supervising the use of free time. Many of the activities of the institution are carried out on the basis of a particular cottage's interest and capabilities.

Because of this emphasis on the living unit, houseparent staff are most important in the treatment process. Consequently, a major part of our treatment goals are communicated to and worked through the houseparent staff. We have found it most appropriate and useful to use them as a primary tool in accomplishing treatment goals. This is because they are the staff with whom the lads spend the most time and in most cases are the most significant adults on the staff to the lads.

3. Specialized Treatment

We recognize the importance of a living situation as the milieu in which to accomplish treatment goals. We also recognize the need to individualize treatment, to spell out the particular problems of a lad and use other treatment means as they are available. In recent years there has been a steady growth in the importance and availability of individual casework in the institution.

At the present time there is a social work staff of three who are responsible for establishing and pursuing the treatment goals of each lad in residence in the institution. The staff provides individual casework to all children in care and also assumes certain supervisory and educational functions with other institutional staff. We have also been able to develop at various times treatment groups that have been structured for both therapy and socialization purposes.

The social work staff are also responsible for seeking out and utilizing the skills and knowledge of a consultant psychiatrist and psychologist who serve the institution on a regular basis. The institution also uses other public and private diagnostic services available in the London community.

4. School Programme

School and learning difficulties are not the exclusive property of emotionally disturbed children; yet Craigwood found very early in experience that it would also have to provide alternates to the regular public school system.

A school system was developed within the institution with personnel who could provide some of the specialized skills needed for education. Currently, and for the last number of years there has been a principal and four teachers who have had in their charge 27 to 30 boys who are in residence at Craigwood.

This means that we have small classes with perhaps five to eight boys per teacher. A boy's school programme is geared as nearly as possible to his individual needs. The school follows the pattern of the public school system in providing a regular school day as well as a regular school year.

As the boys progress in this school program some of them achieve a level of consistency in both behaviour and performance that makes return to the public school system a logical next step in their development. In recent years we have been able to arrange for lads to attend a local public school, a local Separate school and two of the local secondary schools. This means that they are able to progress into the public school system even though they may require the group care and specialized services that the institution can provide.

5. Ancillary Services

One of the basic philosophies of Craigwood has been that as children improve they should be able to return as quickly as possible to the main stream of social activity that is characteristic of our society. Because we were often handicapped in this effort to move children out of the institution, we established in December 1964 a Group Home in the City of London.

The purpose of this facility was to allow the institution an option in cases where sponsoring agencies were unable to find foster home or group home placements for children who did not need the services of our Ailsa Craig facility. Much like our cottages at Ailsa Craig, it functions with a set of houseparents yet with many more opportunities for socialization in the community. The lads in this Group Home attend local public and secondary schools and the lads involve themselves in

the local recreational activities with members of the community rather than as members of an institution. All of the admissions to this Group Home have been previously admitted to the Ailsa Craig program. Consequently, we see it as an extension of the basic service we provide at Ailsa Craig and not as a new service that we offer to the agencies of the public.

In January of 1966 we found it increasingly difficult to develop treatment plans with sponsoring agencies for lads who had maximized their potential within our residential programs. Consequently, we began to supervise lads in the 16, 17 and 18 year old age range who did not want to return to their home communities for school or employment. In these cases we assumed the responsibility for helping these lads to find their first employment, to find commercial boarding homes that would meet their needs. This relationship is then continued by providing a weekly contact in much the same pattern as an out-patient service.

This after care program as well as the Group Home in London are limited services that Craigwood staff have developed as defenses against the traditional difficulties agencies have in finding placements for lads in middle and late adolescence. They represent for us an attempt to protect the investment that has been made in a lad in the Craigwood program and are not to be construed as a blanket agreement on our part to carry all admissions through their adolescence and into the typical independence of the 18 or 19 year old.

II. Admissions Policy

The proper selection of institutional care for a boy depends upon the total personality of the boy as well as his family situation. However, there are some general guides as to when institutional care may or may not be helpful. Some of the

boys who may be able to use the services of Ailsa Craig are those who:

1. are having continual difficulty in adjusting to a normal family setting. Due to emotional difficulties sometimes these boys may display symptomatic patterns of behaviour which are unacceptable to real or surrogate parents.
2. have relationship difficulties.
 - a) Those who lack motivation to form satisfying relationships.
 - b) Those who are unable to tolerate close interpersonal contact. They may react negatively in their frustration and conflict by being hostile, aggressive, defiant or self-centered, or withdrawn and uncommunicative.
3. would find immediate placement with substitute parents intolerable because of their involvement with their own family.
4. are between the ages of 10 and 13-1/2 at the time of admission.
5. are of at least average intellectual ability in functioning or potential.
6. in the judgment of the institution can fit in with the existing population in relation to age, size, symptoms, etc.

The Craigwood programme is not directed toward helping boys with the following symptoms or problems:

1. Psychotic illness.
2. Those who do not have some conscious control over their behavior.
3. Those who are physically handicapped to the extent that they cannot participate in or benefit from extensive physical activity.

111. Relationships with Sponsoring Agencies

It is in the child's best interests that a close contact be maintained between Craigwood and the sponsoring agency. Craigwood will furnish the agency with periodic reports of the child's progress, current diagnostic thinking concerning the child and probable discharge dates. In addition Craigwood will keep the agency informed of any significant incidents such as a child's reaction to family visits,

injuries or any other incident that will have a direct bearing on the agency's work with the child.

An agency staff member is requested to make periodic visits preferably every four to six weeks to Craigwood to see their wards, to allow the child to express himself concerning Craigwood. This also serves as contact with the home community of the lad by suggesting that his home community is concerned about his welfare and that someone from this community is interested in maintaining a contact with him. Part of the child's orientation to reality is based on the relationship he has with his home agency and the people in his home community.

As part of this orientation to reality we prefer that lads be able to visit in their homes and community at least two or three times a year. Typically these visits occur at Christmas, Easter and perhaps once during the summer holidays. More visits are usually indicated when a lad is preparing for discharge when we feel it best to encourage the relationship with his own family. Within certain limits we would also encourage the lad's parents to make periodic visits to the institution.

In some instances we have also found it to be worthwhile to work directly with the lad's parents. It is obvious that there are a variety of approaches that can be taken to the inter-relationships between an agency, the institution, a lad and his parents and that in some cases it becomes mutually advantageous to each of these parties to adopt an approach that is somewhat apart from the norm.

1. Admission and Discharge Procedure

The referring agency will make an application for admission by submitting a social history in two copies. In addition to the social history, all available psychological and psychiatric reports should also be submitted. The need for a complete

report cannot be overemphasized because this initial application determines whether the lad will be a likely candidate for admission and also serves as an early basis for treatment planning.

The admissions committee at Craigwood consists of supervisory personnel. This committee makes the final decision concerning admission and their decisions are often based on the final item of the admission policy which is concerned with the make-up of the current population of the institution, and the ability of both the staff and the lad's peers to accept the particular problems that he may present.

Craigwood will notify the agency of the admissions committee's decision. If placement seems indicated, Craigwood will request the results of a physical examination recorded on the form recommended by the Canadian Welfare Council. Preferably the admissions procedure will include one visit by an institution social worker at the lad's current placement which will be followed by the lad's preplacement visit at the institution. Although there is some variation of the pattern, the opinion of the institution is that the child should have some introduction to the institution and its personnel before he becomes a resident. At the time of admission the Application for Admission and the Consent and Authorization forms as designed by the Department of Social and Family Services (Child Welfare Branch) will be completed. The third form which represents the financial agreement between the agency and the institution will also be completed at that juncture.

Craigwood sees its primary responsibility as the provision of an institutional service. Consequently, we do not cultivate relationships in an effort to find foster homes or to seek other institutional placements. Apart from the exceptions noted in the Ancillary Services, Craigwood does not assume responsibility for finding placements after discharge. It is assumed that with the periodic reports prepared

by the institutional staff, the regular contacts with agency personnel that there will be some common agreement determining when a child is ready for discharge. Craigwood will assume the responsibility of preparing the lads for discharge and the sponsoring agency will assume the responsibility for transferring the lad and settling him in his new environment.

2. Fees

Craigwood has developed a per diem rate that is inclusive of all fees except hospitalization, and medical and surgical costs (it is assumed that the sponsoring agency has agency directives covering these items), and the infrequent items that are charged to the lad's family allowance. This inclusive fee is based on the supposition that the child's health and clothing needs have all been met to the point of admission. If this has not been the case the institution will bill the agency for the initial clothing, dental and optical fees that are required to bring these items to an acceptable standard.

The full per diem rate will be charged during holidays or other visits with the family or in foster homes. Craigwood will reimburse agency foster homes at current agency rates for holiday care provided it has been previously discussed and agreed upon with agency personnel. When a lad is in a hospital or other medical institution Craigwood will charge one half per diem for the first six days, and one quarter per diem for the days over six. A monthly statement is sent by the institution to the sponsoring agency and payment is to be made by the 15th of each month in favour of Craigwood.

SOCIAL HISTORY OUTLINE

for

CRAIGWOOD

It is essential that as complete a case history as possible be supplied for both diagnostic and treatment planning purposes. The following guide has been prepared to aid in securing such a history. It is intended that this guide act only as an outline, and that the history be prepared in paragraph form. Any additional pertinent information beyond the contents of the outline that will aid in understanding the applicant will be appreciated.

I. IDENTIFICATION

1. Name: _____ Date: _____
2. Birthdate: _____
Birthplace: _____
3. Religion: _____
Racial Origin: _____
4. Referring Agency: _____
Wardship Action: _____
5. Source and reliability of case history material: _____

II. REASON FOR REFERRAL

State very briefly the applicant's problem areas and the particular reasons this institution placement is being considered.

III. FAMILY HISTORY

1. Father:
Give name, birthdate, education, occupation, religion, health, appearance and the family traits and attitudes of each parent.
2. Mother:
3. Siblings:
List siblings (oldest to youngest) with birthdate and present situation. Also note any relevant information concerning the part each plays in the applicant's life and problems.
4. Home Situations:
Relationship between parents, relationship between parent and child, other significant persons in child's life, cultural, religious and moral values; community attitudes toward family, stability of the family, economic situation of family, home conditions and number of moves.

IV. FOSTER FAMILY CARE

If this child has lived in any other than the parental home, chronologically list the foster placements and give some indication of the impact on the child.

1. Home Setting:
Child's reaction to the home, foster home's acceptance of the child and vice versa, particular problems encountered in placement, reason for removal from placement and the child's understanding of the removal.
2. Summarize the treatment (and the response to treatment) of the parental and foster home placements.

V. PERSONAL HISTORY OF THE APPLICANT

1. Physical Description:
2. Early Development:
 - a) Planned or unplanned pregnancy
 - b) Health during pregnancy
 - c) Feeding problems
 - d) Nature of toilet training and by whom
 - e) Age learned to walk, talk, etc.
3. Nature of Relationships:
 - a) Adults and other children.
4. Problem Areas:
 - a) Personality pattern in general: (prevailing moods, child's self concept, behavior described as "typical"; how does the child see himself and his problems).
 - b) Habit Disorders: (sleeping, eating, elimination, cleanliness, etc.) Describe in detail nature of disorders, onset, precipitating factors, methods of handling utilized, child's response to these methods, child's attitude towards disorders.
 - c) Behavior Disorders: (stealing, truancy and other delinquencies, sexual relationship problems, etc.)
 - d) Neurotic Symptoms: (nail biting, coughing, day-dreaming, irrational fears, nightmares, sleep-walking, etc.) Describe in detail nature of disorder, etc.

VI. SUPPLEMENTAL INFORMATION

In addition to the supplemental material provided by allied agencies, some general statements are in order to complete the picture of the applicant.

1. Educational History: Listing of school placements, significance of academic and behavioral problems.
2. Medical History: Indicate general health condition and any particular medical problems.
3. Psychological Testing: List test, scores, dates and reliability.

VII. PLACEMENT IN INSTITUTION

1. Family's attitude toward placement:
 - a) Who may visit the applicant and which homes may be potential homes for holiday visits.
 - b) What is the child's understanding of his problem and his reaction to this particular institution.
2. What are the tentative plans for this child after this institutional placement.

CRAIGWOOD

Financial Agreement

This financial statement made this _____ day of _____

A.D. 19 __, between

THE MENNONITE CENTRAL COMMITTEE
ONTARIO which owns and operates
Craigwood,

and

Hereinafter called the Sponsoring Agency,

covering the entrance of _____ as a pupil at
Craigwood.

1. It is agreed that the Sponsoring Agency will contribute \$ _____
per day toward the maintenance of the said _____
at Craigwood. It is understood that maintenance includes board, room, clothing,
laundry, and professional services of the Craigwood staff as well as routine
dental and optical care. It is further understood that rates may vary from time
to time depending on the policy of the Board. Payment is to be made on the 15th
of each month and in favour of Craigwood.

2. It is understood that the Sponsoring Agency is financially responsible
to pay the per diem rate for their ward at Craigwood during his leave of absence
from Craigwood, whether with or without that Institution's permission.

3. It is understood that the Sponsoring Agency is also to assume any
hospitalization or surgical expenses which may be necessary to their ward's
health while at Craigwood. His Ontario Hospitalization Number is _____
His OMSIP number is _____

4. It is further understood and agreed that Craigwood assumes reasonable
supervision of children entrusted to its care, but cannot accept responsibility
for accidents which may occur either on or off the Craigwood property.

SIGNED _____ SIGNED _____
For Craigwood For Sponsoring Agency

APPENDIX II

The following is the proposed instrument for evaluating each boys social adjustment. It is based on an adaptation of Pinchak and Rollin's "Social Adequacy Rating Scale" as done by Dr. F. J. Turner.

SOCIAL ADEQUACY RATING SCALE

Explanation:

The component parts of this scale are designed for rating each boy's behavior as indicated by his ability to function responsibly and appropriately in relation to himself and others. Each of the eight areas of adjustment is measured on a five-step scale which is basically as follows:

1. Social Adequacy - Usually functions in a responsible and appropriate manner.
2. Borderline Social Adequacy - Frequently functions in a responsible and appropriate manner.
3. Intermediate Social Adequacy - Sometimes functions in a responsible and appropriate manner.
4. Minimum Social Adequacy - Very occasionally functions in a responsible and appropriate manner.
5. Social Inadequacy - Seldom functions in a responsible and appropriate manner.
- X. Unknown - No information on which to base a rating.

Instructions:

Draw a circle around the box on the scoring sheet containing the number of the step in each area of adjustment which you think best describes the boy which you are rating.

- A. Responsibility for Use of Money: The extent to which the individual is realistically responsible about his money, its source and its use.

	A
<u>Social Adequacy</u> : Shows responsibility for control of money and uses it with general good judgment.	1
<u>Borderline Social Adequacy</u> : Shows frequent responsibility and good judgment for use of money with irregular exception.	2
<u>Intermediate Social Adequacy</u> : Shows some responsibility for use of money with frequent exceptions.	3
<u>Minimum Social Adequacy</u> : Shows occasional responsibility for spending, but uses money reluctantly or with poor judgment.	4
<u>Social Inadequacy</u> : Shows very little responsibility for money, uses it without recognition of its value or purpose.	5
<u>Unknown</u> : No information on which to base a rating	X

B. Personal Appearance: The extent to which the individual maintains his personal appearance; e.g., dressing, general hygiene, grooming, etc., in conformity with those of others in his environment.

	B
<u>Social Adequacy</u> : Shows responsibility for appropriate personal appearance.	1
<u>Borderline Social Adequacy</u> : Shows frequent responsibility for appropriate personal appearance with irregular exceptions.	2
<u>Intermediate Social Adequacy</u> : Shows some responsibility for personal appearance with frequent exceptions.	3
<u>Minimum Social Adequacy</u> : Shows occasional responsibility, but generally his personal appearance is inappropriate.	4
<u>Social Inadequacy</u> : Shows very little responsibility for personal appearance.	5
<u>Unknown</u> : No information on which to base a rating	X

- C. Personal Habits: The extent to which the individual maintains the standards of his immediate environment as to etiquette, conduct and customs.

	C
<u>Social Adequacy</u> : Shows responsibility for conforming appropriately.	1
<u>Borderline Social Adequacy</u> : Shows frequent responsibility for conformity with only irregular lapses.	2
<u>Intermediate Social Adequacy</u> : Shows some responsibility for conforming with some lapses.	3
<u>Minimum Social Adequacy</u> : Shows occasional responsibility, but is usually inconsistent in conforming or is exaggerated and unrealistic.	4
<u>Social Inadequacy</u> : Shows no responsibility for conforming to immediate environment.	5
<u>Unknown</u> : No information on which to base a rating.	X

D. Vocational Responsibility: The extent to which the individual maintains responsibility for productive work.

	D
<u>Social Adequacy</u> : Shows responsibility for regular employment.	1
<u>Borderline Social Adequacy</u> : Shows frequent responsibility for work but shifts jobs without status improvement.	2
<u>Intermediate Social Adequacy</u> : Shows some responsibility for getting employment, but fails to hold steady employment.	3
<u>Minimum Social Adequacy</u> : Shows occasional responsibility for getting employment of short duration with intervening periods of unemployment.	4
<u>Social Inadequacy</u> : Shows no responsibility for getting employment and is rarely employed.	5
<u>Unknown</u> : No information on which to base a rating.	X

D. Academic Responsibility: The extent to which the individual maintains responsibility for pursuit of his studies.

	D
<u>Social Adequacy</u> : Shows responsibility for regular school attendance and for completion of academic requirements.	1
<u>Borderline Social Adequacy</u> : Shows some responsibility for school attendance and for completion of academic requirements.	2
<u>Intermediate Social Adequacy</u> : Shows some responsibility for school attendance with little effort at completion of academic requirements.	3
<u>Minimum Social Adequacy</u> : Shows occasional responsibility for school attendance, but makes no effort to meet academic requirements.	4
<u>Social Inadequacy</u> : Shows no responsibility for school attendance and makes no effort to meet academic requirements.	5
<u>Unknown</u> : No information on which to base a rating.	X

E. Social Group Attendance: The extent to which the individual maintains appropriate social, recreational, religious, and avocational activities.

	E
<u>Social Adequacy</u> : Shows responsibility for attendance.	1
<u>Borderline Social Adequacy</u> : Shows frequent responsibility for attendance with only irregular withdrawal.	2
<u>Intermediate Social Adequacy</u> : Shows some responsibility in activities though not on a sustained basis.	3
<u>Minimum Social Adequacy</u> : Shows occasional responsibility or over-emphasizes attendance in at least one activity.	4
<u>Social Inadequacy</u> : Shows no responsibility for attending.	5
<u>Unknown</u> : No information on which to base a rating.	X

F. Social Group Participation: The extent to which the individual is able to appropriately interact in a social group.

	F
<u>Social Adequacy</u> : Regularly shows reasonable responsibility for entering into emotional interaction of social group.	1
<u>Borderline Social Adequacy</u> : Shows frequent responsibility for involving self in group interaction with only irregular non-participation or minor expression of hostility.	2
<u>Intermediate Social Adequacy</u> : Shows some, but not sustained, responsibility for attempts to involve self in group interaction usually needing support; expression of hostility, usually does not threaten group.	3
<u>Minimum Social Adequacy</u> : Shows occasional responsibility for involving self in group interaction when supported or with hostility so controlled as to be tolerated by group.	4
<u>Social Inadequacy</u> : Shows no responsibility for emotional interaction in a social group by avoiding group or is too hostile to enter into group.	5
<u>Unknown</u> : No information on which to base a rating.	X

- G. Responsibility for Family and Immediate Associates:
 The extent to which the individual shows responsibility for the rights and well-being of members of family and immediate associates in his environment.

	G
<u>Social Adequacy:</u> Regularly shows reasonable responsibility for rights and well-being of members of family and associates.	1
<u>Borderline Social Adequacy:</u> Shows frequent responsibility for rights and well-being of members of family and immediate associates with only irregular inconsiderate acts or failure to act.	2
<u>Intermediate Social Adequacy:</u> Shows some responsibility for the rights and well-being of members of family and immediate associates.	3
<u>Minimum Social Adequacy:</u> Shows occasional responsibility for rights or well-being of family and immediate associates.	4
<u>Social Inadequacy:</u> Shows no responsibility for the rights and well-being of family and immediate associates.	5
<u>Unknown:</u> No information on which to base a rating.	X

H. Interpersonal Relationships: Extent to which the individual, maintains sustained relationships with others, on a person-to-person basis, demonstrating personal-emotional involvement.

	H
<u>Social Adequacy</u> : Shows responsibility for sustained and meaningful person-to-person relationships.	1
<u>Borderline Social Adequacy</u> : Shows frequent responsibility for personal-emotional involvement with only irregular seclusion or over-aggressiveness.	2
<u>Intermediate Social Adequacy</u> : Shows some responsibility for person-to-person relationships.	3
<u>Minimum Social Adequacy</u> : Shows occasional responsibility, does not withdraw from offered contacts, although prefers seclusion, <u>or</u> enters without appropriate regard for time, place, or person.	4
<u>Social Inadequacy</u> : Shows no responsibility (withdrawal), <u>or</u> over-exaggerates.	5
<u>Unknown</u> : No information on which to base a rating.	X

SCORING SHEET

Number _____

NAME _____ AGE _____

ADDRESS _____

Describe briefly:

Living situation -

Employment or school -

Friends and Associates -

Date of admittance _____ Age _____

Date of discharge _____ Age _____

Length of stay _____

A	B	C	D
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
X	X	X	X

E	F	G	H
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
X	X	X	X

APPENDIX III

The following is the proposed instrument for evaluating each boy's satisfaction with his social adjustment.

We are attempting to find out what is happening to boys after they leave Craigwood; where they live, what they are doing, and so on. We would also like to find out how they feel about what they are doing; their own personal opinion.

To help us with this we would like you to indicate your opinion of yourself by indicating your position on an imaginary ladder. The top rung of this ladder represents a feeling of success, the personal satisfaction that you are functioning as best you can in the given area. The bottom rung represents complete dissatisfaction with self, a feeling of complete failure. In other words, this ladder reaches from complete personal dissatisfaction with self at the bottom to complete personal satisfaction at the top. What we would like you to do is to indicate with a check mark, where you would place yourself at the present time. Each question will be explained to you as you are ready for it.

1. How do you feel about the way you use your money?

	completely satisfied
	completely dissatisfied

2. How do you feel about the way you maintain your personal appearance, such as dress, grooming, and so on?

	completely satisfied
	completely dissatisfied

3. How do you feel about your conduct as compared with the conduct of the people around you?

	completely satisfied
	completely dissatisfied

4. How do you feel about your job or school performance?

	completely satisfied
	completely dissatisfied

5. How do you feel about the groups you associate with for social and recreational activities?

	completely satisfied
	completely dissatisfied

6. How do you feel about the way you participate and interact in group situations?

	completely satisfied
	completely dissatisfied

7. How do you feel about the way you get along with the people you live with?

	completely satisfied
	completely dissatisfied

8. How do you feel about the way you get along with people in general?

	completely satisfied
	completely dissatisfied

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