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THE VIOLENT ADOLESCENT: PROFILES OF YOUNGSTERS
APPREHENDED WITH WEAPONS ON SCHOOL PROPERTY

A Dissertation Presented

by

L. LAURETTA BAUGH

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1991

Department of Education

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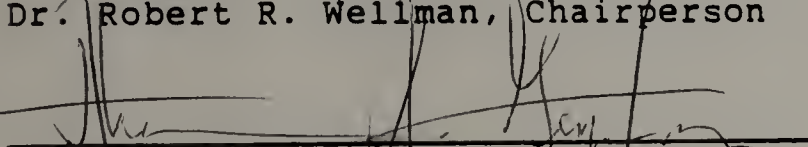
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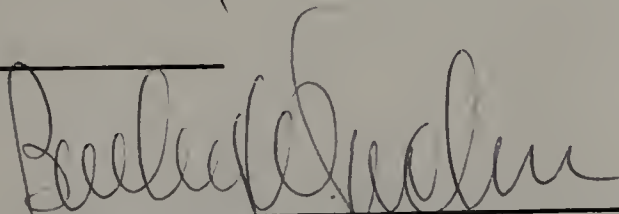
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DEDICATION

Dedicated to my children, Michael and Maria, Mark,
Deana, Darlyne and my grandchildren, Deirdre and Kristina,
all of whom I love and cherish.

ACKNOWLEDGEMENTS

To God, who in His infinite love, invited me in His word to ask for wisdom (James 1:5).

To my family and friends whose expectations, prayers and encouragement, spoken and unspoken, motivated me to "press on" in spite of full-time employment and a serious accident which was temporarily disabling.

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THE VIOLENT ADOLESCENT: PROFILES OF YOUNGSTERS
APPREHENDED WITH WEAPONS ON SCHOOL PROPERTY

FEBRUARY, 1991

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The present study was designed to examine the issues which surround young people who are apprehended on or around Boston Public School property carrying weapons or dangerous objects.

The records of 40 students were randomly selected, according to specific criteria, from the files at the Barron Assessment and Counseling Center. The BACC was designed to be a disciplinary measure. The main goal of the program is to help the youngsters understand the ramifications of their actions.

Specifically, the hypotheses which guided the study were designed to determine: (1.) if the students apprehended were conduct-disordered; (2.) if the students were responding to cultural and environmental norms; (3.) their socio-economic status; (4.) if the students were substance abusers; (5.) their academic status; (6.) the precipitating actions which caused apprehension; (7.) if the students were involved in the

criminal justice system; and (8.) the recidivism rate of this population.

A summary of the research findings indicated that this cross section of youngsters were more behavior-disordered than was hypothesized. In fact, 37% of the youngsters in the sample exhibited moderate to severe conduct disorders and one-third had been adjudicated or were waiting judgement in some aspect of the criminal justice system.

A majority of the sample resided in neighborhoods with high-crime rates and were products of single-parent homes with multiple siblings. Most of their families were subsidized by Public Assistance. Eighty percent of the sample were black males and the median age was 15.4, while the median grade level was 8.8. It could not be concluded from self-report data what percent of the youngsters abused drugs. Only 8% of the sample were caught using a weapon in a fight.

The intelligence classification of the sample cluster was in the average range (80%); however, the sample as a whole was underachieving by approximately two years below grade level. The students were judged to be deficient in critical thinking skills based on other findings which were not anticipated.

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CHAPTER I

INTRODUCTION

Statement of the Problem and Purpose of Study

The epidemic of violent crime across the country by American youth, mostly in large urban centers, has been well documented. Every day in local and national news media violence is reported regarding injury or homicide which involves young people still in school and living at home with parents/guardians.

Violent crime by juveniles has been increasing since 1983 according to the findings of a hearing held on May 16, 1989, which examined the nature and effects of violence among young Americans and the factors contributing to its increase. The U.S. House of Representatives Select Committee on Children found:

Between 1983 and 1987, the number of juveniles (under 18) arrested for murder increased 22.2%. Forcible rape arrests increased 14.6% and aggravated-assault arrests increased 18.6%. Over the same period, the number of juveniles arrested for robbery and burglary declined by 19.2% and 14.6% respectively.

A published report of the hearings of this caucus entitled "Down These Mean Streets: Violence by and Against Americas Children", also determined:

In a study of delinquents and nondelinquents, a history of abuse and/or family violence was the most significant variable in predicting membership in a delinquent group. Compared to their nondelinquent peers, delinquent adolescents were also more likely to suffer

subtle forms of neurological impairment and severe psychiatric symptoms, and to have learning problems. Also contributing to the increase in violent crime, according to the above findings, were the increase between 1982 and 1987 of child abuse fatalities and maltreatment of children. The national rate at which children were reported in those five years increased 69.2%. Over 2.2 million child abuse reports were filed in 1988, up 3% from 1987, and 1,225 children were reported to have died from abuse or neglect in 1988, a 5% increase from the year before.

There is no doubt that violence perpetuated against children has produced repercussions which Americans will have to prepare for. It appears that it is the common perception of Adult Americans that teenage violence is escalating. According to a telephone poll taken for TIME/CNN by Yankelovich Clancy Shulman of 506 individuals on June 1, 1989, 88% felt that teenage violence was on the rise. They perceived that it is a more serious problem than in the past. This crime wave appears to flow across all races, classes and life styles. "Statistics show an upsurge in the most violent types of crimes by teens. In part, this trend may result from better reporting, but some experts believe it reflects a true increase in violence." The figures cited earlier were compiled by the Federal Bureau of Investigation and reflect statistics from across the country. "These figures may seem dramatic, but they should be seen in the context of a 2% decline in the total numbers of teenagers in the U.S. since 1983." (Toufexis, 1988)

The picture in Boston reflects the national scene. "Every night there are shootings and stabbings by young people, mostly because of drugs", said Deputy Superintendent William R. Celester, Area B Commander of the Boston Police Department, in a recent interview. An average of 350 arrests a month involve those 16 years and younger. This includes all crimes from assaults to theft. The police department provides these numbers: In 1988, 11 out of 95 murder victims citywide were 17 years and under, the youngest being 14 years; and 13 known murderers were 17 years and under. According to WBC News, December 27, 1988 (Channel 5 Cityline) 66 of the homicides that year were young black males.

In light of the climate of violence in Boston's surrounding neighborhoods, it is not surprising that there has been a sharp increase in the number of youngsters who deem it necessary to protect themselves by carrying weapons or dangerous objects. Between March, 1987 and June, 1989, 652 youngsters, mostly on the Middle and High School levels, were apprehended with weapons or dangerous objects on or around the property of Boston's Public Schools. The above number represents only a minute portion of youngsters who actually carry weapons. It has been estimated by the Boston Safe Schools Commission (1984) that in the Boston School System approximately 24% of the

student body carry some type of weapon or dangerous object to school daily. That translates in current figures to 13,440 youngsters out of an enrolled population of 56,000, who feel a need to protect themselves traveling to or from school or while in school. Even though it is a serious violation of the Boston Public Schools Code of Discipline, the students continue to arm themselves.

The incidences of attack with a weapon on or around school property in Boston, happen often, but have not reached epidemic proportions. The potential, however, for escalating disruption is very real considering the climate of violence in Boston's surrounding neighborhoods.

The purpose of the present study is to examine the issues which surround young people who are apprehended in or around Boston's Middle and High Schools carrying weapons or dangerous objects. My objective is to develop a psychological profile of these youngsters. The basic questions that I will address are: What circumstances are prevalent which encouraged these youngsters to arm themselves? Are they the victims or the perpetrators? What type of weapon is most common? What was the precipitating incident which caused the apprehension? How do these youngsters present in overall cognitive development? To what extent do socio-economic factors (family-community) appear to contribute to the problem?

CHAPTER II

REVIEW OF THE LITERATURE

The scarcity of published works on youngsters who carry weapons or dangerous objects to school caused me to rethink the direction that I took when reviewing the literature. Related literature was consequently reviewed and divided into four categories. Each category deals with what I perceive as causal factors which impact on the youngsters identified in this study.

The first section in the literature review consists of the comprehensive ramifications of violence on the national and local scenes and specifically school violence.

The second review section addresses the issues which may specifically shape the psychological and social development of normal adolescents contrasted with those adolescents at-risk for violent behaviors.

In the third review section an exploration of interpersonal violence is conducted which includes theoretical formulations and a discussion of perpetrators and victims of aggression.

The fourth review section contains an examination of societal implications in the development of violent behavior. Central to this section is a study of communities and crime which served to guide my perceptions on the influences in Boston's neighborhoods which may induce youngsters to arm themselves.

Background

Each month nearly sixty-three percent of school children between the ages of six and eighteen in this country are victims of violent acts in or around our nation's schools, with younger students being the most likely victims. Twenty-eight percent of all children nationwide are carrying some type of weapon or dangerous object to school.

Forty percent of the robberies and thirty-six percent of assaults on teenagers occur in schools, with higher statistics for youths 12 to 15 years of age.

Each month, more than 2.4 million secondary school students are victims of theft, often involving the use of threats, force or weapons (Rapp, Carrington and Nicholson, 1986). Eight percent of urban junior high students missed at least one day of school a month because they were afraid to go to school. Minority students are doubly affected by disrupted school environments because they are more likely than whites to be victims of attack and more certain to have learning disrupted. (Disorder in Our Public Schools, 1984)

Youngsters no longer carry only minor weapons such as sticks or knives. They have access to a sophisticated variety of weapons available to them in stores (even in Woolworths), on the streets, or simply removed from unsuspecting parents and relatives.

The number of 15-24 year old youngsters killed by firearms in the U.S. increased more than 16 percent, from 6,765 to 7,852, between 1984 and 1986, according to the House Select Committee on Children, Youth and Families. The report said, 53 percent of homicide victims under age 20 were killed by firearms in 1987. Between 1970 and 1980, the suicide rate among youngsters between 15 and 19 years increased by 44 percent, most committed by firearms. More youths are bringing guns to school, with California reporting a 43 percent increase in gun confiscations in middle schools over the past three years. In a 20 state survey of 11,000 adolescents, 41 percent of boys and 21 percent of girls said that they could obtain a handgun if they wanted to. In fiscal year 1988, 2 percent of pediatric inpatients admitted for injuries were gunshot victims, up 70 percent from 1986 (Lipsitt, 1989).

The perceived need of children to arm themselves in order to feel safe is not new. It has been prevalent in most inner cities for decades. Violence is an accepted way of life. The danger on the street and violence which occurs in families and between acquaintances in the inner city often desensitizes youngsters regarding the act of hurting or killing another person.

Violence in the schools has been interpreted by so many, so loosely, as to include even the most mundane infractions, such as an angry threat from a third grader. Morgenstern (1980) reported in his study on Violent Society, Violent Schools, that when he examined the statistics regarding school violence, there was a problem of interpretation of terms. He found that there was no standard definition of "attacked" for instance. Did it mean a slight bump or a beating? He also postulated that many occurrences in schools which were defined as violent would be tolerated off the school campus. Therefore, the problem of describing school violence is difficult because of the confusing information regarding it.

Violence is often lumped together with normal discipline problems which have plagued teachers for years. Wayson (1985) insists that violence and school discipline are separate problems and confounding them only reduces the likelihood of solving either. He says that, "Violence is rare in schools ...and isn't nearly as serious as everyone seems to think...Often, little attempt is made to separate serious crime or violence from serious offenses." Indeed, the Boston Safe Schools Commission (1983) lumped verbal abuse with physical assaults to advance the premise that assaults on teachers are common. Discipline problems can range from class-cutting and verbal abuse of teachers, to

attacks on students and drug dealing, according to review of the literature. Thus, in this study there must be clarity on what is meant when the term "school violence" is used. 9

Violence in all forms persistently surprises, traumatizes, puzzles and frightens humanity; mostly because it is out of the ordinary and basically unpredictable. Any crime or violence is too much when a person's physical safety is threatened; or even when the perception of harm is present. The Random House Dictionary (1969) defines violence as: 1. Swift and intense force. 2. Rough or injurious physical force, action or treatment. 3. An unjust or unwarranted exertion of force or power. For the purpose of this paper violence will be defined as: Behavior of a destructive nature directed towards someone or something. (A definition used by Dr. Lewis Lipsitt at a teleconference on Violence and Aggression in Adolescence on January 31, 1990). Bybee and Gee (1982), in their study of school violence, maintained that crime and violence in schools has gained publicized notoriety and is a major national concern. They assert that whether it can be explained or not, it exists. Therefore it is safe to conclude that violence is in and of itself harmful on all levels.

Prothrow-Stith (1987) outlines the many "names" of

violence as: International violence, which takes place across national boundaries; national violence, which is large scale violence within a country; community violence, which occurs on a large scale within a particular community; institutional violence, which is usually sponsored or supported by national or local governments as a way of exerting power over individuals; and finally, interpersonal violence, which occurs between two or more persons.

Although all of the above categories impact on American youth in various ways, for the purposes of this study we will examine the category of interpersonal violence. Prothrow-Stith (1987), as part of her curriculum on violence prevention, outlines a comprehensive definition of interpersonal violence: "Interpersonal violence may be accidental or intentional. Intentional interpersonal violence may be:

1. Stranger violence: Violence between two or more persons who don't know each other, as might take place during the commission of a crime.
2. Sexual violence: Violence such as rape, where sex is forced on an unwilling party.
3. Acquaintance violence: Violence among people who are acquainted with one another, such as friends or other peers, family, or relatives outside the immediate family."

Research shows clearly, that humans are more likely to get killed by someone close to them geographically, ethnically, and familiarly-than someone distant. If a person lives in Greenwich Village, he is more likely to get killed by someone there than from Harlem. If a person is from Back-Bay, Boston, or from wealthy San Francisco, the same holds. If a person is black, he is more likely to be killed by a black neighbor; and white middle-class people are more likely to be assaulted by a family member or neighbor than anyone else (Lipsitt, Lewis P. June, 1989). Dr. Spivak, in a panel discussion on "Violence in the Community" (Spring 1989) said that the typical homicide is usually spearheaded by a spontaneous argument involving two men who are of the same race and live in the same neighborhood. Fifty percent of these altercations involve some type of weapon. Only fifteen percent have to do with drug dealing.

The majority of youngsters from large urban inner cities have participated in or witnessed frequent fighting between their peers, family members and others. In the past an occasional weapon was used, mostly sticks and knives; but individuals usually fought with their bodies (fists, feet, and teeth). Currently however, a youngster involved in a simple dispute may actually be partaking in a life threatening confrontation. The risk of violence in schools is all the more greater than anywhere else because

of the amount of time a youngster spends in school (Bybee and Gee, 1982).

"Minority students are more likely to attend a school in which discipline has broken down and learning is disrupted. Students in predominantly minority secondary schools are twice as likely to be victims of serious crimes as students in predominantly white schools. Teachers in these schools are five times more likely to be victims of attacks requiring medical treatment and three times more likely to be robbed " (Disorder in Our Public Schools, 1984).

Violence in the schools is definitely a reflection of what is happening in the surrounding neighborhoods; It appears to be more prevalent in the neighborhoods which manifest the greatest socio-economic depression. Contrary to popular beliefs both black and white youngsters are impacted; The United States has a homicide rate 30 times higher than most industrial countries. When one examines the statistics closely the following becomes apparent:

The number one cause of death among adolescents is motor vehicle accidents, usually a result of drinking and driving. The number two cause of death among adolescents ages 15-24 is homicide. For black young men, it is the number one cause of death. In this country, there are 20,000 homicides a year, which translates into a rate of about 10 per 100,000 individuals in this country. For young black males ages 15-24, the rate is 72 per 100,000, seven times the national average. In the older age group for black males, 25-44, it is 125 per 100,000. These figures are twelve times the national average.

Homicide rates in South Boston and Roxbury, for example, have tripled in the past three years, a tragic confirmation that race is not the major factor for violence but socio-economic factors are (see Dr. Prothrow-Stith's study). Concurrently, according to the Boston Adolescent Violence Task Force Report (1989), "In Boston the homicide rate for 15-24 year olds is 44% higher than national levels. For black youths, the rate is 41 per 100,000 as compared to 29.9 nationally; for white youths the Boston rate is 10.2 per 100,000 versus 5.2 nationally (Boston Department of Health and Hospitals Research and Vital Statistics; MMWR, 1985)...When economically deprived neighborhoods are analyzed separately, the figures are staggering."

In 1983, in the Roxbury neighborhood of Boston, for example, the rate was as high as 142.6 per 100,000 of the 15-24 year old group, fully 11 times greater than the national rate...The South Boston neighborhood of Boston, as another example, had the most rapidly rising youth homicide rate in the city between 1980 and 1985.

The extent of the problem is also indicated by data on school violence...39.8% of suspensions (1983) were due to violent acts. Boston Public School Police Chief, John Sisco, hired in 1976 at the height of the busing controversy, and his staff of 105 security police, is responsible for policing Boston's 119 schools. He feels, according to a

Boston Globe Newspaper interview (Miller, 1988), that the schools reflect what is happening in the neighborhoods and that youngsters bring in the problems. He also feels that drugs, theft and gangs have become major problems and are pervasive in the schools. However, in his opinion the problem is not as serious as in other major cities.

According to Oliver C. Moles (1987), a researcher with the United States Department of Education, overall there has been no significant increase in crimes against students in the past decade. However, after examination of data from three sources: The Teacher Opinion Poll, conducted annually by the National Education Association, the Justice Department National Crime Survey, and Annual Reports from School Security Departments in four large cities, the most disturbing trend to emerge was a sharp increase in the possession of weapons on school property.

The possession of weapons on school property is a violation of the Boston Public School Code of Discipline. Descriptions and consequences are outlined in Section 7.0. The section describes the school-related offenses which warrant extreme disciplinary measures such as suspension, long term suspension, transfer or expulsion. "For the purpose of this Code, 'school related disciplinary offenses' refers to a violation of the Code occurring while a student is on school grounds, during school sponsored activities,

while on school provided transportation en route to or from school or from a school-sponsored activity, or when such misconduct is likely to have adverse effect on the maintenance of discipline in school, while walking to or from school, waiting for school-provided transportation, or waiting for or riding on public transportation." This comprehensive code was developed to mandate as policy school safety for all students. Even though the offender is often a victim, he/she must be exposed to disciplinary practices which hopefully will, in addition to fostering inner controls, provide a mechanism to protect student's rights.

Section 7.5 describes the specific activity which I will address in this study: "Possesses any firearm, knife, razor blade, club, explosive, mace, or tear gas, or any other object judged to be dangerous and of no reasonable use to student at school, except the possession of any firearm will result in expulsion in accordance with Section 12.0...Expulsion means an exclusion from school attendance and school privileges more than ten consecutive days but not beyond the end of the school year... To impose expulsion, the Zone Superintendent must find that there is clear and convincing evidence, limited solely to evidence presented at the hearing, that the student knowingly possessed a firearm."

All students who are apprehended with weapons are

sent to the Barron Assessment and Counseling Center. All of the subjects for this study will have attended the BACC. The ramifications of this disciplinary action and an overview of the activities at the Barron will be presented in Chapter III of this study.

The emerging trend of youngsters who feel a need to carry lethal weapons to school has become a cause for alarm on Boston School campuses. Over the past ten years, the school system has seen an increase in student behaviors which adversely impact on the overall teaching and learning process. The prevalent use of drugs, gang violence which often spills into the schools from the surrounding neighborhoods, the alarming drop out rate (approximately thirty-eight percent in Boston), problems of truancy, teen pregnancies (60 in 1988 at one Boston High School), the pervasive pathology which is currently manifested in many inner-city families, and unpredictable violence are all serious concerns which Boston schools have begun to address. However, more can be done once a serious commitment to provide a safe and stimulating environment for students on all levels is made.

California voters have recognized the right to safe schools with the 1982 passage of the "Victims Bill of Rights", which includes the provision that: "All students and staff of primary, elementary, junior high and senior

high schools have the inalienable right to attend campuses which are safe, secure and peaceful." (Rapp, Carrington and Nicholson, 1986)

Many parents and educators interpret the normal adolescent changes in personality as deviant. So, in order to thoroughly address the issues of deviant adolescent behavior, it is important to first understand the psychological, physical, social and cultural ramifications of normal adolescence.

Normal Adolescence

Adolescence is basically a time of changing; a transition period between the onset of puberty (the stage of maturation in which an individual becomes physically capable of sexual reproduction) and adulthood (completion of natural growth and development). Change in any form always brings about adjustment variables. Changing from a boy to a man or from a girl to a woman involves dynamics that every culture from the beginning of mankind has had to deal with. "This developmental 'point' is less often designated exclusively by age (early, middle, or late adolescence) but more and more often is precisely delineated by each adolescents' developmental level and timing with respect to a variety of biological and physical variables and institutional settings" (Baumrind, 1987). It is a time of being psychologically fragile, experiencing hormonal surges which produce physical changes that are new and baffling; a time to grapple with unfamiliar emotions. "One understanding of adolescent mental health, often perpetuated by the media and assumed by the public, is that a healthy adolescent

should appear to have a mild case of mental illness. In other words, many of the symptoms or serious difficulties that would signal mental illness in adulthood or childhood are understood to be a normal part of adolescence" (Powers, Hauser, and Kilner, 1989). The extreme mood swings exasperate most adults who have long forgotten how it felt. "A unique characteristic of adolescence that clearly distinguishes it from adult behavior is the recurrent alternation of periods of disturbed behavior with periods of relative quiet. These disturbances, which usually involve rebellion and experimentation, frequently cause consternation among parents and the community... Sometimes these disturbances represent the overwhelming of ego control by the instincts. At other times they indicate attempts to express and consolidate new controls and coping methods. During the periods of calm that follow these episodes, the adolescent has the opportunity to think over what has happened and to ponder the consequences--both successes and failures. If parents and the community are understanding enough to support him through this period, he will discard unsuccessful behavior and gain additional ego strength through mastery of the situation" (Winder, 1974).

Formulation of Values

Narcissism is more common than not in this period of life. The adolescent often appears to lose the ability to

reason abstractly and the concreteness which emerges is a phenomenon that creates a warped self serving idealism. In her studies of family conflicts, Smetana (1988) has shown that an increasing "gap" between parent and child reasoning and social judgement emerges in adolescence. "Children are more likely to reason about personal items (e.g. friendships, content of correspondence, and recreational activities) in terms of personal choice, but parents of children at these ages do not demonstrate parallel changes...through such cognitive changes, adolescent development may lead to transformations in family relationships." The quest to "find oneself" and "ones place" is sometimes all consuming and the world of the adolescent becomes intrinsically self centered. But sometimes forgotten is the fact that adolescence is the period when youngsters are in the process of internalizing their own value systems. These systems are largely based on familial values/relationships, peer influence, societal values and educational experiences. one of the developmental tasks that an adolescent should master in order to eventually become a fully functioning adult is the formulation of a moral character; a basic sense of right and wrong must be adopted. (McCoy and Wibbelsman, 1987; Comer, 1989; Stith,1986; Winder,1974) This process involves much introspection and experimentation that is basically random and sometimes involves some risk taking.

Coles and Genevie (1990) postulate, based on their recent national cross cultural survey involving 5,000 school children in grades 4 through 12, that a majority of children have no firm religious or moral code to guide them. Some of the most significant findings in the survey were: Missing in our young people is a strong inarguable notion of right and wrong, good and bad; most rely on instincts, in other words, what feels right; adult values and advice are less important than peer influence, so that by high school, the majority (58 percent) rely mainly on their peers for moral guidance; children in America are morally divided—according to their sex, race and social/economic circumstances; 65 percent of respondents in the survey said that they would cheat on a test in school given the chance. It appears that moral judgement is impaired at both ends of the socio-economic spectrum. Doubts on what to do given a morally ambiguous situation were expressed with greater uncertainty by youngsters whose parents earned more than \$40,000 per year. Conversely, self destructive behavior emerged as a pattern among children at the bottom of the economic ladder. The pressure to indulge in immoral conduct is far greater in the latter. "Children from families who receive food stamps, or in which the parents are unemployed, are three times more likely than most children to feel pressure to take drugs, twice as likely to feel pushed into disobeying

authority, and four times more likely to feel prodded into joining a gang." Increasingly the nation's youth form their basis for addressing a moral dilemma on, "What's in it for me?" Only 38 percent of the respondents relied on traditional religious or social values. The remainder rely on what feels good, what works for them, or what is best for everyone involved.

Establishing a Social/Sexual Identity

"The task of differentiating normal adjustment phases in psychosexual development from psychological disturbances is complicated by the fact that normal adolescents must make a wide range of developmental adjustments pertaining to their socially ascribed sex roles and their rate of sexual maturation across the years just before and during puberty."

(Rekers and Jurich) Compounding the other difficulties is the physical development that causes adults to, either expect behaviors which are more mature than many youngsters at this stage are capable of; or treat them like younger children, which they resent. They move increasingly in a world of their own relationships, sexual and otherwise, yet family relationships still shape their daily lives and form their expectations about intimacy. They are physically more powerful than before, more capable of inflicting harm on

themselves or others, and they are just in the process of figuring out when are the right and wrong times to use that power. They are expected to take on more and more adult responsibilities, yet face the frustration and stress of finding few satisfying roles to play in society. "In general, it is the inability to settle on an occupational identity which most disturbs young people. To keep themselves together they temporarily overidentify with the heroes or cliques and crowds to the point of an apparently complete loss of individuality " (Erickson, 1968).

Today adolescence is more difficult than any time in recorded history, not only due to changing family patterns or confusing role expectations, but in availability of drugs and alcohol and pressures from their peers and the media for premarital sex. The issue of sexuality is of paramount importance at this stage of life. Adolescents are more often than not preoccupied with their sexual urges. The significance of establishing a healthy sexual identity is a challenge and major hurdle. Achieving a healthy relationship with a member of the opposite sex is often predicated on whatever patterns have been observed within the family structure. Adolescents are more sexually active now than in previous years; 60 percent of 15-19 year olds say that they have engaged in sex. In 1987, nearly two-thirds of teenage pregnancies nationwide were non-marital. In Boston 1,126

babies were born to teens under 20; of these 985 were unmarried. Most who get pregnant after 16, and before 18, do not complete high school.

Peer group influence cannot be underestimated. Even youngsters who are products of stable families often seek the security of a peer group. Somehow, there appears to be safety and security in numbers. Erickson describes this peer involvement as a preoccupation with what they appear to be in the eyes of others as compared to what they feel they are. In fact, the normal adolescent often "would rather act shamelessly in the eyes of his elders, out of free choice, than be forced into activities which would be shameful in his own eyes or in those of his peers." Being part of a group whose members conform in dress, behavior and attitude provides stability and a sense of belonging during these transitional years. Finally, interaction with peers affords adolescents opportunities to practice interpersonal skills with equals, thereby developing social competence.

The majority of youngsters somehow successfully maneuver themselves through adolescence and become fully functioning adults. In spite of all of the upheavals and experimentation, studies reveal (Offer, Oslow and Howard, 1981) that only about 10-20 percent of adolescents exhibit some type of severe emotional disturbance-approximately the same percentage as in the adult population. Review of the liter-

ature reveals that although researchers do not always agree about the precise order, they do concur that an emotionally healthy young adult must emerge from this period having mastered a number of developmental tasks. The following are a compilation based on issues raised in this paper: The ability to think abstractly and discern cause and effect; The establishment of a personal moral value system; the ability to take another's prospective; the attainment of separation and independence from parents; the establishment of a social and sexual identity; and the motivation to pursue an occupation or higher education (Erickson, 1968; Stith, 1986; Kramer, 1968; Sargent, 1989 and others).

The Development of Aggressive and
Violent Behavior in Adolescence

Normal adolescence is more often than not a troubled time of rebellion and rage which most youngsters and their families are usually ill prepared for. The youngsters who reach adolescence and are at the greatest risk for aberrant behavior find this period even more difficult and sometimes devastating. Cornell (1987) postulates, "Violent adolescents are a diverse group and there may be multiple developmental pathways to violent behavior." They are usually deficient in problem solving, conflict resolution and ability to foster healthy relationships. They usually lack self esteem and self respect. Their sense of responsibility is often warped because they perceive that they have few family or societal supports. Their ability to internalize self control rather than rely on external control from the authority figures around them is minimal. They have unrealistic expectations about how life is supposed to be; and generally feel helpless and driven by the winds of fate; unaware they become locked into patterns of deficient and extreme responses to the inevitable interpersonal friction they face daily. These teens rarely consider alternatives to violence. The issue of violence is deeply rooted in their values; being violent for some is the primary solution to conflict resolution. Eighty-two percent of respondents in a survey con-

ducted by the American Federation of Teachers in July, 1989 said that teenage violence is a bigger problem now than it was in the past (Figure 2.1). They cite as causes, in descending order: drug trafficking, access to guns, lack of parental supervision, and few job opportunities.

Experts find no easy explanations for teenage aggression and violence. Numerous studies have shown however, that adolescents who develop aberrant behaviors which lead to aggressive and violent acts comprise only a minute portion of the adolescent population. Between 50 and 70 percent of juvenile crime is committed by about 7 percent of the adolescent population who are chronically antisocial and delinquent (Wolfgang, Thornberry, and Figlio, 1987; Cornell, 1987; Kramer 1988). It is also known that most overt aggression and violence is committed by males, although in the past several years there has been a marked increase in females who are demonstrating aberrant behaviors.

The position taken in this paper, based on review of the literature, is that interlocking, prevalent and predictable variables affect the development of antisocial behavior which is the antecedent of aggressive and violent behavior. Some of these variables include: The inherent temperament of the individual child and early predictors of aggression; parenting practices which are ineffective; economic stress

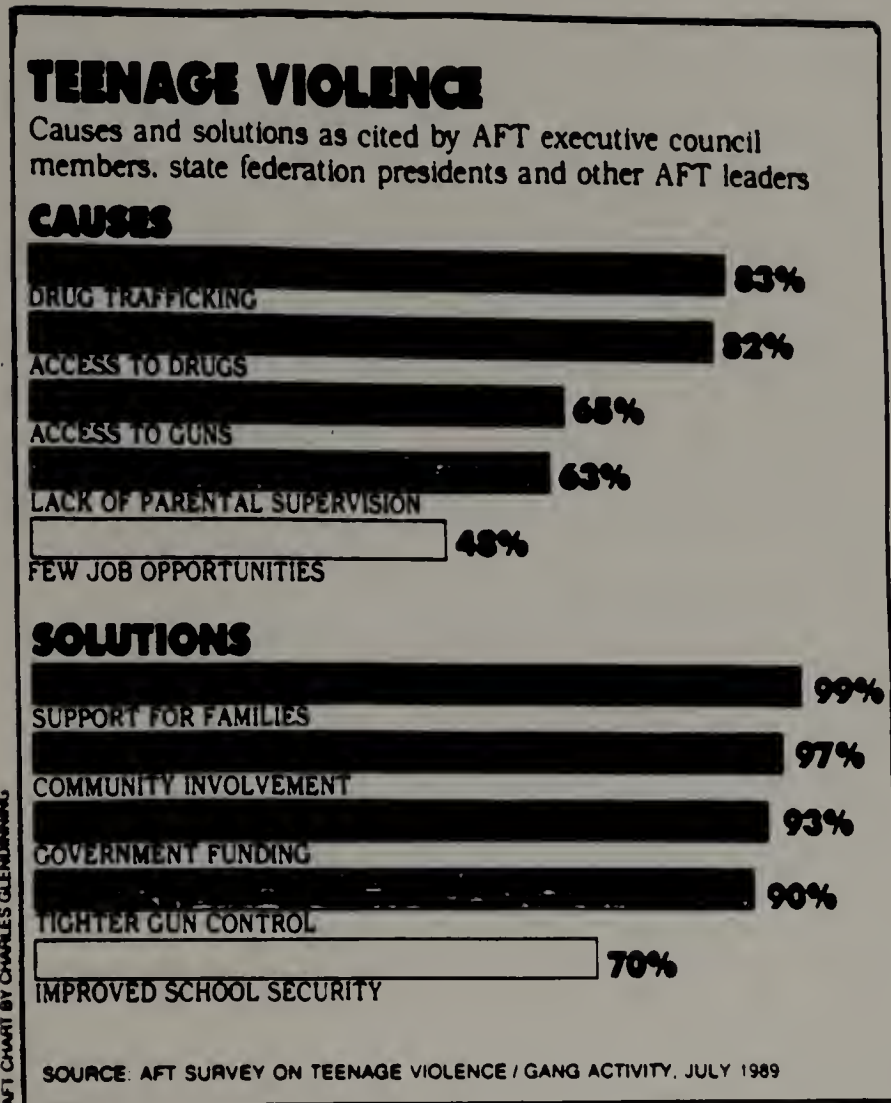


Figure 2.1 American Federation of Teachers Survey on Teenage Violence

or social disadvantage; community and national attitudes towards violent behavior; the influence of media, publications and music; peer influence, especially in deviant groups and school experiences.

Early Predictors of Aggression

Extensive research on the ability of clinicians and others to predict violent behavior has shown that most are wrong more often than they are right; that more persons are predicted to be violent than who actually behave violently later on; even the most violent adolescent is not violent most of the time; and the most important predictor of future violence is past violence. Antisocial behavior appears to be a developmental trait that begins early in life and often continues into adolescence and ultimately into adulthood. For many children, stable manifestations of anti-social behavior begin as early as primary elementary school grades. Researcher Olweus (1979) noted, "Stability coefficients for childhood aggression rival the figures derived for the stability of Intelligence Quotient." Other researchers agree that a child's behavior patterns observed over time are stable, and if recorded, the data can be used to predict future behavior (Monahan, 1981; Cornell, 1987; Magid and Melvey, 1987; and Debaryhe, Patterson et al. 1989). For example, an elementary school child, assessed by three

Boston School Psychologists, demonstrated consistent patterns of overt aggression over a period of five years (see psychological report in Appendix).

Magid and McKelvey (1987) maintain that often children who present as overly aggressive or violent are "unattached" children. This means that parent-child bonding has somehow been disrupted. The child fails to identify with and adopt family and social values regarding compliance and work; thereby rendering the child incapable of developing internal controls. The primary problems usually stem from a family situation where the child is the victim of harsh and inconsistent discipline and sparse positive involvement with significant others. Some unattached children, however appear from birth to have an oppositional personality which renders them incapable of bonding with their caretakers. These children often do not have a conscience and end up in the criminal justice system. They usually demonstrate no remorse even after the most heinous crimes. The treatment that these youngsters receive in the juvenile justice system seldom rehabilitates them, but makes them even more cold and calculating. Approximately 50 percent of these children will continue to demonstrate anti-social behavior into adulthood.

Wolfgang and Glickman (1980) further state that the

number of juvenile arrests is the most important variable in accounting for the number of adult arrests. Usually if a youngster is a chronic offender (five or more arrests), the pattern of offensive behavior will likely continue into adulthood. However, data also revealed that there is usually a substantial drop in offensive behavior from the juvenile period to the adult period. In spite of this drop "follow-up studies of antisocial children show that as adults they ultimately contribute disproportionately to the incidence of alcoholism, accidents, chronic unemployment, divorce, physical and psychiatric illness and demand on welfare services."

Violence is Situational

Violence, according to psychologist Dewey Cornell(1987) in addition to a basic unpredictability, is mostly situational. He asserts that usually a provocative situation will elicit a violent response. When an individual has been identified as violent, it is usually meant that the potential for violence is present given the right situation; which means that for future accurate predictions it must be known what situations may be encountered as well. It is important to consider the adolescents' family environment and degree of adult supervision. Consideration needs to be given to whether there is peer group

support for violent behavior; whether the adolescent has access to weapons (the difference between an adolescent who shouts obscenities and one who attacks his victim may be whether or not there is a weapon handy when he loses his temper.

Interpersonal Aggression/ViolenceTheoretical Formulations

A variety of theoretical points of view have been published through the years as an attempt to explain aggressive behavior. One of the most recent researchers, Dr. Combrinck-Graham (1989), Director of the Institute for Juvenile Research, University of Illinois, has developed a systemic understanding of aggression as it relates to violence. She feels that forms of aggression are normal in adolescence. Aggression is not the problem in violence, she postulates, but regulation. To gain a comprehensive understanding of aggression, one must understand the regulation of aggression within the context of checks and balances. She said, "Violence is aggression out of control, it breaks through the normal regulatory mechanisms." These mechanisms can be regulated by: (1.) ego development, which involves environmental influences in relation to a person's disposition and (2.) somatic/ neurological dysfunctions, in which capacities for aggression and capacities for deliberate considered action must be taken into account.

From the earliest perspective, the psychoanalytic view of aggressive behavior was seen as an inevitable part of being human. Sigmund Freud postulated that humans are driven by two instincts: eros (the drive to life) and thanatos (the drive towards death). Eros was manifested in the pleasure principle and actions geared towards self preservation.

Thanatos was the constant march towards death and involved the death wish and aggression. Aggression was a "turned around" death wish. To Freud a significant part of socialization was given over to displacing or sublimating the death wish or aggression. From this perspective then, aggressive behavior results from an inborn drive and is seen as an outerdirected manifestation of the death instinct.

Other theorists, such as Dollard (1939) proposed the frustration-aggression hypothesis which advanced the premise that aggressive behavior results when a person's access to a goal is blocked. Although that theory gained notoriety it was not widely accepted.

Another frequently advanced-and hotly disputed theory, according to Toufexis (1989), "is that aggression is a biologically rooted impulse of young males. Some experts suggest that there may be a genetic component to hostile behavior; others attempt to tie it to levels of different chemicals that circulate through the body and brain. One of them is testosterone. Production of this male sex hormone rises dramatically during puberty, a period usually marked by intense sexual desire and strong aggressive tendencies."

As Fennell and Johnson (1983) have noted, the point of view that has received the most empirical support is the social learning theory, which proposes that aggression is

a learned behavior. They say, "once acquired, either vicariously or directly, aggressive behaviors are said to be maintained through contingent reinforcement." Exposure to aggression, therefore, tends to facilitate aggression. Bybee and Gee (1982) noted, "Some childhood conditions such as punishment, lack of acceptance, lack of parental identification, violent television, and transience all contribute to aggression later." The failure of ego regulation, is the result and is often the source of violence, explains Dr. Combrinck-Graham (1989): (1.) Appropriate controls are never developed; (2.) Emotional circumstances overwhelm the defenses; (3.) Constitutional deficiencies such as impulsivity, attention deficit or affect regulation mitigate against control of aggression which may lead to violence. She further postulates, "To understand why some individuals are more prone to violence, we have to know what regulates the setting of aggression versus considered action. Clearly there are internal and external factors involved. Internal factors are related to inheritance, constitutional integrity, temperament, physiology and neuro-chemistry. External factors relate to contextual experience both historical and present. More than one element is involved in a violent episode. There is no such thing as a violent individual, although some individuals are more prone to violence than others."

Bybee and Gee (1983) agree with the above premise. They say, "Violent behavior does not emerge spontaneously and capriciously from normal behavior. The causes of violent behavior are many; the progression to violence is often slow. Violence is the last stage of a sequence that includes the outward behaviors of affirmation, assertion and aggression and the inward behaviors of alienation, withdrawal and depression."

Perpetrators and Victims

School age children have always had to deal with the school/neighborhood bully since the concept of public schooling was in its infancy. Currently however, especially in the inner city urban schools, disorder has taken particularly ugly forms; drug use and violent crimes have become major social problems. According to the National School Boards Association (1984), "We are not confronted by mischievously inclined students, but by hard core school age youth who often commit serious crimes against persons and property of fellow students, teachers and others on or about the school campus."

Approximately one in seven school children is either a bully or victim according to Dan Oliverus (1984), Swedish researcher. He estimated that in this country the problem affects almost five million elementary and junior high students. These youngsters often bring dangerous objects

or weapons to school to protect themselves from peers who have either hurt, robbed, taunted or threatened them. In fact, the National Institute of Education reported that almost one-third victims of physical attack participating in a 1978 survey said they occasionally bring a weapon to school.

Potential victims apparently sense their status and they walk school corridors in fear. In a 1983 study by the National Association of Secondary Principals, many students surveyed named "fear of bullies" as one of their most serious concerns.

Oliverus (1984) in his studies on bully's and whipping boys defends his research by the following assertion: "The fact that some children are frequently and systematically harassed and attacked by other children has been described in literary work, and many adults have personal experience of it from their own school days."

Both the bully and victim are victims. Psychologist Nathaniel Floyd speculated that the defenseless kids who end up as victims remind bullies of their own defenselessness against abuse at home and the shame and humiliation that is caused them. "In every bully, there is the shadow of the little kid who was once abused himself."

Bullies or aggressors are usually boys, even though there are a small percentage of girls who also bully. The

girls usually resort to verbal harassment and other rejecting behaviors more often than physical aggression and their victims are usually other girls.

Fennell and Johnson (1983) , in their research on aggressive behavior, found also that aggressive behavior is more frequently seen in males. Although, most children display aggressive behavior to some degree, at some point in their development; this behavior is usually not serious and happens infrequently. In other cases, however, there are children who, "display aggressive behaviors that are of high intensity/high frequency and that demand a response from parents, teachers and sometimes mental health professionals."

Oliverus, in his study on bully's and whipping boys, developed psychological profiles which have proved helpful in this study. "The bullies were distinguished by strong aggressive tendencies and a weak control of such tendencies, if activated. They clearly had a more positive attitude towards violence and violent means. In general they were characterized by a spirit of violence. They also possessed strong needs for self assertion and dominance. The bully enjoyed almost average popularity in the peer group. Moreover, they felt fearless, confident, tough, non-anxious, and had, on the whole, a positive attitude towards them-

selves. The bullies were characterized by a lack of empathy and negligible feelings of guilt in response to harassment of whipping-boys by themselves or by others." Some of his data suggested disturbed parental relationships, but were not conclusive.

"The whipping-boys, on the other hand, were clearly non-aggressive in behavior and attitude. They were generally negative towards violence and violent means...They were generally anxious, insecure, isolated among peers, with low self esteem and a more negative attitude towards themselves." The conclusion was drawn that, the whipping boys were incapable of violence, except a small number who were found to be quite different. These whipping-boys were more actively irritating, tension creating, and restless. They were hot-tempered and when attacked, they got angry and at least attempted to fight back.

Victims are usually visible to all as such and tend to have difficulties not only in school, but also in the neighborhood according to Oliveus. They are usually anxious, sensitive and quiet and "as a rule, they don't have a single good friend at school." Victims appear to give others the impression that they are worthless and possess low self esteem, and that they will not fight back if attacked. They usually don't tell parents or teachers about their tormentors for fear of retaliation. They

react by avoidance, excessive absences or often carry a weapon or dangerous object to protect themselves.

Parents of aggressive youngsters are usually unaware of the levels or types of violations that are perpetrated against the peers of their offspring. In fact, they may basically ignore or reject these children except when they are displeased. Their often harsh punishment practices and ineffective parenting potentially create behaviors which may be handed down from generation to generation.

This way of life, or culture of violence, which emulates from the people who are perceived as the caretakers, emerges as "normal" by the children who are victimized. These same children simply adopt the methods of ineffective relationships that are modeled for them. They are more likely to mistreat their peers and also more likely to abuse their spouses and children. "Eight year old bullies have a one-in-four chance of having a criminal record by their 30th birthday, compared to other boys' odds of one-in-twenty " (Roberts, 1988).

A search of the Diagnostic and Statistical Manual of Mental Disorders (Third Edition-Revised) in an attempt to isolate the characteristics of an aggressor or bully resulted in the choice of the Diagnostic criteria for Conduct Disorder. This category was chosen because the descriptors appeared to be most similar to the psychological profile of

a bully. "Physical aggression is common. Children and adolescents with this disorder usually initiate aggression, may be physically cruel to other people or to animals, and frequently they may engage in stealing with confrontation of the victim, as in mugging, purse snatching, extortion, or armed robbery. At later ages, the physical violence may take the form of rape, assault, or in rare cases, homicide. "... The child may have no concern for the feelings, wishes, and well being of others, such as shown by callous behavior, and may lack appropriate feelings of guilt or remorse."

Three types are presented to correspond to categories derived from empirical studies. The solitary aggressive type, the group type and the undifferentiated type. "These types refer to the conduct problems alone, not to any co-existing mental disorders. Each of the types can occur in mild, moderate, or severe form."

The authors of the DSM III-R have determined that approximately 9% of boys and 2% of girls are in the category of Conduct disorder. Meeks (1985) has also determined from his studies that antisocial youngsters regularly utilize violent action to gain power and control over others. "They use force to secure and maintain their drug dealing territories; they use violence and threats in outright extortion for financial gain. Some of them embrace

a villainous self-image with considerable comfort and enjoy thinking of themselves as tough, streetwise 'enforcers'."

The underlying problem, many researchers agree, results from the combination of many factors, which may include parental influence, aspects of a child's home environment and a hot headed temperament. There is no doubt that this society has produced children who actively practice deviant behavior. The California Task force on Student Violence and Vandalism (1980), found four changes in society contributing to the increase in violence: (1.) The breakdown of the home and family unit; (2.) the lack of self-discipline in children and the absence of responsible adult control; (3.) the impact of violence on television; and (4.) disrespect for the law and lack of effective legal penalties and strict enforcement.

Finally, according to Singer (1981), "Theories about victim behavior explain only why some persons become victims and others do not or how behavior changes because of experiences as a victim. Among the major consequences of criminal victimization attended to are fear and precautionary steps taken following victimization. Notably neglected is the relationship between victims and offenders. Victims and offenders are not distinct populations but overlap considerably; offenders frequently have high rates of multiple victimizations."

Societal implications in the Development of Violent Behavior

Societal Approval of Violence

Violent crimes (homicide, rape and robbery) are significantly more frequent in the U.S. than they are in other industrial nations. No single national explanation exists for the violence that pervades the lives of so many Americans. "We commonly hear that violence permeates our society and therefore our schools, since they are a part of society. . . . Some feel that school violence results from larger societal factors over which the school system has no control. Social conditions that depress the poor, oppress the minorities and regulate the young are thought to be causes of violence" (Bybee and Gee, 1982). Those causes are reflected in the statistics regarding violence cited in the introduction to this study. They only illustrate symptoms of deeper problems.

American society in general appears to approve of aggressive and violent behavior. This approval is embodied in the blatant portrayal of violence in the media (news-papers, television and movies, and rock music), family violence and child abuse, the prevalence of gun ownership and lack of adequate public funds to address issues surrounding violence (poverty, ineffective parenting, sub-standard schools). According to studies by the William Gladden Foundation (1989), "...more than 50% of American households

have guns, over 65% of the population agree that a boy should have fights while growing up, 40% of adults believe that teachers should have the right to hit a student, and most Americans are in favor of capital punishment."

A common assumption is that where there is population density, more crime exists. Researchers have found however, that while it is true that large cities have more violence than small cities, a study of international violence revealed that even though Hong Kong, for instance, is far more populated, it is far less violent than Detroit (Wilkes, 1987). Violence then, is more likely to be a product of social forces. It is a multi-faceted problem that involves a myriad of causal factors that are deeply rooted in the personal, social and economic ills that plague our society. One important point that anthropologists have made is that aspects of social life that do not seem to be related to each other actually are related.

All of the social variables impacting the development of violent behavior cannot be examined in this study. I will concentrate on the ones that appear to be critical in a web that is interwoven with many threads of influence. I will examine the following: Communities and Crime; Changing Class Structure; Delinquency and the Inner City; and Street Culture.

Communities and Crime

"Realistically, most crime and violence are not committed by the wealthy" (Rapp, Carrington and Nicholson, 1986). Researcher Reiss (1986) in his studies, concluded: "The consistency of findings on the territorial and social status concentration of crime, victims and offenders from offending and victimization surveys, police statistics and crime rates, the statistical portrait of the social status of victims and their offenders, and the propinquity of offenders and their victims, all point to a higher concentration of offenders and victims of common crimes in the lower social strata and in low-status neighborhoods."

Wilson (1987) in his studies of the "underclass" in Chicago's inner city, said, "In examining the figures on homicide in Chicago, it is important to recognize that the rates vary significantly according to the economic status of the community, with the highest rates of violent crime associated with the communities of the underclass." Researchers Reiss and Tonry (1986), also assert that, "A boy living in a high crime rate area is far more likely to be delinquent than the same status boy in a low crime neighborhood. Moreover, the neighborhood effect is greatest for low status youths, suggesting that these neighborhoods are organized in ways that engender delinquency."

They also advance the assumption that one definite cause for violence in certain segments of society can be found in a group's sense of isolation, subordination, insignificance, impotence, dissatisfaction, and general alienation from the dominant social structure. And, as Rollo May has pointed out, "When one loses a sense of individual significance, there is an accompanying decrease in one's sense of human responsibility."

Researchers agree that in the inner cities there is a unique, permanent, racial underclass, consisting of millions of impoverished minorities. The conditions that they live in tend to provide both the motive and opportunity for violent criminal behavior, and the growth of ghettos coincide with the rise in urban crime rates. For many, the benefits of crime easily outweigh the risks of getting caught and going to jail (Harris, 1981 and Wilson, 1987)

Wilson (1987) blames the problems of the inner city poor on a social transformation that has led to increased joblessness, the exodus of middle-class citizens and businesses from the inner city and reduced support from federal, state and local government. He offers a far-reaching social democratic policy agenda that moves beyond race-specific issues to confront fundamental problems of an industrial society with its focus on economics.

Changing Class Structure

Wilson feels that the problems of inner-city nonwhite poverty are related to broader problems of economic organization inherent in the structure of the American economy. One factor is the changing class structure of ghetto neighborhoods. The movement of middle-class minorities followed by the exodus of increasing numbers of working class nonwhites, has left behind a concentration of the most disadvantaged segments of the minority (mostly blacks and hispanics) urban population.

In neighborhoods where life is shaped more by accident than design, sixty percent of those in poverty, according to recent empirical studies, are "long term" poor (that is, for a period of up to 20 years). Similiar findings were reported on spells of welfare receipt. Long term welfare mothers tend to belong to racial minorities, were never married and are high school drop-outs.

Schuerman and Solomon (1986) in their abstract on Community Careers and Crime, documented the stages that a neighborhood goes through as it undergoes physical and social deterioration. They said, "Among the changes signaling neighborhood deterioration and rising crime rates were a shift from single-to multiple-family dwellings, a rise in residential mobility, unrelated individuals and broken families, the ratio of children to adults, minority group

populations, females in the labor force, and nonwhite and Spanish surname population with advanced education. . .The most striking socioeconomic change was the reduction in unit share of semi-skilled and unskilled occupations. The loss was most marked in the enduring high-crime areas, suggesting the persistence there of a growing residue of "discouraged" workers no longer counted among those seeking employment."

Delinquency and the Inner-City

The relationship between social class and delinquency does exist. The controversial issue of the correlation between social class, race and delinquency has been frequently studied. Tracy (1987) in his studies of Social Class and Self-Reported Delinquency, found that there is a significant correlation between lower-class position and delinquency. The incidence of violent offenses (e.g. robbery and assault) was greater for lower-class than middle-class respondents.

Similarly, in a summary report, City Life and Delinquency, conducted by the U.S. Department of Justice over a period of 18 years, it was found that the lower class has the highest rate of deviant behavior and the middle class the lowest. The highest delinquency group consisted of boys from broken homes (64 percent), with few middle class values and a low educational index. On the other hand, the lowest delinquency rate (11 percent) was found for those boys who

came from intact families, with high educational indexes and surprisingly low middle class values. But both of the next two high delinquency rate groups had intact families; in one instance the family was lower class with low material goals and a low educational index (63 percent); in the other instance, although social class values were high and the educational index high, the quality of neighborhood life was reported low (60 percent). The groups with the lowest delinquency were middle class or working class poor that reported a high quality of neighborhood life.

Dealing primarily with education related variables, it was found that the highest black delinquent group (86 percent) were boys who limited their aspirations to a high school education, had low attachments to parents, but exhibited the tendency to have high middle-class (material) goals.

The main profile difference that emerged contrasting black delinquents with black nondelinquents, after dividing families into those with and without delinquent youths, was that delinquents perceived they operated within a poor quality of life, while nondelinquents reported a good or high quality of life.

Wolfgang, Thornberry and Figlio (1987) conducted a study of 975 males born in the city of Philadelphia in 1945. This sample was drawn from an original groundbreaking study of 9,945 males compiled in 1972. The purpose of the study

was to determine the similarities and differences in criminal behavior when juveniles become adults. They concluded, "Analysis of juvenile careers among the cohort subjects demonstrated a distinct pattern in the age of distribution of delinquent acts. Up to age 12 there was a gradual increase in both prevalence and incidence by age of onset of delinquency. After the twelfth year, however, there was a dramatic increase in both these rates until the peak of delinquent behavior was reached at age 16, followed by a sharp drop during the seventeenth year (Figure 2.2).

Tracey (1987), a researcher who did self report studies of delinquents found that most delinquent behavior is not even known by the police or other agents. Violations far exceed the number of acts officially recorded. The amount and quality of crime is grossly understated in official data and offenders who are processed by the criminal justice system may constitute a biased sample of the total population of offenders. It is also supported by data that the criminal justice system tends to treat juvenile arrests with more tolerance than adult arrests, and that nonwhites are involved more seriously in criminal activity as measured by arrest data.

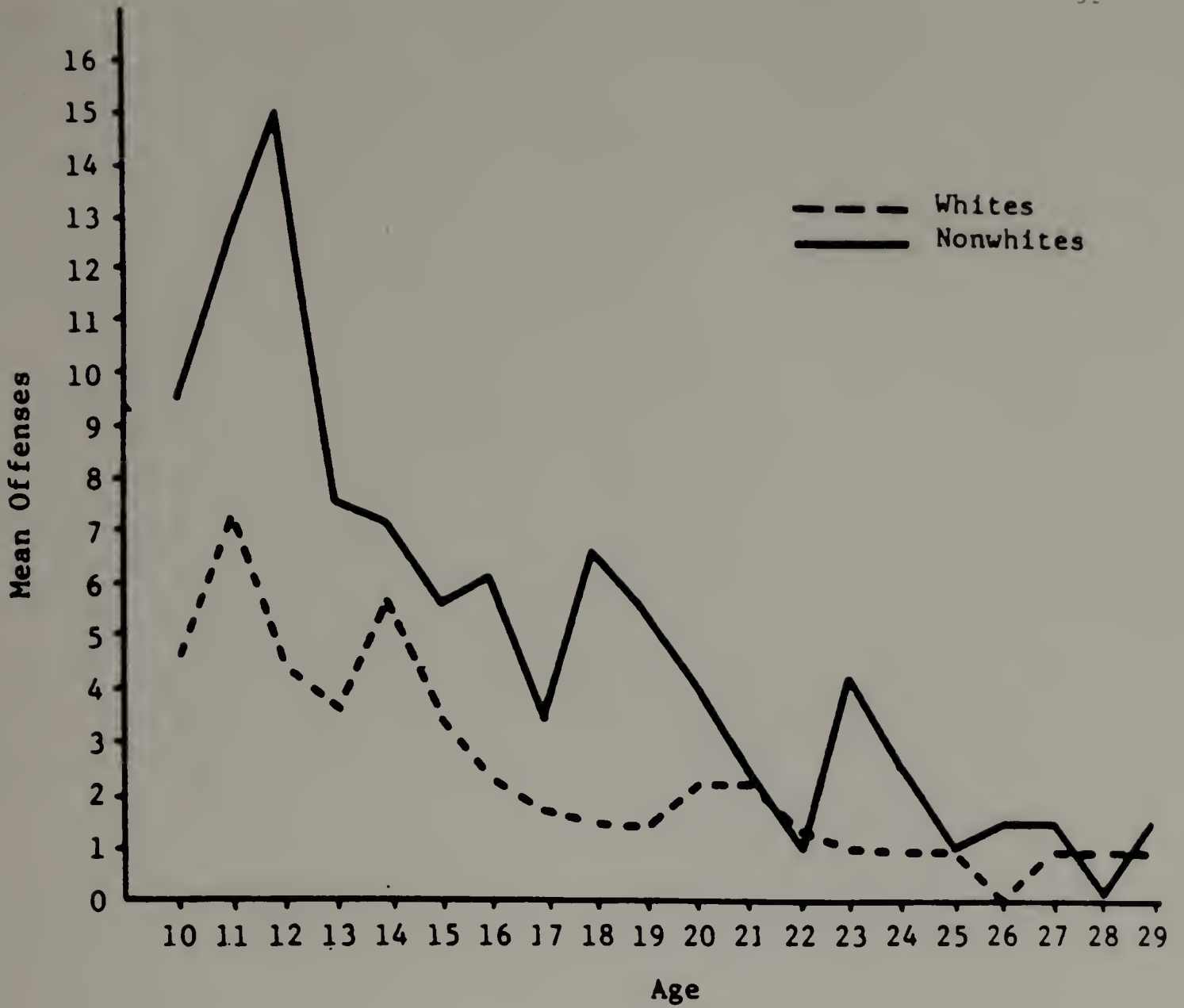


Figure 2.2 Age of Onset for Juvenile Delinquency in Philadelphia Cohort

Finally, even though communities vary considerably in their demographic and organizational structures, Reiss (1986) asserted that, "the basic causal argument is that certain kinds of community structures either weaken forms of social control that induce conformity to law-abiding norms or generate controls that inhibit conformity.

Families and, in adolescence, peer groups are the primary developmental and control organizations influencing young people's conduct. Antisocial behavior is often said to result when families cannot, or for some reason fail to, exercise conforming control over the behavior of their children. This failure is enhanced in adolescence when peer groups support antisocial behavior."

Broken family structures are especially detrimental for male youth who are the product of matriarchal households. They lack the discipline, authority and identification with a father, and so often feel driven to seek the company of male adolescent peers. The disproportionate concentration of poor female headed households (See U.S. Bureau of the Census chart on Female Family Householders below the Poverty Level by Race, figure 2.3) with dependent children who live in high delinquent neighborhoods are often the catalyst for high risk young males to create strong peer networks and a subculture that supports delinquency as a solution to their common status problems. (Reid and Patterson, 1989; Reiss, 1986; Smith, 1988)

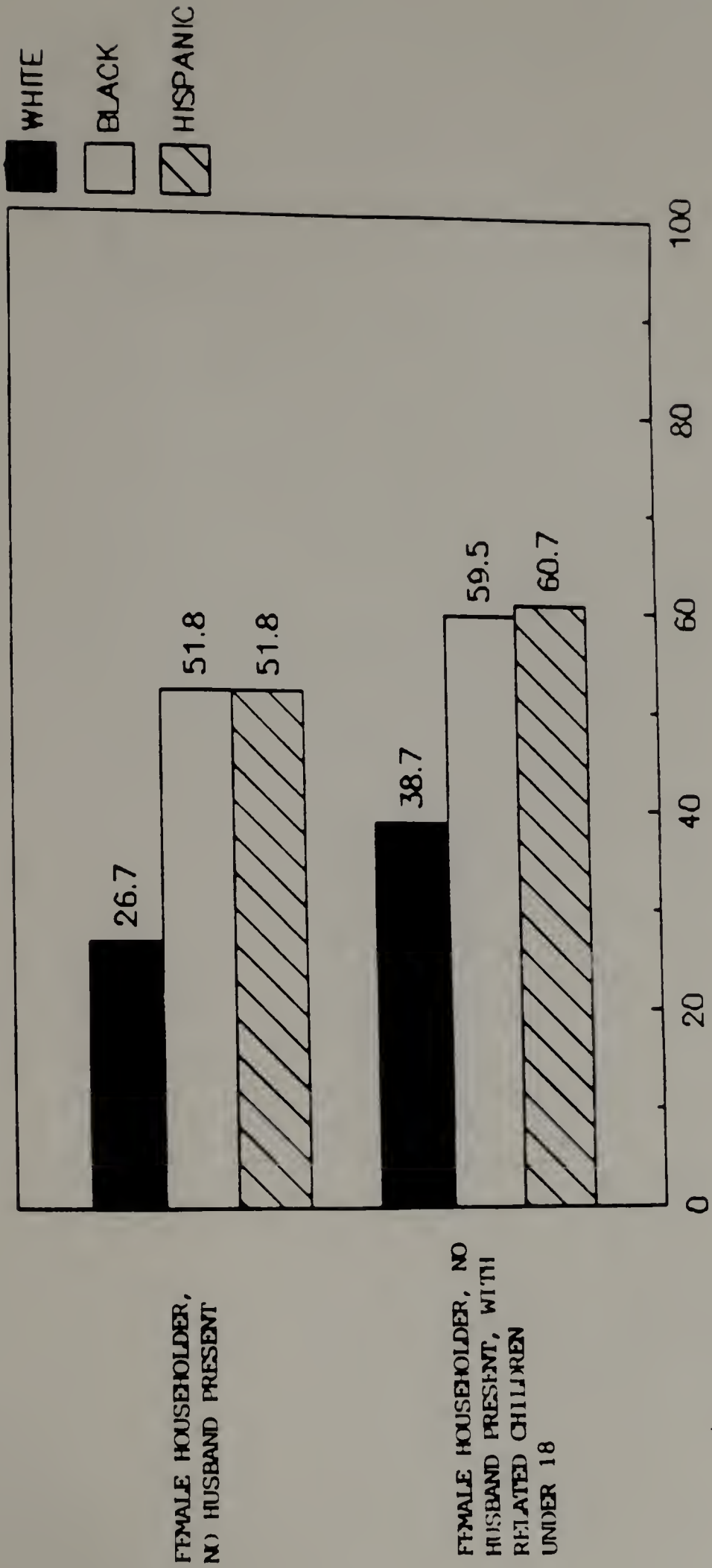


Figure 2.3 Percent of Female Family Householders Below the Poverty Level by Race and Hispanic Origin: 1987

Source: U.S. Bureau of the Census

Street Culture

Two aspects of "street culture" will conclude this section on Communities and Crime: 1. the influence of gangs in the lives of inner city youth and 2. the impact of drugs on the same population.

Gang Involvement

Traditionally youth have sought out peers who have similar interests and goals, particularly within their immediate geographic areas or schools. It is normal and healthy to desire membership in a social group. However, when several adolescents in one group are predisposed to violent or criminal acts, the group begins to involve itself in deviant behavior which impacts the community that they stake out as "turf". Commonly called a "gang", these groups of (usually) males establish their own set of values and standards of behavior. There are few female gangs; females usually act as sex partners, lookouts, drivers, etc.

Current estimates indicate that there are over 100,000 gangs in our country with well over a million members. At least 90 percent of gang youths belong to minority groups. It is estimated that approximately 47 percent are black; 35 percent are hispanic; 7.5 percent asian and 10 percent white (Jetmore, 1988). The formation of these deviant culture groups, particularly those within high-density, lower-socioeconomic status inner-city areas, often stem

from a strong need for self affirmation. Toufexis (1989) says that these are the youngsters who are abandoned physically and emotionally by their parents and look elsewhere for companionship, acceptance and values. They tend to develop Erickson's negative identity patterns and to embrace life styles which permit achievement of a pseudo competence. "This artificial sense of well-being may be gained by joining subcultures with value systems which confer prestige and a sense of accomplishment to those who cannot gain such prizes in a more conventional world. For example, in the delinquent subculture, impulsive daring and short-sighted bravado as well as physical violence may gain one a reputation for bravery and leadership" (Meeks, 1985). These groups have considerable organization and leadership patterns. They are more often than not concerned with criminal activity. The adoption of values from these deviant groups help youngsters to override inhibitions and diminish any feelings of guilt. Violence becomes a way of life. Some of the most psychologically damaged youngsters revel in the mayhem; others, too weak to break away, become trapped and are swept along.

Individuals are unique and do not always fit neatly into any psychological pigeonhole; however, prevailing characteristics which surfaced again and again in available research spans cultures, races and even national boundaries

are as follows:

1. Members of gangs usually have no religious or moral roots. They base their sense of right or wrong on street values. They lack the self sanctions that deter them from harming others.
2. Conflict and violence is so common around them that they have little value of human life.
3. Many have dysfunctional families in which they have experienced or observed firsthand the following:
 - a. abusive punishment;
 - b. ineffective communication between family members;
 - c. blatant violence perpetuated against themselves and other family members (family members are killed or severely injured);
 - d. verbal abuse and general invalidation by adults;
 - e. family disposition towards materialism and satisfying fleshly needs of clothes, food and sex;
 - f. adult modeling inappropriate on many levels especially in regard to sex and substance abuse;
 - g. absence of a father in approximately 70 percent of inner city homes;
 - h. large families with children who have many different fathers;
 - i. welfare dependency;
 - j. adult family members not engaged in productive pursuits which foster a sense of future, such as community involvement, hobbies, or organized religion.
4. Gang activities supercede all other activities and street time increases so that little time is spent at home. Parents fail to supervise them closely.
5. School attendance is usually poor. These youngsters may attend school two or three times weekly and are usually late. They may or may not be disruptive in school.

6. The majority of these youngsters are underachieving even when they have average intelligence. A disproportionate number of them have learning disabilities.
7. Their self esteem is determined by their status in the gang. The gang becomes family in which the "rights of passage" is carried out in various ways.
8. Some children join gangs simply out of fear and to seek protection from other gangs.
9. Gang members are usually organized along ethnic lines and represent almost every ethnic group.
10. Members often use tatoos, dress, scarves and hats to signify which gang they belong to.
11. They commonly communicate with slang and use of hand signals.
12. Gangs adopt a particular name and claim a neighborhood or territory as their own. They usually stake out this "turf" with graffiti.
13. Without the gang family these youths have no personal life goals.
14. Even in the group the lack of "future" creates a conciousness of "nothing to lose".
15. Gangs often engage in selling and using drugs. This creates a drug culture which encourages blatant violence and disregard for any human existence.
16. Extremely criminally-active gang members are school drop-outs who engage full time in activities which are deviant.
17. Approximately 25% of children apprehended with weapons on school grounds are members of gangs. Even though gang activity is usually carried on outside the school buildings; youngsters are in constant danger while traveling to and from school.
18. Usually the ones that end up in the criminal justice system, stay there, with very high recidivism rates.
19. They do not listen to, nor respect authority figures, nor do they perceive that on any level that society cares about what happens to them. They create their own laws tailored to cater to their needs.

20. Most of these youngsters do not complete high school and become permanent members of the underclass which never reap the benefits of legitimate existence in mainstream society (Tirell, 1989; Jetmore, 1988; Johnstone, 1983; Vrcan, 1989; Boston Adolescent Violence Task Force Report, 1989; and Community Youth Gang Services Project, 1988).

The Scene in Boston

In Boston, gang activity has begun to escalate, although it has not reached the levels of other major cities in America. Lt. Michael Hennesy, Boston School Policeman, participant in "Street Talk", a conference on street violence, indicated that the police basically know the gangs and gang members in Boston. They know where they congregate, what their habits are, what vehicles they use, and sometimes they even know what weapons are available to them. Captain Celester of District B (Roxbury and Dorchester) Police Headquarters said in his interview that most of the recent murders were committed by gang members involved in the drug culture. Statistics indicate that some 100 gangs are responsible for at least 20 percent of the cities major crimes. They have no respect for the criminal justice system which, due to the current overload, cannot effectively respond to the demands of the community for protection. Even after some of these youngsters are arrested, because of overcrowding, they do not remain incarcerated and so frustrate the efforts of the police to keep them off of the streets (Jacobs, 1988).

Needle and Stapleton (1983), researchers on law enforcement strategies to handle youth gang behavior surveyed 60 randomly selected cities and found that 45 percent of them had youth gangs and associated problems. Only fifteen percent of them had specialized youth gang units. Although a few large police departments appeared to have made large investments in prevention programs, the majority had only made modest investments. Many programs had management problems, due to lack of written policies, personnel training, and evaluation methods. Although Boston is in the process of trying to respond to the recent outbreaks of violence, there is currently no systematic program of prevention strategies for gang control.

Unfortunately a large number of Boston's teens live within the poverty stricken areas in which the drug dealing gangs operate. They grow up in an atmosphere of intimidation and fear, and the drug dealers, whose wealth is obvious, become their role models. Jetmore (1988) "The crime-rate within a community is often reflective of the sociological and economic conditions effecting its residents. When large segments of a city's population are chronically unemployed, poor, hungry and devalued, crime becomes a barometer pointing to the failure of government to impact on the negative conditions effecting its people. Street

gangs are the by-product of failed programs, apathy and children growing up in poverty surrounded by wealth" (Jetmore, 1988).

Gangs and Schools in Boston. The extent to which gangs operate in Boston's Schools depends almost totally on the school climate. If the school has a strong administrator who has implemented consistent controls and has the discernment and wisdom to act swiftly and firmly when problems arise, then gang activity is at a minimum. Schwartz (1988) conceptualized two specific leadership patterns demonstrated by principals. Her study results showed that patterns of the principal's leadership behavior vary and that the relationships between these patterns and school climates differ in schools with different social contexts. Principals in hostile schools exhibit significantly more control orientation and significantly less administrative task orientation than do principals in safe schools.

Even though there was much speculation that there would be violence because of the merging of several secondary schools at the beginning of the 1989-1990 school year, due to the merging of several different gangs in one setting, there has been limited gang activity in schools.

Schools cannot be considered a safe haven, however,

because the gangs do operate just outside of many of the hub's schools and many children walk the streets in fear of being attacked. These attacks often are for something as minor as knowing someone who a gang member considers an enemy or looking at a girl who lives in the gang's "turf" area. If weapons are involved, they are often hidden nearby for easy access.

Drugs

"Man has been attracted to drugs for thousands of years for a variety of reasons: to allay physical or emotional pain; to achieve altered states of consciousness, sometimes as part of a religious ritual; to escape the boredom and troubles of everyday life; to increase physical endurance; and for recreation...The present cocaine epidemic is not a new phenomenon; use of the drug in some rudimentary form dates back more than 5,000 years" (Claffey 1987).

Drugs and Crime

Fifty to seventy-five percent of the men arrested for serious crimes in 12 major cities tested positive for the recent use of illicit drugs, according to a study by the Justice Department. A growing body of research indicates links between the problems of drug use and criminal activity. Because of this linkage, the government is being forced to confront the drug problem. Since the problems appear to

be worse among those who experience the most economic distress, drug abuse in those areas far exceed the estimated use in the general population where it appears to be leveling off. Heavy use of heroin, cocaine and PCP often leads the user into a subculture of illegality.

According to Judge Huston of the Roxbury Juvenile Court, there was a 700 percent increase in cocaine distribution and 200 percent increase in heroin distribution in 1989. He feels that the problem is currently unmanageable. Even if the abusers are taken off the streets, the jails fail to rehabilitate them. He says that plea bargaining is necessary because of the volume. It is a welcome tool because of overcrowding of penal facilities in our system. This overcrowding limits the ability of the courts to sentence. Great numbers of arrests due to drug violations are gridlocking the court system. Judge Houston feels that courts are dealing with the symptoms not the disease. Don Mahammed, a local minister, concurs. He said that it costs more money to go to jail than to go to Harvard and MIT at the same time. Indeed, there are more Black Males in jail, according to a recent study, than there are in the institutions of higher learning.

Drugs in the Inner-City of Boston

Stewart (1986) in a Boston Globe feature article

says, "In metropolitan Boston, no area is more oppressed by drug traffickers than predominantly Roxbury. The everyday life of everyday people is affected by the omnipresent drug trade. While the decaying housing projects are the drug dealers favorite haunts, drugs are also sold in variety stores and bars, in the many litter-strewn vacant lots, and private homes and remote side streets...Drug dealers boldly take over streets to conduct their business and intimidate entire neighborhoods." Representative Charles Rangle, Chairman of the House of Representatives Narcotics Commission, at a hearing to determine the extent of drug abuse in Roxbury and Dorchester, shared that \$285,000,000 is being spent by the federal government military operations and only \$7.8 million is being spent fighting the trafficking of drugs and drug treatment.

In spite of the evidence, current drug treatment programs are inadequate to successfully address the needs of drug users. There are severe shortages of space in drug treatment centers and in most places, long waiting lists for people who want treatment.

Drugs and Schools. Marantz (1986) indicated in a recent Boston Globe article that national surveys show most students in Massachusetts (60 percent) have used drugs and alcohol. Many

have tried marijuana, cocaine and various pills. The majority admit to preferring beer and hard liquor which they find at home. Schools have long ago recognized that students are going to smoke cigarettes regardless of rules, and currently provide smoking areas.

As a result of funding from The Drug-Free Schools and Communities Act of 1986, the Boston Public Schools sponsored a survey in four elementary, four middle and eight high schools, to assess current drug and alcohol problems. Results of the survey, which included approximately 70 percent of the number of youngsters enrolled at that time, provided the following information: (1.) The national percentages for the 12th grade were higher than Boston Public Schools with the exception of the use of cocaine. (2.) Drug and alcohol use increased from one grade level to the next. (3.) There is less drug and alcohol use at school than outside school. (4.) Twelve percent of the 9th graders admitted using drugs in the past and probably will use them again. Another 3 percent admitted they never used drugs, but may use them in the future. (5.) One percent of 8th graders admitted using a needle to inject heroin. (6.) Two percent of the 9th graders admitted use of marijuana daily.

In general, according to the above study, the national percentages for the 12th grade are higher than Boston Public Schools with the exception of the use of cocaine. During

1987, 14 percent of 12th graders in Boston used cocaine compared to 10 percent of seniors nationwide. The following table shows the percentages of Boston Public School students from grade 6 to 12 who have used drugs in the 12 months previous to the study. (Notice that drug use increased from one grade level to the next.)

Table 2.1 Percent of Boston Public School Students and 12th Graders Across the Country Who Have Used Drugs

<u>6th grade</u>	<u>7th grade</u>	<u>8th grade</u>	<u>9th grade</u>	<u>10th grade</u>	<u>11th grade</u>	<u>12th grade</u>	<u>12th Nationally</u>
24%	41%	53%	55%	60%	63%	69%	86%

Priscilla Nemeth (1987) researcher for the American Federation for Teachers expresses the helplessness of teachers who usually don't know if and how many drug and alcohol abusers are sitting in their classrooms. In fact she said that the statisticians can't say for certain how many substance abusers there are among youngsters in any given city or school district; they can only extrapolate from general data. Even when most teachers find out about a drug user, they usually don't know what to do about it.

In Summary, most of the information that is provided on drug use is at best subjective. Only self-report survey

instruments can be used to make determinations about drug use and abuse. Students in the Boston Public Schools, according to available data, use less and abuse less drugs than other students across the nation with the exception of cocaine. Drugs are available to youngsters who want to indulge. The challenge to Boston Schools is to educate youngsters regarding the effects of drugs and hope, that with the information, they will make the right choices.

CHAPTER III

THE BARRON ASSESSMENT AND COUNSELING CENTER

Background

The Barron Assessment and Counseling Center was established in March, 1987 by the Boston Public School System under the auspices of Laval S. Wilson, Superintendent, in response to increased apprehension of students in the possession of weapons or dangerous objects in the schools. Formerly this population of students were simply expelled or turned over to the criminal justice system. There was no vehicle in place to educate them regarding their infractions, nor did they receive any counseling on conflict resolution. This program, now in its third year, has a capacity of 30 students daily and an operating budget of approximately \$300,000 annually. There appears to be no "typical" student who attends the center; they range from soft spoken honor students to hardened "street" youth. They have been as young as 7 years old.

The BACC is a place where youngsters are given "time out", to examine themselves in relation to others, to think about their motives for arming themselves and to gain new insight on the choices available to them. They learn that they can choose not to become involved in a threatening situation which may evolve into an altercation.

A student's attendance at the BACC is considered a disciplinary measure and is mandatory for all weapons infrac-

tions. The Boston Public Schools Code of Discipline has outlined specific disciplinary action for youngsters who chose to carry a weapon (outlined in review of the literature). The phrase "dangerous weapon" encompasses a long list of tools for violence (see list in appendix) which may include a "shod foot" or "screwdriver". In many instances it depends on how the object is intended to be used. If a youngster is apprehended with a loaded gun or dynamite he/she is sometimes expelled from school in addition to other disciplinary measures which may include being arrested or turned over to the Division of Youth Services.

Program Goal

The overall goal of the BACC is to analyze, through the assessment process and counseling, the causes of escalating violence in schools and advance methods of addressing the educational and social/emotional needs of students who bring weapons or dangerous objects to school. Given appropriate assessment and counseling, it is projected that the majority of these students will be able to return to their sending schools; others will be assigned to another more appropriate regular school within the Boston Public School System; some will be offered a specialized alternative placement within the school system; and a small number will go to an appropriate academic placement outside the school system, sometimes with the assistance of relevant community or state agencies.

The process for referral of students to the Barron Assessment and Counseling Center is multi-faceted. It is by no means flawless and is still being refined to expedite a smooth non-threatening transition of the student from his/her sending school to the Barron.

The procedure for regular education students is as follows:

- Step 1 After a student has been apprehended with a weapon a School Security Officer is called. The weapon is confiscated and xeroxed.
- Step 2 An incident report is completed by the principal or headmaster and sent to the Zone Superintendent.
- Step 3 The Zone Superintendent schedules a hearing. The participants must include, but need not be limited to, the Headmaster/Principal, the student and the parent or guardian.
- Step 4 The Zone Superintendent sends notification of the hearing, including a list of the charges by certified mail to the parent/guardian. Telephone contact with the parent is also attempted and documented.
- Step 5 The Zone Superintendent conducts a hearing and is ultimately responsible for the decision to refer the student for admission to the Barron Center.
- Step 6 The parent/guardian must be in accord with the decision and sign appropriate documents.

For the special needs student the process requires the following process after Step 1 above:

- Step 1 The Headmaster/Principal schedules a school level hearing, which will also serve as an unscheduled special Core Evaluation Team meeting, to review the student's current Individual Education Plan. This meeting should include the Headmaster/Principal, the Evaluation Team Leader, the parent, the student, and other pertinent staff as determined by the building administrator. This hearing should be scheduled the day after the incident, if possible.

- Step 2 The Headmaster/Principal sends a hand-delivered or certified mail notification of this combined hearing/Team meeting to the parent/guardian. Included with this letter should be a list of the rights of the student under Chapter 766.
- Step 3 The Headmaster/Principal conducts the school-level hearing/Team meeting. The participants must make a joint decision regarding the eligibility of the student for referral to the Barron Center.
- Step 4 If the student is eligible, the Headmaster/Principal makes the decision to refer the case for a Zone level hearing.
- Step 5 The Core Evaluation Team prepares an IEP amendment for a possible Barron Center placement. This amendment is signed by the Headmaster/Principal and the Evaluation Team Leader, but not by the parent until the hearing at the Zone level.

After Step 5 for the special needs student, Steps 2 through 6 for the regular education student is to be followed.

Admissions Procedures

Every student admitted to the Barron must be accompanied by a parent or guardian. They are required to bring the following documents: (1) a copy of his/her cumulative school record; (2) a current report card; (3) a written description of the incident which precipitated the arrest; and (4) a xeroxed reproduction of the weapon. The parent must give permission for the student to participate in all aspects of the BACC program. The student, with a counselor is then required to be involved in the intake process which includes: a personal history; completion of a violence prevention questionnaire; a psychological examination; an educational assessment; and finally, a representative from the

Juvenile Justice System meets with the student. Meanwhile, a guidance counselor does a social assessment with the parent.

Program at the Center

When all assessments have been completed, the student is given an academic program to be followed while he/she is assigned to the Center. The Curriculum for all students is as follows:

- Language arts/reading/writing
- Mathematics
- Social Studies
- Science or Health Science
- Violence Prevention/Awareness
- Arts and Crafts

During their daily 6 hours students do school work, receive individual and group counseling, and participate in the Violence Prevention Curriculum. They are also required to attend one session of the "Jailbrake" program.

The average internment at the BACC is a minimum of five days to as long as three weeks, depending on the severity of the offense. The student may also be waiting an alternative placement or facing charges in the juvenile justice system.

Staffing at the BACC

Program Director: Oversees all operations at the Barron Center, including troubleshooting and attending appropriate conferences and meetings. He also writes proposals in order to encourage additional programming.

Assistant Director: Handles intakes, referrals, oversees office staff, keeps statistics, schedules consultants and arranges alternative placements.

School Psychologist: Administers psycho-educational assessments, including instruments which evaluate the emotional state of youngsters admitted to the BACC; does individual counseling as needed for students and parents.

Guidance Counselor: Conducts sociological assessments, schedules Core Evaluations Team meetings as needed, acts as liason between the BACC and the schools, assists in intake process and monitors attendance.

Secondary Education Teachers (3): Responsible for teaching Math, Reading, Social Studies and Arts and Crafts; and completing educational assessments on all students.

Community Field Coordinator: Schedules student involvement in the Jail Brake Program; supervises instructional aids; coordinates transportation and troubleshoots.

Instructional Aids (3): Assists teachers and other staff in keeping order; responsible for monitoring youngsters during lunch and on the bus; accompanies youngsters to outside appointments.

Boston City Hospital Counselors: Responsible for teaching the Violence Prevention Curriculum; does individual and group counseling.

School Security: Full time Police Officer is involved in intake, does daily weapons search, manages building entrances, and troubleshoots in case of behavioral problems.

Secretary: Manages all office operations, correspondence and typing of psychological and sociological assessments.

The Violence Prevention Program

The violence prevention program at the BACC has two staff members provided by the Health Promotion Program for Urban Youth (Violence Prevention Project). This is a pilot program based at the Boston City Hospital which currently serves the youngsters who reside in the Roxbury and South Boston areas of the city of Boston. Its primary purpose is to prevent violence by educating selected participants in churches, community agencies, schools and even some parents about the effects of violence. The program strives to advance methods of teaching youngsters how to cope with stress and how to make meaningful choices.

The violence prevention curriculum taught at the BACC was developed by Dr. Deborah Prothrow-Stith (1986). The daily sessions are structured to educate students about the extent to which they are at risk for homicide; the factors which usually precipitate homicide; and constructive methods

of dealing with anger and arguments, which are the major causes of homicide.

It is important to note that the curriculum is not a course in pacifism. Although non-violence is discussed frequently, at no point in the curriculum are students told that they are never, under any circumstances to fight. Instead, the curriculum treats fighting as one choice among many. It encourages students to examine carefully the risks and rewards of many of the possible choices. The primary goals of the curriculum are to:

- increase the students' awareness of the causes and effects of violence;
- augment students' awareness of their own risk of becoming victims of homicide;
- enable students to identify the factors that lead to violent acts;
- help students to realize that violence is a choice, with negative short and long term consequences;
- illustrate to students that violence is preventable;
- assist students in learning that anger is a normal aspect of life, and that it can be expressed and channeled in healthy constructive ways;
- help students to understand that controlling anger and violence is a part of maturing.
- enable students to identify acceptable ways to express anger;
- encourage students to think about alternatives to violence in conflict situations;

In addition to the violence prevention curriculum, the program uses video tapes, a telephone hot line, acts as a

resource for materials and statistics on violence and homicide and provides a data base directory of available agencies who serve troubled youth. (See a sample lesson plan and handouts in the Appendix)

Jail Brake Program

The "Jail Brake" Program was conceptualized by the Public Affairs Division of the Sheriff of Suffolk County. It is designed to stem the flow of young people into juvenile detention centers, and ultimately into jails. Over the past ten years there has been a dramatic increase in the incarceration of youthful offenders. In 1977 the average age of persons jailed in Massachusetts was 24. That statistic has changed and the current average age is 19.

Students learn about the realities of jail life by experiencing in a small way what an inmate experiences daily. As participants in this program students are assigned to the Suffolk County Jail for a total of four hours. Students are not released to the general inmate population, but tour the facility under the supervision of a police officer and talk with inmates and personnel.

The program is designed to show students that they have choices to make when it comes to dealing with the law. It gives them the opportunity to experience being incarcerated, which means that they will lose their freedom and their social and recreational activities. The students realize that

they will also lose contact with their families and the comforts of home. They also find out that they will be told what to do daily with limited choices. And last, but not the least significant, they will be in a living situation with hardened criminals who often take advantage of young people (Jail Brake Agenda included in Appendix).

Preliminary Study and BACC Statistics

In April, 1988 a preliminary study of the BACC was conducted by the author of this paper. As a School Psychologist I was able to evaluate three students: a white male assigned to a Boston middle school; a black male assigned to a regular education high school and a black female assigned to a Boston exam school. All three students had average intellectual ability. All for various reasons were either underachieving or failing. All exhibited some difficulty with reading or reading comprehension. All had unstable home environments fraught with numerous upheavals. All were the products of single parent homes (see psychologicals in Appendix).

From March, 1987 to April, 1988 336 males and 62 females were admitted to the BACC. Of that number 57% were black males, 10% were white males, 14% were hispanic males, 2% were oriental males, 1 was an American Indian and 4 were other. 25% of the students were court involved and 2% were repeat offenders.

Thirty-four percent of the youngsters served during that period were special needs students. Ages of the students ranged from 8 years old to 21 years old, with the greatest proportion of youngsters falling into the 15-16 year old range. Sixty-five percent of the students were admitted from the High School Zone, with the greatest number of students from Madison Park High, located in Police District B which is a high crime area in the city of Boston. Thirty-three percent of the students admitted were middle school students and 2% were elementary school students.

The most common weapon taken from youngsters citywide since the program's inception were small knives (76%). Only a small number were actually apprehended with guns (7%) loaded or unloaded. Approximately fifteen percent said that they intended to use their weapons on school grounds; most (75%) said that they intended to use their weapons for protection while traveling to and from school.

Conclusions

The Barron Assessment and Counseling Center, a mandatory program which is engaged in the discipline, support and assessment of youngsters apprehended on or around school grounds with a weapon or dangerous object, is by all measures a successful program. Its intense Violence Prevention Program, the "Jail Brake" Program, crisis intervention

counseling, assessments to determine the students' overall functioning, individual attention, structure, exposure to successful role models and community programs seems to have provided the involved students with a format for taking charge of their lives.

Of course the long term effects remain to be seen and it will be important to develop a valid means of evaluating program effectiveness. The sending schools also, must begin to address seriously the very real potential for serious violence in a meaningful way. The most significant problem is the need to receive assurances from sending schools, when students return to them following assignment to the BACC , that the schools will make a "good faith" effort to implement the recommendations prepared at the BACC. It may be necessary for the Boston Public Schools policy-makers to annunciate and promulgate clear and concise policy relative to this concern.

These youngsters, who are at best, at risk for further difficulty need to have adequate follow-up and services provided to ensure that in spite of socio-economic factors the Boston Public Schools have done all that is possible on a system-wide basis to help these students to develop to their fullest potential.

CHAPTER IV
RESEARCH METHODOLOGY

It has been determined that of 56,000 youngsters enrolled in the Boston Public Schools, approximately 24 percent or 13,440 carry some type of weapon or dangerous object to school. Roughly 3 percent are apprehended annually. The focus of this study was a cross section of 652 youngsters apprehended on or around Boston Public School property for the possession of a weapon or dangerous object. They were all participants in the Barron Assessment and Counseling Center program in the school years of 1987-88 and 1988-89 (See Chapter III).

Methodology

Qualitative methodology is one research tool that I have chosen for this study. This method is effective in the assessment of human behavior. The dynamics studied were basically rooted in the lives and school experiences of the subjects. This approach provided direct access to a comprehensive understanding of the profiles of youngsters apprehended with weapons or dangerous objects on or around school property.

The quantitative aspects of this study consisted of the use of descriptive statistics to compute means and percentages. Documentation was selected and content

analysis yielded information which enabled me to address the hypotheses in this study. The materials studied were analyzed in order to look for the structure, order and patterns found among the students studied.

Assumptions

Review of the literature revealed that this is an original study. Related literature is also minimal. Previous predictable patterns which emerged from crime statistics tend to be inappropriate for this population of youngsters. As a School Psychologist who has evaluated several of those youngsters, my curiosity was stimulated and I decided to do further research to test my hypothesis that those were indeed not the violent youngsters read about in the media, but by-in-large a population of victims; this assumption provided the stimulus which guided this study.

Hypotheses

Specifically, the investigation was designed to test the following hypotheses:

Hypothesis 1: Of the students studied in the identified sample, most do not fit the the diagnostic criteria of conduct disorder as presented in the Diagnostic and Statistical Manual of Mental Disorders III-Revised (DSM-III-R).

Hypothesis 2: Students who are apprehended with weapons or dangerous objects on or around school property are responding to their cultural and environmental norms which are deviant from the mainstream of American society.

Hypothesis 3: Students who are apprehended with weapons or dangerous objects on or around school property usually lack adequate familial supports and live below the poverty line.

Hypothesis 4: Most students who are apprehended with weapons or dangerous objects on or around school property are not substance abusers.

Hypothesis 5: A significant number of students who are apprehended with weapons or dangerous objects on or around school property are of average intelligence, but are underachieving in school.

Hypothesis 6: Of students who were apprehended with weapons or dangerous objects on or around school property most were engaged in unrelated acting out behaviors.

Hypothesis 7: Most students who are apprehended with weapons or dangerous objects on or around school property are not Court or DYS involved.

Hypothesis 8: Given prevention strategies utilized by the Boston Public School System in cooperation with the

Court System and Social Services Agencies, the recidivism rate of youngsters apprehended with weapons or dangerous objects on or around school property will be low.

Approach to the Problem

The primary goal of the research was to determine from information gathered a typical psychological profile of the youngster who is apprehended with a weapon or dangerous object on or around Boston Public School Property. Records will reveal if the individual youngsters match the profile of youngsters identified in the Diagnostic and Statistical Manual of Mental Disorders (Third Edition-Revised 1987) as having a conduct disorder. "The essential feature of this disorder is a persistent pattern of conduct in which the basic rights of others and major age appropriate societal norms or rules are violated. The behavior pattern typically is present in the home, at school, with peers and in the community" (See Appendix for specific criteria).

A follow-up study of identified youngsters revealed recidivism rates and current school status.

Selection of Sample

Psychological reports of 652 youngsters who attended the Barron Assessment and Counseling Center in the 1987-1988 and 1988-1989 school years were reviewed. A preliminary sample was selected using as a guide the results of a

test survey conducted in Spring, 1987 by the author of this study. Results of the study delineated the components of a psychological test battery used by a majority of Boston Public School Psychologists (see Appendix). The following battery provided a comprehensive evaluation of a youngsters overall cognitive potential and academic achievement, information which is pertinent to this study. Components of the psychological battery used as a prerequisite for this study were:

- A major cognitive instrument, such as, the Wechsler Intelligence Scale for Children Revised (WISC-R), or the Wechsler Adult Intelligence Scale-Revised (WAIS-R).
- The Wide Range Achievement Test-Revised (WRAT-R), for assessment of overall academic achievement.
- The Bender Visual-Motor Gestalt Test (BVMG) or the Developmental Test of Visual-Motor Integration (VMI), for the assessment of maturity in visual-motor development.
- The Peabody Picture Vocabulary Test-Revised (PPVT-R), for the assessment of receptive language capability.
- Instruments which assess the emotionality or overall affective functioning, such as: The Human Figure Drawing; The Thematic Apperception Test; The Rorschach; or Tasks of Emotional Development (description of a test instrument in each of the above categories are included in the Appendix).

From the preliminary sample, all of whom have met the criterion outlined above, was randomly chosen forty (40) psychologicals; twenty (20) from each school year; two from each of the twenty school months (September through June of each school year). The numbers were arbitrarily determined by author in order to render the study more feasible.

Other Data Collection

1. Sociological reports of the identified youngsters were reviewed to access the following information regarding their families:

- Family constellation-parent(s)/guardian(s); number and gender of siblings.
- Economic status of family.
- Section of city where youngster resided.

2. Intake records at the Barron Assessment and Counseling Center were reviewed to gain the following information:

- Incident which precipitated the arrest.
- Type of weapon or dangerous object found.
- School attended/ attendance status.
- Determine if youngster had Special Needs and receiving '66 services.
- Determine if youngster was Court or DYS involved.
- Determine if youngster was a known substance abuser.

Analyzing Data

Data was analyzed to address the hypotheses advanced in this study. Information was systematically compiled in order to accurately portray the characteristics of youngsters who have been apprehended with weapons or dangerous objects on or around school property. Analysis was both qualitative and quantitative. Descriptive Statistics were used to compute means and percentages for 30 variables created to address the hypotheses which guided the study. The SPSS-X statistical package was utilized for all of the computations.

Follow-up

Monthly computer print-outs of all enrolled students in the Boston Public and Private Schools are generated by the central information system. These print-outs were utilized in order to locate students identified in this research to determine if they were still enrolled in the Boston Public School System and which school they were currently attending. From that information it was further determined their school status (whether they are passing or failing) and if they had graduated or dropped out of school.

Limitations of Study

1. The psychological assessments were completed by four (4) different psychologists, therefore the interpretation

of some of the test material was subject to the individual diagnostic skills of each psychologist.

2. Students apprehended with loaded guns or automatic weapons are not always sent to the Barron Assessment and Counseling Center, but some are formally arrested, expelled from school for one year and often incarcerated with the Division of Youth Services.

3. Some principals "cover-up", choosing instead to use in-house discipline measures. The school police estimate that approximately twenty per-cent of students apprehended with weapons are not formally charged according to the Code of Discipline.

CHAPTER V

PRESENTATION OF RESULTS

This Chapter contains results of research regarding the selected sample of youngsters apprehended on or around Boston Public School property with weapons or dangerous objects. It is divided into four sections. The first section reveals descriptive statistics on the background characteristics of the sample. Data presentation in the second section yields results pertaining to the eight hypotheses which guided this study. Section three contains other relevant findings and section four the current status of sample.

Characteristics of Sample

Table 5.1 displays descriptive statistics on the characteristics of the sample. The mean age of the sample was fifteen years and a very large percentage (87.5%) were seventeen or younger. Eighty percent were male; eighty-five percent were black; almost two thirds (65%) were born in Boston.

Relevant school statistics regarding this sample revealed that the greatest proportion of students clustered around ninth grade with two-thirds of the youngsters enrolled in Boston area high schools. Eighty-five percent were involved in regular education and participated in no special education activities. Forty-five percent of the sample had good to excellent attendance.

Table 5.1 Characteristics of the Sample

<u>Ages</u>	<u>N</u>	<u>%</u>
12	2	5.0
13	4	10.0
14	6	15.0
15	9	22.5
16	7	17.5
17	7	17.5
18	4	10.0
19	1	2.5

Mean Age of Sample=15

Gender

Male	32	80
Female	8	20

Race

Black	34	85
Hispanic	6	15

Birthplace

Boston	26	65
Puerto Rico	3	7.5
Haiti	2	5.0
American South	2	5.0
American Middle West	1	2.5
Other Carribean	6	14.5

Grades

6	2	5.0
7	9	22.5
8	6	15.0
9	13	32.5
10	1	2.5
11	6	15.0
12	3	7.5

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<u>Educational Category</u>	N	%
Regular Instruction	34	85
Special Education	6	15
<u>Schools</u>		
Middle Schools	18	42.5
High Schools	21	55.0
Special Program	1	2.5
<u>Zones</u>		
East Zone	7	17.5
West Zone	7	17.5
North Zone	2	5.0
High School Zone	24	60.0
<u>School Attendance</u>		
Excellent	8	20
Good	10	25
Poor	22	55

N=Total number of Sample (40)

Table 5.2 describes the type of weapons found in the possession of students in the sample. The results agree with the results of the preliminary study. A small knife which is easily concealed is the most popular weapon brought onto school premises in Boston. 73% of this sample were apprehended with knives. Only 2% had loaded guns, notice however the significant number (17%) who had mock guns.

Table 5.2 Weapons Found in the Possession of Students Apprehended on School Premises

Weapons	N	%
Knife	29	73
Gun loaded	1	2
Gun Mock	6	17
Mace	1	2
Razor	1	2
Shotgun	1	2
Fireworks	1	2
Totals	40	100

Hypothesis 1: Most students studied in the sample do not fit the diagnostic criteria of conduct disorder as presented in the Diagnostic and Statistical Manual of Mental Disorders III-Revised (DSM-III-R).

Table 5.3 shows that in this sample 50% of the youngsters lacked the number of criteria required to diagnose them as conduct disorder. Thirteen percent exhibited mild symptoms with three specific criteria indicated. Moderate symptoms were diagnosed in 27% of the sample with four to five specific criteria documented and 10% of the youngsters in the sample exhibited severe symptoms with six or more criteria specified. Table 5.4 shows the breakdown of students with number of criteria specified. Table 5.5 indicates that the age range most affected appeared to be between 14 and 17 years.

Table 5.3 Numbers and Percentages of Students Who Were Diagnosed as Conduct Disorder According to DSM III-R Criteria

	N	%
None	20	50
Mild	5	13
Moderate	11	27
Severe	4	10
Total	40	100

Table 5.4 Students with Number of Criteria Specified

Diagnosis	Number of Criteria	N	%
None	1	7	18
None	2	13	32
Mild	3	5	13
Moderate	4	9	22
Moderate	5	2	5
Severe	6	1	3
Severe	7	3	7
Total		40	100

Table 5.5 Numbers and Percentages of Students by Age Diagnosed as Conduct Disordered According to DSM III-R Criteria

Age	N	%Yes	%No
12-13	6	33	67
14-15	15	40	60
16-17	14	71	29
18-19	5	40	60

Hypothesis 2: Students who are apprehended with weapons or dangerous objects on or around school property are responding to their cultural and environmental norms which are deviant from the mainstream of American society.

This hypothesis could not be statistically proven, however Table 5.6 indicated that the majority of the sample reside in the highest crime areas (Roxbury and Dorchester) in the metropolitan area of Boston. Researchers postulate that youngsters who live in areas such as these are more likely to exhibit deviant behavior patterns (Rapp, Carrington and Nicholson, 1986; Reiss and Tonry, 1986; Wilson, 1987).

Table 5.6 Students in Sample Resided in the Following Boston Neighborhoods

Neighborhood	Zip Codes	N	%
South End	02118	3	7.5
Roxbury	02119-20	5	12.5
Dorchester	02121-25	28	70.0
Mattapan	02126	1	2.5
Jamacia Plain	02130	1	2.5
Roslindale	02136	2	5.0
Total		40	100

Hypothesis 3: Students who are apprehended with weapons or dangerous objects on or around school property usually lack adequate familial supports and live below the poverty line.

The majority of students (72%) were products of one parent homes (Table 5.7). The mean number of siblings were 2.5 with 40% of the sample from homes with four or more children. The income status of most of this sample was below the poverty line (57%). The majority of the families (52.5%) were subsidized by Public Assistance. The relationship between poverty and poor quality of support systems has been well documented (Reid and Patterson, 1989; Reiss, 1986; Wilson, 1987 and others), so this hypothesis can be substantiated by current research.

Table 5.7 Family Variables for Sample of Youngsters Apprehended with Weapons or Dangerous Objects on School Premises

Family Variable	N	%
<u>Caretakers/Parents</u>		
Two Parents	7	17.5
One Parent	29	72.5
Other Situations	4	10.0
<u>Number of Siblings</u>		
None	4	10.0
One (1)	7	17.5
Two (2)	13	32.5

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Number of Siblings (Continued)

Three (3)	5	12.5
Four (4)	6	15.0
Five (5)	3	7.5
Six (6)	1	2.5
Seven (7)	0	0
Eight (8)	1	2.5

Mean Number of Siblings=2.5

Income Status

One or Both Parents Employed	17	42.5
Family Subsidized by Public Assistance (Welfare)	21	52.5
Family Subsidized by SSI	1	2.5
Family Subsidized by Workmens Compensation	1	2.5

Hypothesis 4: Most students who are apprehended with weapons or dangerous objects on or around school property are not substance abusers.

The information concerning this hypothesis was gathered from self reporting documentation of students and parents when the students were initially admitted to the Barron Assessment and Counseling Center (See table 5.8). Only

27.5% of the sample admitted to using drugs. There was insufficient information to make a determination regarding substance abuse on 32.5% of the sample. The most prevalent drugs were alcohol and marijuana. This hypothesis, therefore was not substantiated due to the unavailability of sufficient data.

Table 5.8 Student/Parent Report on Substance Abuse

	N	%
Admitted Substance Abusers	11	27.5
Denied Substance Abuse	16	40.0
Insufficient Information	13	32.5
Total	40	100
<u>Drugs Used</u>		
Alcohol	3	7.5
Alcohol and Marijuana	7	17.5
Marijuana and Cocaine	1	2.5
Total	11	27.5

Hypothesis 5: A significant number of students who are apprehended with weapons or dangerous objects on or around school property are of average intelligence, but are underachieving in school.

Table 5.9 delineates the intelligence classifications of the youngsters involved in this study. Notice that although 50% of the sample cluster around the mid-average intelligence range according to the Wechsler Intelligence Scales, fully 82% of the sample is represented in the average range. That means that the majority of the sample is capable of performing academically, at a minimum, on an average level for their age group.

Table 5.9 Intelligence Classifications of Students in Sample Using the WISC-R or WAIS-R

Classification	IQ	N	%
High Average	110-119	1	2
Average	90-109	20	50
Low Average	80-89	12	30
Borderline	70-79	6	16
Mentally Deficient	69 & below	1	2
Totals		40	100

In Table 5.10 the academic scores according to the WRAT results indicated that, although the mean grade is 8.8, the academic achievement overall was approximately two years below grade level. Only 12 students (30.5%), for instance, were reading at or above their designated grade levels. 29 youngsters (72.5%) were below grade level in spelling and 25 (62.5%) were underachieving in arithmetic.

Table 5.10 Academic Scores of Sample According to Results of the Wide Range Achievement Test

Student	Grade	Reading	Spelling	Arithmetic	Average
1	9	6E	5B	10E	7B
2	7	7E	5E	5B	6B
3	6	4E	3B	4E	4B
4	11	8E	9B	6B	7E
5	8	4B	3B	4E	3E
6	7	12B	12E	6B	10B
7	10	7E	5E	9E	7E
8	6	5E	4B	6B	5B
9	9	7E	6E	6E	6E
10	9	8E	8B	10B	8E
11	8	6E	6E	4E	5E
12	9	9B	9B	9B	9B
13	8	8E	11E	9B	9E
14	9	6B	9B	10B	8B
15	9	8B	6B	7E	7B
16	12	5E	10E	5E	7B
17	7	8E	8E	7E	8B
18	9	5E	7E	10E	7E
19	12	11B	7B	6E	8E
20	7	9B	8B	8B	8B
21	12	9E	7E	3B	6E
22	9	9B	9E	8B	8E
23	11	5B	3B	4E	4B
24	11	11B	10B	9E	10B
25	9	6E	5E	8B	6E
26	9	9E	9E	11B	10B
27	7	6B	5B	4B	5B

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Table 5.10 Academic Scores (Continued)

28	8	10B	11B	9E	10B
29	8	6E	5B	10B	7B
30	9	4E	3B	3B	3E
31	7	3B	3E	7B	4E
32	9	5B	5B	3E	4E
33	7	3B	3E	6E	4B
34	7	5E	8B	10B	7E
35	11	12E	11B	10E	11B
36	9	4E	3B	5B	4B
37	11	11E	10B	12E	11B
38	8	8B	5E	6B	6E
39	7	6B	4B	6E	5E
40	11	10E	9E	8B	9B
<hr/>					
Mean Overall					
Sample	8.8	7B	6E	7B	7B

**B=Basic level, from 1 to 5 months in designated grade.

*E=Exceptional level, from 6 to 9 months in designated grade.

It can be concluded then that a majority of the sample are underachieving, even though, according to previous evidence, overall they have average intellectual capacity. Table 5.11 indicates that 82% of the overall sample are underachieving.

Table 5.11 Students who are Achieving and Underachieving

Category	N	%
Average Achievement	7	18
Underachievement	33	82

Of additional relevance to school functioning is the ability to efficiently copy and integrate geometric forms. Beery (1989) learned in his studies that correlations between form-copying and school achievement was significant. It can be noted from Table 5.12 that 70% of the sample performed below average in visual-motor functioning. See Chapter VI for further expansion of this concept.

Table 5.12 Visual-Motor functioning of Sample According to results of the BVMG and VMI

	N	%
Average	10	25
Above Average	2	5
Below Average	28	70
Totals	40	100

Hypothesis 6: Of students who were apprehended with weapons or dangerous objects on or around school property most were engaged in unrelated acting out behaviors.

The incidents listed in Table 5.13 were documented as part of the intake procedure at the Barron Assessment and Counseling Center. From the Table it can be seen that the most prominent reason for apprehension (20%) was direct observation of the weapon by another person (not necessarily an authority figure). Twenty-six percent of the

youngsters in this sample were involved in an altercation with another student at the time of apprehension and 8% were caught using the weapon in a fight. It appears that most managed to call attention to themselves by negative acting out.

Table 5.13 Precipitating Incident Causing Apprehension with a Weapon on School Property

Incident	N	%
Argument with Another Student	3	8
Fight with Another Student	4	10
Other School Rule Infraction	4	10
Disrespect for School Authority	1	2
Cutting Class	2	5
Showing Weapon	5	13
Bragging about Weapon	1	2
Using Weapon in a Fight	3	8
Weapon Observed by Another	8	20
Searched for Suspicious Behavior	4	10
Student Reported to Authorities	5	12
Total	40	100

Hypothesis 7: Most students who are apprehended with weapons or dangerous objects on or around school property were not Court or DYS involved.

This hypothesis was supported by the data. Sixty-two percent of this sample were not involved in any area of the criminal justice system (see Table 5.14). One cannot minimize however, the fact that more than one-third of the youngsters in this study had been adjudicated or were waiting judgement in some aspect of the criminal justice system.

Table 5.14 Division of Youth Services or Court Involvement of Students Apprehended with Weapons on School Property

	N	%
Yes	15	37.5
No	25	62.5

Hypothesis 8: Given prevention strategies utilized by the Boston Public School System in cooperation with the Court System and Social Services Agencies, the recidivism rate of youngsters apprehended with weapons or dangerous objects on or around school property will be low.

This hypothesis was based on a preliminary study conducted by the author of this research. Unfortunately this sample did not reflect the anticipated 2% repeat offenders.

From Table 5.15 it can be seen that 17.5% of this sample were repeat offenders. However, this hypothesis is supported given the fact that the majority of the sample so far have not repeated the offense.

Table 5.15 Offense Rate of Students in this Sample

	N	%
First Offense	33	82.5
Second Offense	7	17.5

Other Relevant Findings

The development of thought processes which produce the ability to recall information and then use that information to think critically has been assessed in this sample of students. The ability to efficiently receive and retain information was tested by the Peabody Picture Vocabulary Test. Overall results indicate severe deficits in this area of cognitive development for the majority of sample. The mean age of the sample was 15.4 and the mean receptive vocabulary age was 12.1. Basically this means that the sample as a whole is underachieving by 3.3 years in receptive vocabulary skills.

The Comprehension subtest on the WISC/WAIS examines the ability to accurately assess a situation and then make sound judgement regarding that situation. Table 5.16, which displays the Scaled Scores of Comprehension subtests, reveals that the majority of sample (77%) is functioning in this area below the mid-range of average (10) and 32.5% of the sample in the borderline or below range. The mean Scaled Score for the sample was 7.8, which is slightly below low average or in the upper limits of the borderline range.

Table 5.16 Composite of Scaled Scores of
Comprehension Subtests According to the
WISC-R/WAIS-R

Subtest Scores	N	%
3	2	5.0
4	2	5.0
5	1	2.5
6	8	20.0
7	8	20.0
8	7	17.5
9	3	7.5
Mid-range of Average 10	1	2.5
11	4	10.5
12	1	2.5
14	3	7.5
Mean for Sample	7.8	

Follow-up Status of Sample

Table 5.17 represents the current school status of the 40 students in this study. The first twenty were apprehended in the 1987-1988 school year and the remaining twenty were apprehended in the 1988-1988 school year. The information was obtained through the computerized central information system of the Boston Public Schools and registration information from selected individual schools. The second column reveals the graduation dates of the students and the last column delineates the most recent information (as of October 1990) obtained on the youngsters. Notice that more than one-third of the sample have graduated or are currently enrolled and in good standing. Conversely, 40% of the sample dropped out or were attending spasmodically. This trend is consistent with national norms regarding school drop-outs. (See Bureau of Census Chart regarding percentage of Black and White Persons who have completed high school: 1940-1985)

Academic functioning of the students in the sample that have dropped out (See average column in table 5.10) was on the average severely deficient. Most were underachieving; only two of the drop-outs were functioning on grade level.

Three of the youngsters in this sample have transferred out of state and two were in alternative placements. One youngster had been incarcerated and another was involved in a Court sponsored placement.

Table 5.17 Current Status of Youngsters in Sample

Student	Date of Graduation	Current Status
1	1991	Dropped out 4-6-89
2	1993	Currently enrolled in good standing
3	1994	Currently enrolled Behavior problems
4	1989	Graduated
5	1991	Dropped out 3-10-89
6	1994	Currently enrolled in good standing
7	1991	Currently enrolled in good standing
8	1993	Transferred to another school system
9	1991	Dropped out 3-9-88
10	1992	Currently enrolled in good standing
11	1992	Currently enrolled Attendance problems
12	1991	Withdrawn 9-13-89 incarcerated
13	1992	Dropped out 11-28-89
14	1991	Withdrawn No record
15	1992	Dropped out 3-16-90
16	1989	Graduated
17	1994	Currently enrolled in good standing
18	1991	Dropped out 9-28-89
19	1989	Graduated
20	1995	Currently enrolled in Court Program School system has no information.

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Table 5.17 Current Status of Youngsters in Sample

Student	Date of Graduation	Current Status
1	1991	Dropped out 4-6-89
2	1993	Currently enrolled in good standing
3	1994	Currently enrolled Behavior problems
4	1989	Graduated
5	1991	Dropped out 3-10-89
6	1994	Currently enrolled in good standing
7	1991	Currently enrolled in good standing
8	1993	Transferred to another school system
9	1991	Dropped out 3-9-88
10	1992	Currently enrolled in good standing
11	1992	Currently enrolled Attendance problems
12	1991	Withdrawn 9-13-89 incarcerated
13	1992	Dropped out 11-28-89
14	1991	Withdrawn No record
15	1992	Dropped out 3-16-90
16	1989	Graduated
17	1994	Currently enrolled in good standing
18	1991	Dropped out 9-28-89
19	1989	Graduated
20	1995	Currently enrolled in Court Program School system has no information.

Table 5.17 Current Status (Continued)

21	1989	Graduated
22	1992	Currently enrolled in good standing
23	1992	Dropped out 10/17/90
24	1991	Dropped out 5-30-90
25	1992	Transferred to another school system
26	1992	Alternative placement, failing, poor attendance
27	1992	Currently enrolled poor attendance
28	1993	Currently enrolled in good standing
29	1993	currently enrolled poor attendance
30	1993	Currently enrolled in good standing
31	1994	Currently enrolled in good standing
32	1994	Withdrawn BPS to Private Placement
33	1994	Currently enrolled in good standing
34	1993	Currently enrolled poor attendance
35	1990	Did not graduate Withdrawn no info
36	1991	Dropped out 11/29/89
37	1991	Withdrew 10-19-89 moved out of state
38	1994	Currently enrolled in good standing
39	1995	Currently enrolled middle school student no information
40	1991	Dropped out 6-15-90

CHAPTER VI
SUMMARY AND CONCLUSIONS

The present study was designed to examine the issues which surround young people who are apprehended in or around Boston Public School property carrying weapons or dangerous objects. This chapter contains a summary of research findings; the profile of one youngster involved in the study; analysis and policy recommendations; and implications for further study.

Summary of Research Findings

The records of 40 students were randomly selected according to specific criteria from the files at the Barron Assessment and Counseling Center. All had been given a particular battery of psychological and academic tests and as part of the intake process, other corroborating documents which are outlined in Chapter 3. Those records were utilized to collect data which was categorized into 30 specific criteria. The criteria were then analyzed with the assistance of the SPSS-X computer program to address the hypotheses which guided this research.

The conclusions obtained in this study were basically as anticipated, with a few exceptions. In addition several new discoveries were made which will be discussed as the study is summarized. Major findings were summarized as follows:

1. Fifty-percent of the sample did not meet the criteria (See DSM III-R Criteria in Appendix) which would diagnose them as conduct disordered. It was anticipated, however, that there would be a more significant majority of those youngsters who were innocent victims responding to violent circumstances. As it was, 37% of the youngsters in the sample exhibited moderate to severe behavior difficulties. A clear majority had poor attendance and presented a variety of acting out behaviors which were unrelated to the problem in this study. In fact, one-third of these youngsters had been adjudicated or were waiting judgement in some aspect of the criminal justice system.

2. A majority of the identified youngsters have resided in the Boston area since they were born. They tended to cluster in an urban neighborhood which is fraught with the evidence of drugs, youth gangs, poverty, ethnic minorities, a propensity towards single parent homes (usually with a young mother who was never married), rampant unemployment, families basically subsidized by Public Assistance and youngsters (mostly black males) who do not have the benefit of proper supervision. Eighty percent were black males and the median age was 15.4 years while the median grade level was 8.8. They usually had more than two siblings and lived in one parent families which were categorized economically as impoverished.

3. It could not be shown what percentage of the sample abused drugs. The self-reported evidence was insufficient to make a valid judgement. It is, however, well known that they are surrounded with the opportunities to take advantage of the drug culture of Boston's inner city. Review of the literature indicated that a vast majority of students in Massachusetts (approximately 60%) have used drugs and alcohol.

4. The intelligence classifications of the sample, although varied and ranging from mentally deficient to high average, cluster in the average range (82%). It can be assumed, therefore, that a majority of the sample is capable of average academic performance. In spite of the results indicated on intelligence tests, the sample as a whole is performing overall approximately two years below grade level. Statistics indicated that 82% of the sample were underachieving.

5. Only 8% of the sample were caught using a weapon in a fight. Most were involved in other acting out behaviors which served to call attention to themselves so that authority figures had to intervene and inadvertently many of the weapons were discovered. Seven out of forty youngsters in this study were repeat offenders.

6. Other findings, which were not hypothesized, but appear to be related to the development of thought processes

which may impact on the academic and social functioning of these youngsters are as follows:

- a. One of the variables explored was the ability of individual youngsters in the sample to perform a simple copying task involving the reproduction of geometric forms. Results obtained indicated that 70% of the sample was functioning significantly below average in visual-motor skills. The ability to adequately copy and integrate geometric forms is intricately correlated to academic achievement and the ability to critically problem solve (Beery, 1982).
- b. Severe deficits in the ability to receive and retain general information was also exhibited by this sample. Although these results are not unusual for youngsters educated in Boston's inner city, it is particularly relevant in this sample which is dramatically underachieving in school.
- c. Although it is basically invalid to make concrete decisions regarding a single sub-test on the Wechsler Intelligence Scales, in this case when taken in combination with other factors, the Comprehension sub-tests of this sample was examined. Basically this test determines if a youngster can use, in a socially accepted way, information that

c. (continued)

has been gleaned from his/her surrounding environment. In depth ramifications of the results of this sub-test cannot be explored currently, but some conclusions can be drawn when those results are combined with the results of other assessments. Simply that, these youngsters, who have average intellectual capacity as a whole, have not been taught to think critically.

Profile of a Youngster Involved in Study

Youngsters who carry weapons or dangerous objects to school are a heterogeneous group, making it unrealistic to think that a single psychological profile can represent the entire group. The sample size is too small and our knowledge too limited to make generalizations.

Student number 20 was randomly chosen as a representative case study for this sample. This youngster was apprehended, in April, 1988, in school with a mock gun, firecrackers, and a knife (See Appendix) According to the incident report, a package of firecrackers was taken from another student who implicated this youngster, who was then searched and apprehended.

For the purposes of fluency, the youngster will be given the name Don, which was not his real name. At the time of

his admittance to the Barron Center, Don was a 14 year, seven month black male who attended a Boston middle school regular education program and received no special services. He was in seventh grade, but his chronological age indicated that he should have been in ninth grade. Multiple incidence reports were seen in his records. It seems that during several months prior to his apprehension, he was engaged in serious acting out behavior, such as: assaulting a female student by punching her in the mouth; disrupting a math class, so that teacher was involved with him for the entire period; damaging school property by breaking a water pipe which caused flooding in the basement of the school and selling fireworks.

Don's attendance was poor (he was present 21 days and absent 20 days) and he was in danger of failing for the term. His report card for the previous marking term was reviewed and he was failing all subjects except Art. His classes were as follows: English, Reading, History of the Western Hemisphere, Math, Computer Science, Graphic Arts, Art and Physical Education.

Don was considered by school authorities to be a follower and a show off for his peers. His teachers reported that he appeared to have the potential to be a good student if he was not so involved with other seriously acting out peers.

Don's mother was unable to be involved in the intake

process at the Barron due to a physical disability which rendered her wheelchair bound. She also refused a home visit and only consented to a telephone interview. She insisted that she was unaware of any serious school discipline problems.

She was recently separated from Don's father who lived nearby. She was eligible for Medicaid assistance to meet Don's medical needs. Two other siblings not residing with Don and his mother were both musical performers, according to the mother. The mother stated that Don was born by natural childbirth and there were no complications prior to or following birth. He achieved his developmental milestones in a normal and appropriate manner. Mother also indicated, Don had never been hospitalized and to the best of her recollection, the only childhood illness he had was measles.

His mother stated that Don occupied himself at home reading, watching television and attending local movies. Mother had no problem with Don's neighborhood peers, and further stated that he was respectful to adult/authority figures in the community. She said, relative to curfews and chores, Don did not hang out in the streets and helped around the house.

Don was reported to have a positive attitude during his ten day stay at the Barron. He did not show any signs of an aggressive personality and was considered to have a positive impact on others during group therapy. He said that

he was not involved in any substance abuse, was not court involved and had no previous DYS committment.

He was involved in all of the intake evaluations (See Chapter 3). Results of his Psychological Evaluation (See Appendix) indicated that his cognitive potential was solidly high average. His strengths were in his ability to attend and his general nonverbal reasoning skills. He appeared to be working slightly above his grade level in all academics. Don's performance on projective tests, however, suggested that he was a "young man with a very poor sense of self." It was perceived by the examiner that he had low frustration tolerance and projected anxieties regarding the loss of family members. When asked to list three things he most wished for, he said, "To have all the money in the world, to be the most famous person in the world, and to own the U.S. and live there by myself."

The Service Delivery Plan developed by the Barron staff suggested that Don's attendance, grades and behavior be monitored on a monthly basis and that he meet bi-weekly with a guidance person to discuss personal issues which may interfere with his academics.

Don was judged to be moderately conduct disordered with five criteria specified. He had chronic discipline problems in school. It is not specifically known about his activities in the neighborhood, but he must have had a source for

the fireworks. His mother's impairment and father's absence rendered him unbridled freedom. Even though his mother reported otherwise, evidence pointed to the fact that he had poor impulse control and difficulty controlling his temper. He had high material needs as evidenced by his "three wishes", but no way indicated to fulfill them appropriately. It cannot be overlooked, additionally, that some of his acting out might have been due to his father's recent move from the home, which by the way, the mother never admitted, but was self-reported by Don.

When a follow-up study was done on the sample. According to the BPS central information system, Don was assigned to the same middle school that he was in when admitted to the BACC, even though, by then, he was 17 years old. A telephone call was made to the school and the principal stated that, as far as he knew, Don had been incarcerated in a DYS facility. He had no additional information as to the nature of the offense which caused his arrest and internment, or the location of the Court placement. He had not been formally removed from the school assignment list or terminated on the central information system.

Analysis and Policy Recommendations

It can be seen from the summary of findings and the profile that these youngsters have a number of problems

in all aspects of their lives. Review of the literature revealed that the difficulties they face daily in the inner-city are similar to the problems that countless youngsters face in cities across the nation. The grim statistics are well known by society at large and especially by academia. The vast majority of black youngsters in America attend public schools, so the opportunities for indepth studies are readily available.

It is amazing that more of this sample are not receiving remedial services. Only a few in the entire sample are functioning on grade level. Most of the sample were African Americans, born and educated in Boston, therefore, it is imperative that in addition to restructuring of the traditional educational processes, the general culture and community life of these children need to be examined carefully. What can be done to improve the academic and social functioning of Boston's inner-city youngsters, and specifically, young people such as the ones involved in this research?

Policy recommendations in this section will be divided into three sections: 1. School Policy, 2. Parent Education and Involvement; and 3. Community Responsibility.

1. School Policy

The Boston Public Schools are moving towards School Based Management as a means to empower teachers and pro-

vide a more meaningful educational environment for its youngsters. The major challenge is embodied in the very mission statement of the school system, "The mission of the Boston Public Schools is to give all students an excellent basic education and the chance to expand their abilities and talents to the fullest. Our goal is to graduate students who are prepared to compete in the world, who get along with people of diverse backgrounds, who think for themselves, and who enjoy and appreciate life. This mission is based on the firm belief that all children can learn and all schools can be effective."

How can all of the idealistic rhetoric in the above mission statement be realistically implemented? We know that with a drop-out rate of approximately 38%, its goals are not being met for a significant number of BPS students. The following policy recommendations are specifically designed to provide support or services which will improve the quality of education in Boston's schools, they are as follows:

- a. A more serious commitment on the part of the BPS system to provide staff development opportunities which will render teachers and administrators more capable of addressing the needs of inner-city youngsters. Adequate system-based supervision of all staff is also vitally need-

ed in order to monitor service delivery to all students. An unavoidable premise is that decent schools are the exception for black, other minority and poor white children. This lack of quality education is prevalent in inner-city schools across the nation and remains a major obstacle to the progress of those youngsters. In 1989, 33 percent of Boston's third graders, 42 percent of sixth graders, and 38 percent of ninth graders failed at least one of three basic skills tests, more than twice the state failure rate.

- b. Target early childhood and kindergarten programs in order to foster early intervention in the schools as well as homes. The focus should be on developing proactive strategies which impact inner-city youngsters in other stages of development. Primary building blocks include activities which encourage the following:
- introducing a child to a historical prospective of his family and surroundings.
 - exposing children to minority role models early in their development.
 - mastery of pre-reading activities before advancing to reading.
 - individualize instruction for all academics, reserving music, action games and storytelling for whole group activities.

- include parents, elders and other community resources as much as possible in classroom activities.
 - frequent field trips into the community and into major institutions, such as, the city hall, airport, the museums, the statehouse, and into industrial complexes. Exposure will increase awareness of the world around them, thereby enlarging their vocabularies.
- c. Create a core academic curriculum systemwide that would stress critical thinking in all aspects of learning. These skills can then ideally be translated into social circumstances involving relationships with family and peers.
- d. Institute a behavior management system which can be utilized creatively by individual schools. No one approach has proven to be all encompassing, and so an eclectic approach is encouraged using a systemwide framework, such as the "Comer Model" utilized in the New Haven School system (Comer, 1988). Most teachers deal with short term discipline methods (punishment) which do not last and do not foster inner growth; consequently, the undesirable behavior surfaces repeatedly.
- e. Middle schools must be targeted for change. It is well documented that inner-city the youngsters tend to reach a plateau at this point in their education and often

never recover from it. Some youngsters who are reading at the sixth grade level in middle school are still reading at that level when they graduate from high school.

- f. Public School class size needs to be reduced on all levels, from early childhood classes through secondary school. Smaller class size encourages more individualization of instruction, more time to work with parents, increases teacher moral, encourages more effective behavior management and most of all, increases the likelihood of more secure and amicable relationships.
- g. Finally, the schools need to provide more opportunities for extra-curricular activities. Most high school programs in Boston are finished by 1:30 P.M. The school day should be extended and activities provided in order to keep youngsters off the streets and give them something constructive to do.

2. Parent Education and Involvement

Quality education ideally begins in the home. Many inner-city parents, however, because of survival struggles, and their own dysfunctions, inadvertently fail to provide the necessary frameworks for their children to succeed academically, economically or socially. The following recommendations will encourage parents to get involved

in their children's education:

a. Parents should be as visible as possible in the schools. Somehow when school personnel know that they are being observed and supported, the quality of education goes up.

b. Parents need to be involved in the decision making processes in the schools. It has been found by researchers (Lindle, 1989) that all families regardless of socioeconomic status, have similar preferences about the nature and conduct of school communications. It was found that they want to be partners in the education of their children, but they need a "personal touch" from school personnel. This means that they want to feel welcome, valued and involved in the school setting.

c. Keeping in mind the long-term goal of parenting: the preparation of their offspring to operate as an independent individual who is healthy and successful; it is important for parents to understand the major developmental stages that their youngsters will encounter as they grow physically, mentally and morally. This parent education can be provided in schools, both before individuals become parents and after they are parents. Preparation in this area is sadly lacking in most school systems.

3. Community Responsibility

The "community" in Boston's inner-city is comprised of many potential networks to provide comprehensive support to its' children. The focus of these networks need to be restructured from a reactive stance to developing methods of a proactive nature. The community is well aware of the following: black youngsters are involved in disproportionate numbers in the criminal justice system; one-fourth of Boston homicides were children and youth under 21 years of age; in 1989, 23 school-age children were murdered (statistics from the office for children). Funding for special programs in community agencies are drying up because of the national fiscal crisis. The Boston inner-city community must begin to rally around young people. Three important aspects of community involvement will be discussed: law enforcement activities, church involvement, and commitment of community residents.

Law Enforcement Activities

The statistics cited in the literature review reveal that punishment does not work. Therefore, the criminal justice system needs to rethink their strategies for dealing with youngsters. Community restitution is one strategy which takes time and energy, but will serve to help kids to develop responsible attitudes and a sense of cause and

effect. Because of budget cuts, many of the court sponsored programs have fallen by the wayside. Perhaps enlisting the aid of responsible black adult males to volunteer some of their time would provide some help in this area. Whatever approach is used, we know that some changes must be made. Resistance to change has caused the system to continue to use time-worn methods of revenge which do not provide the opportunity for behavior changes.

Church involvement

The secret of community was discovered by the early christian church. Their zest to evangelize was successful because of their love and humanity towards one another. Somehow, the church communities of the inner-city of Boston are mainly comprised of small exclusive groups dedicated to perpetuating their philosophies and their institutions and excluding those who in their perceptions don't "fit". Comprehensive programs which target youth are rare.

Churches in Boston must begin to pool their resources in order to reach youngsters and their families who are at-risk. They must open their doors to the youth in the community and begin to provide after-school programs which will serve to engage youngsters in meaningful activities designed to keep young people occupied and off of the streets. The black male should be especially targeted.

There are "rites of passages" programs which have been proved successful. Music, art, recreation and counseling are other activities that can be provided. In order for these programs to be successful, the adults who participate must to be fully committed to the future of our young people and persistent in their zeal to reach them.

Commitment of Community Residents

Many of Boston's inner-city neighborhoods have formed block associations. Most are inconsistent and loosely organized, coming together mostly in times of crisis. These organizations need to be encouraged. They could be the vehicle for providing further activities, such as block parties, neighborhood watch, clean-up activities, and other informal activities for young people.

School-community collaboration is on the rise around the country, reflecting increasing interest in gleaning from the community resources to augment the school curriculum. Many of Boston's schools are paired with community agencies. If residents of the neighborhoods surrounding the schools took a more active interest by donating time and resources to the school, they would give a message to the children that they were indeed "important".

In Summary, all of the policy recommendations discussed will cost time and money. It is crucial that we take the

time to plan for the future of our young people. These same individuals will become the parents of the next generation, continuing in the same patterns of defeat if there is no intervention. Ignorance costs more money than education. It costs far more to keep a young man imprisoned than to recognize his problems early and intervene in a meaningful way.

We know that the combined life systems in the lives of the young people in this study are somehow not working. Schools cannot solve all the ills that plague the inner-city youngster, but they can serve as a catalyst for change.

Implications for Further study

"The will to win means nothing without the will to prepare", said Jama Ikangaa, the African marathon runner who broke the 2:10 barrier in the New York City marathon in 1989. At-risk youngsters seem to be the most difficult population to motivate, especially the black male, who can be described as an "endangered species". When the males are in trouble, the entire family is in trouble. The sample studied were mostly black males who were underachieving as a whole. This underachievement appears to be interwoven with their abilities to think critically. Critical thinking must be taught. Research needs to be done on how to motivate this population of youngsters to succeed and the process

must include how to teach them critical thinking and problem solving. It is not enough to instruct youngsters to solve problems by rote if, when they leave school, they cannot assess problems in their daily lives and work towards solving them.

APPENDICES

Diagnostic criteria for Conduct Disorder as outlined in the Diagnostic and Statistical Manual of Mental Disorders, Third Edition-Revised (DSM-III-R)

- A. A disturbance of conduct lasting at least six months, during which at least three of the following have been present:
- (1) has stolen without confrontation of a victim on more than one occasion (including forgery)
 - (2) has run away from home overnight at least twice while living in parental or parental surrogate home (or once without returning)
 - (3) often lies (other than to avoid physical or sexual abuse)
 - (4) has deliberately engaged in fire setting
 - (5) is often truant from school
 - (6) has broken into someone else's house or car
 - (7) has deliberately destroyed others' property
 - (8) has been physically cruel to animals
 - (9) has forced someone into sexual activity with him/her
 - (10) has used a weapon in more than one fight
 - (11) often initiates physical fights
 - (12) has stolen with confrontation of a victim (e.g., mugging, purse snatching, extortion, armed robbery)
 - (13) has been physically cruel to people

Note: The above items are listed in descending order of discriminating power based on data from a national field trial of the DSM-III-R criteria for Disruptive Behavior Disorders.

- B. If 18 or older, does not meet criteria for Antisocial Personality Disorder.

Criteria for severity of Conduct Disorder:

Mild: Few if any conduct problems in excess of those required to make the diagnosis, and conduct problems cause only minor harm to others.

Moderate: Number of conduct problems and effect on others intermediate between "mild" and "severe."

Severe: Many conduct problems in excess of those required to make the diagnosis, or conduct problems cause considerable harm to others, e.g., serious physical injury to victims, extensive vandalism or theft, prolonged absence from home.

Students have the right to an education and to all rights guaranteed by the Constitution, including the right to personal safety. In return, they must respect the rights of other students, teachers, and staff. To protect these rights, rules have been written for all students in Boston's Public Schools.

Learning and teaching can take place only when everyone behaves with care and respect for everyone else. Students and teachers cannot work together where there is fear, disorder or violence. The rules below will be enforced in all Public Schools.

STUDENTS FROM KINDERCARTEN THROUGH GRADE 12 ARE EXPECTED:

- TO COME TO SCHOOL EVERY DAY, ON TIME, TO LEARN AND TO WORK. THEY ARE ENCOURAGED TO TAKE AN ACTIVE PART IN ALL SCHOOL ACTIVITIES.
- TO BEHAVE RESPECTFULLY TOWARD PEOPLE OF ALL AGES, RACES, ETHNIC GROUPS, RELIGIONS, AND OF BOTH SEXES.

STUDENTS WHO VIOLATE THE FOLLOWING RULES MAY BE SUSPENDED, REFERRED TO THE ASSESSMENT/COUNSELING CENTER, OR, IN SOME CASES, EXPELLED. EXPULSION IS EXCLUSION FROM SCHOOL. STUDENTS ARE NOT ALLOWED:

- To bring to school dangerous objects of no reasonable use to a student in school, such as knives, guns, mock guns, studded belts or bracelets, or other weapons prohibited by State Law. POSSESSION OF FIREARMS WILL RESULT IN EXPULSION. POSSESSION OF A DANGEROUS OBJECT WILL RESULT IN SUSPENSION AND MAY RESULT IN REFERRAL TO THE ASSESSMENT/COUNSELING CENTER.
- POSSESSION OF A DANGEROUS WEAPON WILL RESULT IN SUSPENSION AND REFERRAL TO THE ASSESSMENT/COUNSELING CENTER. FAILURE TO ATTEND THE ASSESSMENT/COUNSELING CENTER MAY RESULT IN EXPULSION. THE SECOND POSSESSION OF ANY DANGEROUS OBJECT MAY RESULT IN EXPULSION. POSSESSION OF A DANGEROUS OBJECT AFTER ATTENDANCE AT THE ASSESSMENT/COUNSELING CENTER WILL RESULT IN EXPULSION.
- To threaten or to harm another person. HARMING ANOTHER PERSON WITH A WEAPON WILL RESULT IN EXPULSION. ATTEMPTING TO HARM ANOTHER PERSON WITH A WEAPON WILL RESULT IN EXPULSION. THE USE OF A MOCK GUN IN A THREATENING MANNER WILL RESULT IN EXPULSION.
- To bring nonprescribed drugs, marijuana, narcotics or alcohol to school, or to use, sell or distribute such drugs or alcohol in school. SELLING OR DISTRIBUTING DRUGS MAY RESULT IN EXPULSION.

STUDENTS WHO VIOLATE THE FOLLOWING RULES MAY BE SUSPENDED. STUDENTS ARE NOT ALLOWED:

- To take by ~~force~~ things that belong to other people.
- To steal.
- To ~~damage or to deface~~ (graffiti) property that belongs to other people or to the school.
- To behave on school buses or at bus stops in ways that put other people in danger.
- To disrupt school, classrooms, or school-sponsored activities.
- To interfere with other students' learning — for example, by continuously and purposefully making noise.
- To use sexually offensive or intimidating language, obscene gestures or body contact.
- To be in places in school where they should not be.
- To refuse to leave an area when requested.

**DEPUTY SUPERINTENDENT
MEMORANDUM**No. 64, 1983-1989
September 7, 1988DANGEROUS OBJECTS

TO: Community Superintendents, Headmasters, Principals and Other
Administrative Heads:

Please bring this memorandum to the attention of all staff under
your jurisdiction by means of a DATED CHECK LIST.

The 1985-86 Standards of Behavior and 1983 Code of Discipline list
as grounds for suspension/expulsion the possession of any firearm,
knife, razor blade, club, explosive, mace or tear gas, studded belt
or bracelet or other dangerous objects of no reasonable use to the
student at school (Section 7.5).

Headmasters/Principals must communicate to students that the
possession of any dangerous weapon or object in school, on the way
to or from school, or during school-related activities is strictly
forbidden, and that violations of this rule will be dealt with
appropriately. Involvement by student organizations and parents
groups should be sought in disseminating this information.

In the event that a WEAPON or DANGEROUS OBJECT is confiscated the
following procedures are to be effected:

1. EACH ITEM SHOULD BE KEPT IN THE POSSESSION OF THE ADMINISTRATOR
UNTIL CONTACT IS MADE WITH A REPRESENTATIVE OF THE SAFETY
SERVICES DEPARTMENT (445-1997 or 726-6583).
2. THIS REPRESENTATIVE WILL BE RESPONSIBLE, TAG AND TRANSPORT THE
ITEM TO THE SAFETY SERVICES DEPARTMENT AT BOSTON TECHNICAL HIGH
SCHOOL.
3. THE SAFETY SERVICES DEPARTMENT WILL PROVIDE ACCESS TO THE ITEM
FOR ANY HEARINGS, CONFERENCES, COURT PROCEDURES, ETC., WITHIN A
REASONABLE TIME PERIOD.
4. FOLLOWING ANY PARENTAL CONFERENCES, WEAPONS WHICH ARE
CLASSIFIED ACCORDING TO MASS GENERAL LAWS CH. 269 AS "DANGEROUS
WEAPONS" WILL BE TURNED OVER TO THE BOSTON POLICE BY THE
DEPARTMENT OF SAFETY.

No. 64, 1988-1989
September 7, 1988
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In no instance will a weapon or dangerous object be returned to a student. The Department of Safety will be responsible for returning any property not classified as a dangerous weapon to parents or legal guardians upon written request.

Inquiries regarding this memorandum should be addressed to Chief of Safety Services, Telephone 445-1997, 726-6583, Boston Technical High School, 205 Townsend Street, Dorchester, MA 02121.

Deputy Superintendent
Operations and Administration

BOSTON PUBLIC SCHOOLS

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SCHOOL PSYCHOLOGICAL AND PUPIL ADJUSTMENT COUNSELLING UNIT

Code #: _____
 Zone: INFORMATION AND NAME DELETED TO PROTECT CONFIDENTIALITY
 School: _____
 Grade: 2 (.3)
 D.O.B. 1/23/81 C.A. 8.10
 D.O.E. 12/20/89

Reason for Referral: Student was referred for an emergency re-evaluation due to disruptive, as well as assaultive behaviors towards peers.

Background Data: _____, an 8 year 10 month old grade 2 student, currently attends the Trotter. He is in a 502.3 prototype, and attends the resource room for reading. He also receives daily counselling sessions by the guidance counsellor. Present educational plan lists the following strengths: works with one adult, responds to behavior management, basic ability, and cognitive skills. Weaknesses include: behavior controls, verbally and physically abusive towards others, peer interaction, and a low frustration tolerance. Student is on medication - (imipromine (75 Q day)). Presently, Jermaine is experiencing a difficult adjustment to second grade. He is also no longer in outside therapy (Kris Clasby - Roxbury Children's Services). Classroom teacher states that although academics are fine, behavior is "extremely out of control".

Reading and math are both on a grade 2 level. Student enjoys reading with a partner, as well as reading along to a taped version of a story. He enjoys math and is able to do simple addition and subtraction. Difficulty lies in regrouping. _____ also communicates in incomplete sentences, and does not express himself well. Oral information needs to be repeated. He also enjoys the computer. Behaviorally, _____ seems to have difficulty adjusting and settling down to the school environment. He is impatient, and easily upset. _____ has trouble functioning in large groups. However, he works well in small groups, or on a one-on-one situation.

_____ was initially referred in September, 1984 for behavioral problems, as well as reduced language skills. From 1984 to 1987, he attended the Early Childhood Program at the _____, Student repeated grade 1. At that time he was receiving resource room services.

Medical: _____ was the result of a full term, normal pregnancy and delivery. Initially he was quite jittery, and his body temperature was low. A history of mild ear infections is noted. Student is currently on imipromine (75Q day). At the age of 2 years old, he was taken to Roxbury Children's Services for help in dealing with his behavior.

Data Collection Procedures and Tests Administered:

Wechsler Intelligence Scale for Children-Revised
 Wide Range Achievement Test-Revised
 Basic Achievement Skills Individual Screener
 Peabody Picture Vocabulary Test, Form M
 Bender Visual-Motor Gestalt
 Developmental Test of Visual-Motor Integration
 Human Figure Drawing
 Kinetic Family Drawing
 Children's Apperception Test
 Review of School Records

Behavioral Observations:

presented as an average sized 8 year old. He separated easily, maintained good, initial eye-contact, and employed a right-handed pencil grasp. A very heavy pencil pressure, as well as frequent erasures were noted. short attention span, and lack of motivation served to lower many scores. He gave up easily, when presented with both easier, and more challenging tasks. demonstrated manipulative, defiant, oppositional, as well as passive behaviors. Themes of aggression and violence were prevalent throughout the session. It seemed as if at times and killings. This habit, of incorporating themes of aggression into his responses, also served to lower his scores. Examples of these perseverative tendencies include: the definition of "thief"... "steal from ya, can break into your house; shoot you, stab ya, cut ya up, take a big butcher knife and cut you up into pieces"; also "brave"... climb a mountain, shoot and fight and stab people; ain't scared of no policeman, not scared of jail; and gamble.. "for money, for rings, watches, bracelets, gold chains, knives, guns, sneakers, butcher knife, hand gun, 25 millimeters, uzi's, 45 calories (calibre)". Fifty percent of responses included themes of shootings and/or killings.

Previous Test Results: Testing done by this department in March, 1986 indicate average cognitive skills. A low frustration tolerance was noted, as well as volitive behavior patterns. Projective testing also revealed an anxious child obsessed with themes of violence.

Current Testing Results: Overall cognitive function, as measured by the WISC-R, appears to be within the Lower Limits of the Low Average range. Minimal discrepancy existed between the Verbal and Performance Tests, both of which also fell within the Lower Limits of the Low Average Range. Age equivalents ranged from a low of 5.8, to a high of 9.2. An overall mental age of 7 years 2 months was obtained. Due to attentional problems and obvious lack of motivation, at times, results should be considered minimal. Scatter both within and among subtests was also noted. Again, greater potential is suggested.

Solid average ability was evident in the following areas: associative thinking and abstract reasoning; and vocabulary. Both of these measures are good predictors of intellectual potential. Also included are social sequencing of cause-effect situations, i.e. common sense; as well as visual-motor dexterity.

Weaknesses were noted in general fund of information; mental arithmetic - due to impulsivity and lack of attention; practical judgement - whereby, again his preoccupation with themes of violence and aggression interfered with his ability to respond appropriately. Examples include: in response to "What is the thing to do when you cut your finger?" he said "I don't know". When prodded, he replied, "cut it off". At this point, this examiner interrupted, however he was unwilling to listen to reason. Also, in response to, "What is the thing to do when you find someone's wallet or pocketbook in a store," he said, "Keep it to buy guns". Also to "What is the thing to do if a boy much smaller than you starts to fight with ya," he said, "Trip him and let him bust his head. Then get on him and shoot him".

Short-term auditory attention was also weak, as was visual recognition and discrimination; visual abstract reasoning - design replication; and puzzle assembly when working from concrete parts to form a whole. Lack of organization skills prevented success.

Sub-Test Scores (With scales score mean of 10) were as follows:

<u>Verbal tests</u>	<u>Scaled Score</u>	<u>Age Equiv.</u>	<u>Performance Tests</u>	<u>Scaled Score</u>	<u>Age Equiv.</u>
Information	6	7.6	Picture Completion	7	6.6
Similarities	10	8.6	Picture Arrangement	10	9.2
Arithmetic	4	6.2	Block Design	5	limits 6.2
Vocabulary	9	8.2	Object Assembly	4 (7.5)	5.8 (6.10)
Comprehension	3	5.8	Coding	10	8.10
Digit Span	5	5.8			

Academic Functioning: Results of the WRAT-R¹ are as follows:

		Standard Score
Single word recognition	2E	92 Avg.
Spelling	2E	86 Upper Limits Low Avg.
Arithmetic	1E	69 Significantly Below Avg

Spelling errors included omissions and jumbled letter order. Impulsivity led to careless errors on the Arithmetic subtest.

Reading comprehension and arithmetic, as measured by the BASIS include:

	Age Equivalent	Standard Score
Reading	8.6	99 Avg.
Math	6.10 => 7.7	65 => 89 Upper limits Low Avg.

Mathematical computations were inconsistent. He failed easier items, while passing more difficult ones. He was also able to set up and compute simple word problems involving addition and subtraction.

Receptive vocabulary (PPVT) yields an age equivalent of 8.7, and a Standard Score of 98. These scores are average, expressive vocabulary (WISC-R) yields an age equivalent of 8.2, and an average standard score.

Visual-motor perceptual development is significantly delayed. Scores range from 3 - 3½ years below chronological age level.

Bender - 5.9 - 5.11. On the Bender, errors consisted of distortion, rotation, and integration. Expansiveness and immaturity were prominent, indicating an aggressive and rebellious youngster, who is prone to acting out behaviors.

appears egocentric, and in turn, he is inclined to act out his impulses for the immediate gratification of his needs. Often times, they are oppositional in nature.

Affective Functioning: As previously mentioned, further projective analysis revealed antisocial violence and aggression, with no remorse. Themes included: killing, stabbing, stealing, robbing, hooking one in the eye, beating a friend with a billy club, and sticking a friend with a needle full of cocaine in order to kill him.

When asked what his Three Wishes are, he replied,

1. gold chain
2. three finger ring; to punch somebody
3. brass knuckle; to really hurt somebody

His Favorite Age was 18 because: nobody will mess with me no more; run faster; and beat everybody up. Furthermore, appears somewhat depressed. He also seems overly concerned with structuring all situations, which, if not "just right", lead to feelings of anxiety. This was evident in his many erasures. He also seems to indicate a strong need for support and security.

His drawing revealed an assertive, forbidding, dominant, yet dependent person, striving for power and control. Excessive detailing was obvious.

Conclusions: was referred for assaultive behaviors towards peers, as well as overall disruptive behavior. Results, which should be considered minimal, indicate at least Low Average ability. Higher potential is suspected, due to attentional and motivational deficits during testing.

Academic testing also reveals Average to Low Average functioning in reading, spelling, and arithmetic. Visual-motor perceptual development is delayed by approximately 3 - 3½ years. Emotionally, appears to be a hostile and defiant young boy, who experiences no remorse. Themes of violence and aggression were prevalent.

Recommendations: Due to student's repeated maladaptive behaviors, which seem to place classmates' safety in danger, a very small group, highly structured setting is required. This classroom should employ a strong behavior modification technique.

Outside counselling is essential in order for his overpowering emotional issues. to discuss and vent

Refer to Occupational Therapist.

School Psychologist

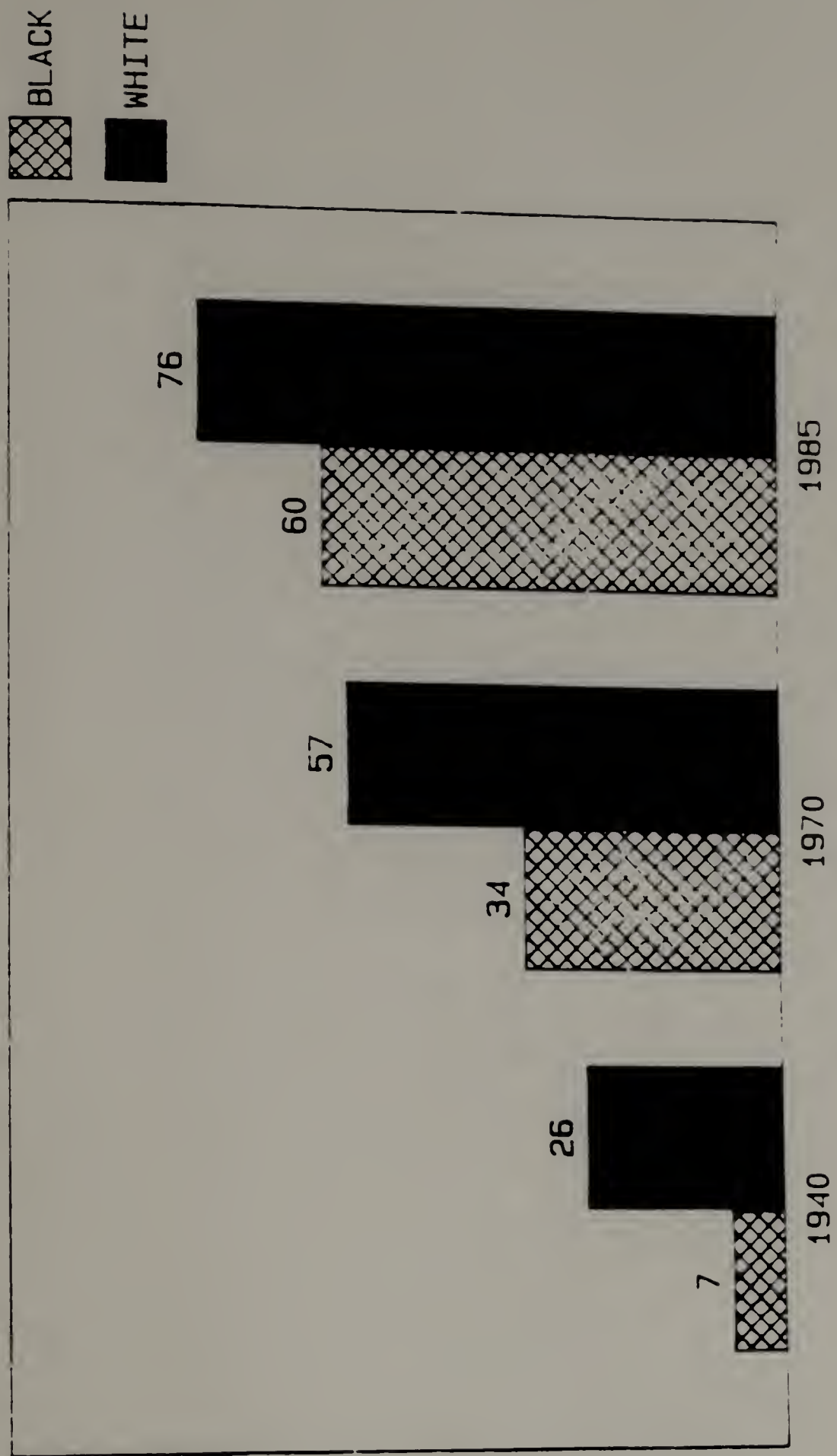
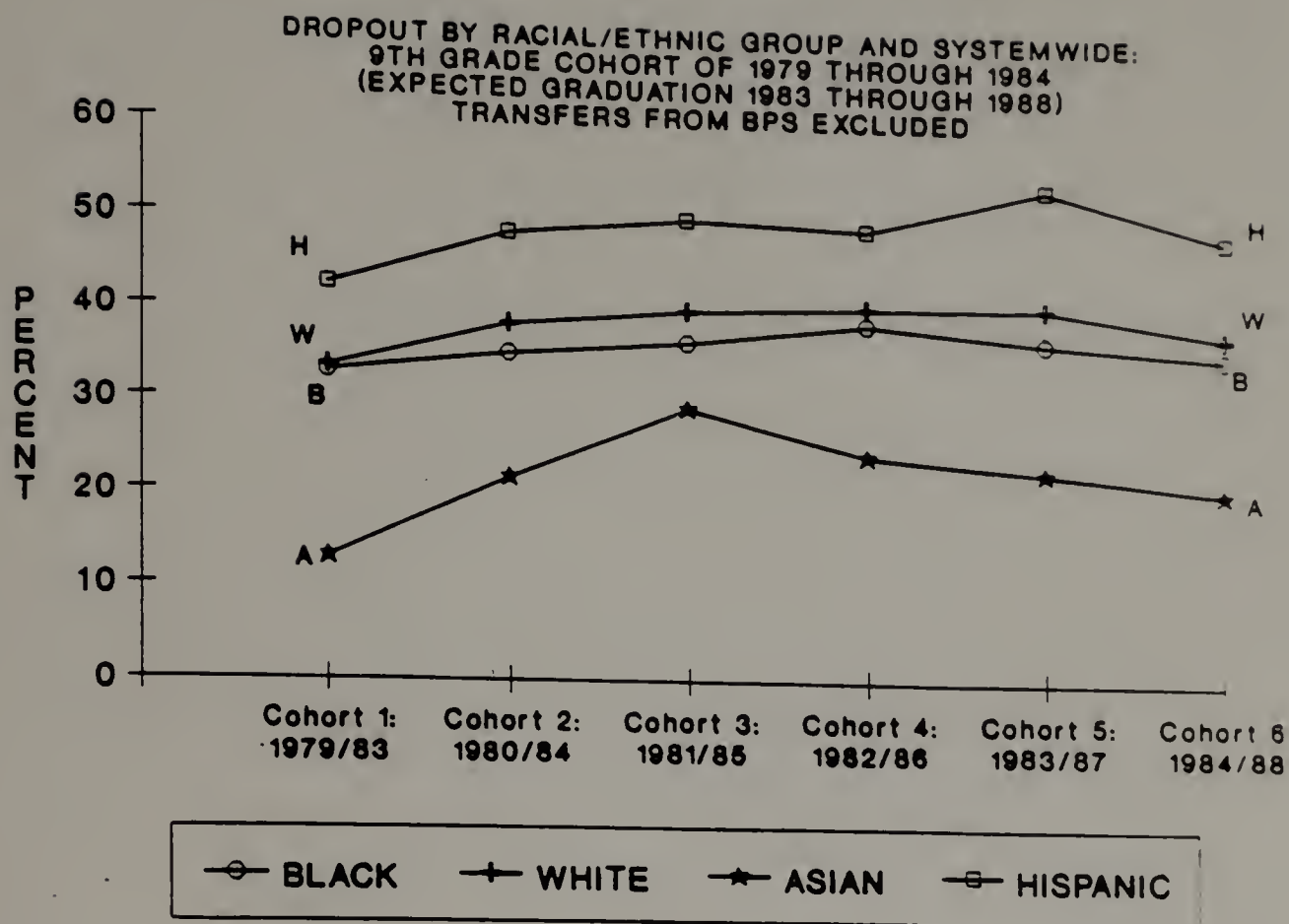


Figure A.1. Percentage of Black and White Persons Who Have Completed High School: 1949 to 1985 (Persons 25 years Old and Over)

Source: U.S. Bureau of the Census



	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
Black	33.0%	35.2%	36.5%	38.8%	37.0%	35.6%
White	33.5%	38.4%	40.0%	40.6%	40.8%	37.9%
Asian	12.9%	21.6%	29.3%	24.3%	22.7%	20.7%
Hispanic	42.5%	48.3%	49.9%	49.1%	53.8%	48.5%
System	33.3%	36.9%	38.8%	39.7%	39.6%	37.2%

The expected years of graduation for the six cohorts were 1983, 1984, 1985, 1986, 1987, and 1988 respectively.

Figure A.2 Annual and Cohort Dropout Rates in Boston Public Schools: Focus on Programmatic and Demographic Characteristics

November, 1989

Office of Research and Development, Boston Public Schools

DROPOUT BY RACIAL/ETHNIC GROUP AND SYSTEMWIDE:
 9TH GRADE COHORTS OF 1979 THROUGH 1984
 (EXPECTED GRADUATION 1983 THROUGH 1988)
 TRANSFERS FROM BPS EXCLUDED

Description of the Analysis

The chart provides a detailed picture of changes over time in the cohort dropout rate separately for each of the four largest racial/ethnic groups. (The number of Native American students in the cohorts is too small to permit meaningful comparisons across time.) Data for the system as a whole are omitted in order to make the chart easily readable, but they are presented in the table and in the previous exhibit. The overall number of students in a cohort has ranged from 4614 (1979 cohort) down to 3988 (1983 cohort).

The dropout rate for a given group is derived by dividing the number of dropouts in that group in the cohort by the total population of that group in the cohort and multiplying by 100. For instance, in the 1979 9th grade cohort Table A-2 indicates that there were 2179 Black students. Of these, 720 dropped out sometime between 1979 and the final follow-up year, giving the Black 1979 cohort dropout rate of 33.0% which is shown in the chart.

In reading the chart, comparisons of the cohort dropout rates across different racial/ethnic groups in a particular cohort may be made by reading "up and down," while comparison of cohort dropout rates for different years may be made by reading "left-to-right."

Findings

The systemwide data show several years of increase followed by a stabilization and then the first substantial decrease in the most recent cohort. Reductions in annual dropout rates are apparently beginning to be reflected in the cohort data.

All four racial/ethnic groups showed declines in the 1984/1988 cohort year; the rate of decline was slightly higher for Hispanics than for the other groups.

For all six cohorts the dropout rate for Blacks has been lower than that of Whites, though the two groups are fairly similar. The rate for Asians has consistently been much lower than for others, and the rate for Hispanics has consistently been the highest. The number of Native American students is too small to permit reliable comparisons over time. (Table A-2, in the Data Appendix).

3. INCIDENT		4. DISTRICT	5. SCHOOL		6. SCHOOL CODE
7. DAY, DATE, TIME OF INCIDENT		8. REPORT DATE/TIME			9. LOC. OF INCIDENT
10. VICTIM-NAME LAST, FIRST, MIDDLE		11. VIC. OCCUPATION.		12. AGE	13. SEX
14. RACE	15. D.O.B.	16. BUS./SCH. PHONE		17. ADDRESS	
18. PHONE		19. PERSON REPORTING-LAST, F., M.		20. PERSON REPORT. OCC.	
21. ADDRESS		22. PHONE			

3. WITNESS INFORMATION			
NAME: LAST, FIRST, MIDDLE		24. ADDRESS	25. PHONE
26. SCHOOL	1.		
	2.		
7. SUSPECT INFORMATION			
NAME: LAST, FIRST, MIDDLE		28. ADDRESS	29. PHONE
30. SCHOOL	1.		
	2.		
	3.		

1. NARRATIVE DESCRIPTION OF INCIDENT (WHAT-HOW?)
 (use continuation sheet if necessary)

ACTION TAKEN/FURTHER ACTION

INVESTIGATED BY	DATE	34. REVIEWED BY	DATE
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NOTES TO:

<input type="checkbox"/> INVESTIGATIVE COUNSELOR	<input type="checkbox"/> COMM. SUPT.	<input type="checkbox"/> FIRE
<input type="checkbox"/> BUILDING ADMINISTRATOR	<input type="checkbox"/> POLICE	<input type="checkbox"/> OTHER (specify) _____

BOSTON PUBLIC SCHOOLS



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STUDENT SUPPORT SERVICES

Date _____

To the Parent/Guardian of _____.

Dear _____:

This is to notify you that your son/daughter, _____, has been charged with a violation of Section #7.5 of the Code of Discipline, specifically _____.

In accordance with the Code, he/she is entitled to a hearing. This hearing is scheduled at _____ am/pm, ____/____/____ at _____ School.

You are invited to attend. If you wish to participate in the hearing, but cannot be present at that time, the hearing will be rescheduled. Please contact _____ at _____ immediately to confirm your presence at the hearing.

An interpreter will be available at the hearing if you request one.

This offense carries a possible consequence of placement at the Barron Assessment and Counseling Center. Please read the attached list of rights as they relate to the process.

Sincerely,

Headmaster/Principal
Hearing Officer

Rights document attached.
Hearing Officer please complete.

_____ This letter confirms telephone notification and contact on ____/____/____ at _____ am/pm to _____ by _____.

_____ This letter confirms telephone attempt(s) on ____/____/____ at _____ am/pm to _____ by _____.

BOSTON PUBLIC SCHOOLS

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STUDENT SUPPORT SERVICES

Rights of Parent/Guardian of Special Education Students in the Disciplinary Process

1. Your son/daughter will not be placed in the Barron Assessment and Counseling Center without your written consent. You may withdraw your consent at any time.
2. If you reject the amendment and placement at the Barron, your son/daughter will be referred to the Deputy Superintendent of Operations and Administration for further action. This is in accordance with the Code of Discipline.
3. You have the right to be present and participate in all meetings related to the development and writing of the amendment of the IEP. You have the right to be accompanied and represented by any person you choose at your own expense.
4. All the meetings related to the placement shall be held at a time and place that are convenient to you and the other participants.
5. You will be sent a written explanation of the results of the hearing/team meeting and a copy of the IEP amendment.
6. You have the right to inspect all papers relevant to your referral and placement.
7. If you need an interpreter for the hearing/team meeting, we will provide one at no cost to you. We want to provide the best possible program for your son/daughter and we need your help to do so.

Sincerely,

 Headmaster/Principal

 School

 Telephone

LESSON PLAN
VIOLENCE PREVENTION

ANGER IS NORMAL

OBJECTIVE: TO MAKE STUDENTS AWARE THAT ANGER IS A NORMAL HUMAN EMOTION.

ACTIVITIES:

- A. HAVE STUDENTS LIST, ON A PIECE OF PAPER, ALL THE THINGS THAT MAKE THEM ANGRY, I.E. PARENTS, TEACHERS, BOSSES, HE SAID-SHE SAID, ETC. FOR 5 TO 10 MINUTES WITH NO DISCUSSION.
- B. FOR 5 MINUTES, ASK THE STUDENTS TO NAME SOME OF THE NORMAL HUMAN EMOTIONS. LIST THEM ON THE BOARD. GIVE SOME PROMPTING, IF NECESSARY.
- C. INTRODUCE A 15 MINUTE VIDEO ABOUT THE PHYSIOLOGY OF ANGER. (THIS VIDEO EXAMINES THE PHYSICAL, PSYCHOLOGICAL AND COGNITIVE ASPECTS OF ANGER. GIVE OUT HANDOUT #7.
- D. LIST THE CAUSES OF ANGER ON THE BOARD. STUDENTS SHOULD REFER TO THE LISTS THEY MADE AT THE BEGINNING OF CLASS. (ALL STUDENT SUGGESTIONS SHOULD BE LISTED. SOME PROMPTING SHOULD BE DONE IF STUDENTS ARE RELUCTANT TO PARTICIPATE.)

OUTCOME:

REINFORCE THE IDEA THAT IT IS NORMAL TO BE ANGRY AND THAT LATER SESSIONS WILL DISCUSS HEALTHY AND UNHEALTHY WAYS FOR THEM TO CHANNEL THEIR ANGER.

BIBLIOGRAPHY:

VIOLENCE PREVENTION CURRICULUM
E.D.C.
55 CHAPEL STREET
NEWTON, MA

VIDEO:

ANGER THE TURBULENT EMOTION
SUNBURST COMMUNICATIONS
101 CASTLETON ST.
PLEASANTVILLE, N.Y.

7. PHYSIOLOGICAL EFFECTS OF ANGER

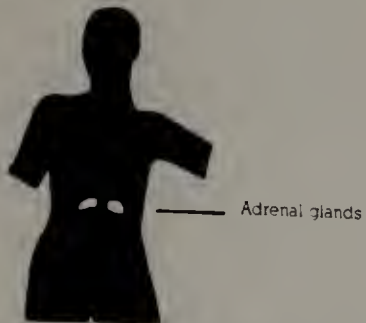
1. A STIMULUS triggers emotion



2. TENSION or STRESS begins to build



3. ADRENALIN IS RELEASED, contributing



4. to more TENSION



5. BREATHING rate increases



6. HEARTBEAT accelerates



7. BLOOD PRESSURE rises



8. FIGHT OR FLIGHT RESPONSE





ROBERT C. RUFO
SHERIFF

Commonwealth of Massachusetts

Sheriff of Suffolk County
Suffolk County Court House
Boston, Massachusetts 02108



617-725-8200

PUBLIC AFFAIRS DIVISION

Contact: Margaret D. Foxen
Director of Public Affairs
and Communications
725-3855

JAILBRAKE AGENDA

9:00 ARRIVAL

Participants will meet in the waiting lobby of the Charles Street Jail. They will store excess personal belongings in lockers, pass through the metal detectors, and enter the Jail foyer. They will be handcuffed, like inmates, for the 20 yard walk to the booking room.

9:15 BOOKING

Participants will be "booked" - a jail officer will photograph them and fill out a booking card (no records will be kept).

9:40 INTRO/BACKGROUND

From the Booking room, they will be escorted to a separate facility on jail property known as the "Gate House", adjoining, but not part of, the Main Jail, where they will be assigned to cells. (There are no inmates housed in this area for security reasons.) They will remain in these cells while an officer explains the difference between a jail and a prison (Persons confined to jail awaiting trial retain the Constitutionally guaranteed presumption of innocence.), the bail process, and other background information. He will discuss the typical inmate profile and describe the type of interaction that inmates have with the Court System. He will also go over the Inmate Guide, which lists the daily routine and the rules and regulations of the Jail. At this point, the officer will step out of eyesight but not out of earshot within the "gatehouse" for several minutes to allow the participants to get the feel of being in the cells without actually seeing another person. They will communicate the same way inmates do -- shouting from cell to cell without visual contact. Then the officer will return and proceed with the tour.

10:15 TOUR OF JAIL

All participants will tour the main jail, starting with the intake room where an officer will explain (although they won't participate in the procedure) the intake process: shower, strip search, giving up their clothes and jewelry in return for a denim blue jail outfit. They will see where inmates belongings are tagged and stored until they leave. They will see the cells, feel the sheets and blankets, visit the medical area, visiting area, eating and recreation areas.

11:00 DISCUSSION WITH INMATES IN GATEHOUSE AREA

Participants will meet with carefully selected inmates to talk candidly about jail life, how they got into trouble, and their experiences with the Criminal Justice System. These sessions will be monitored at all times by jail staff and will afford a unique opportunity for participants to hear first hand about life behind bars. This is the pivotal point of the program because this exchange takes place at the participants' level and is easily understood. It not only supports everything they have seen so far that morning, but it also corrects any wrong impressions they may still have about jail being "cool" or "macho".

12:00 LUNCH AND FOLLOW-UP DISCUSSION WITH JAIL STAFF

In order for this program to be more than a brief encounter, participants should discuss their feelings about what they experienced. We will arrange for them to talk about the jail tour, and their conversations with the inmates, etc, over a jail-food lunch with jail staff comprised of jail officers, social workers, and legal staff.

1:00 DISMISSAL

Participants will receive a certificate confirming their participation in this program which they will file with the authority which initially referred them to *JAILBRAKE*.

BOSTON PUBLIC SCHOOLS

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BARRON ASSESSMENT COUNSELING CENTER DISTRICT B

PROGRAM DIRECTOR
FRANKLIN A. TUCKER

JUDITH R. PRINCE
Assistant Program Director

Code Number:**District:****School:****Grade:**

INFORMATION DELETED DUE TO CONFIDENTIALITY

Date of Birth:**Date Referred:****Date of Evaluation:**

Reason for Referral:

Weapon's Infraction.

Background Information:

Student is currently being serviced by the Barron Assessment and Counseling Center. He was apprehended at his sending school with two knives and another sharp object in his possession which is a violation of BPS Code of Discipline 7.5.

School History:

According to student, he attended school in _____ from Kindergarten to Grade 5. He attended school in _____ for Grade 6 and a few months in Grade 7. For the past four months he has attended the _____

Medical Data:

Youngster has estropia. He claims that his sight is normal in the left eye and poor in the right eye. No medical records were available. He appeared healthy otherwise. He said that he needed glasses to read and watch T.V., but seldom wore them.

Sociological/Family Data:

Student lives with his father in the _____ area of Boston. He has two sisters and one brother who live with his mother in _____ MA. He said that he did not "get along" with his mother and has not lived with her since he was ten. His mother and father divorced when he was six years old. Family is considered to be in need of stabilization.

Previous Evaluation:

Youngster indicated t
but this examiner did not have access to the report.

Data Collection Procedures and Tests Administered:

Wechsler Intelligence Scale for Children-Revised (WISC-R)
Wide Range Achievement Test-Revised (WRAT-R)
Gray Oral Reading Test
Rotter Incomplete Sentences Blank
Peabody Picture Vocabulary Test (PPVT)
Bender Visual Motor Gestalt (BVMG)
Human Figure Drawing (HFD)
Clinical Interview to Include Informal Projectives
(Three Wishes, Personal Assessment)

Behavioral Observations:

Student presented as a taller than average, large boned pre-adolescent boy whose voice was in the process of changing. He was pleasant and exchange of conversation was adequate. Noteworthy was his constant activity. He had great difficulty sitting still and often wrung his hands or tapped the table. His style of responding was impulsive with sparse forethought. When an activity was excessively challenging (particularly pencil and paper tasks, both drawing and writing), he tended to give up easily. He did, however, respond well to praise and encouragement and appeared to be more thoughtful when he perceived success.

Summary of Test Results:

According to results of the WISC-R the student's overall cognitive functioning at this time appears to be in the upper range of average intelligence. He demonstrated more proficiency in the Visual/Spatial/Manipulative modality, with overall scores in the high average range. There was no significant disparity between verbal and performance scores, however, there was pronounced scatter between sub-tests which has several implications: unevenness in learning due to a learning disability, emotional instability and/or potential for higher functioning.

Greatest strengths were in abstract reasoning, visual scrutiny of everyday objects, sequencing in the interpretation of social situations and puzzle assembly. Relative strengths were displayed in expressive vocabulary, practical knowledge and social judgment and forming a pattern from a design using blocks. Greatest weaknesses (*) were in information, arithmetic reasoning, immediate recall of digits presented sequentially and pencil manipulation in a simple task which student matches numbers with meaningless symbols. All of the above are tests which also assess attention and concentration. Those results in combination with observed behavior suggests that youngster has a possible attention deficit disorder. His value system, sense of reality and "cause and effect" appears to be intact.

<u>Verbal Tests</u>	<u>SS</u>	<u>Age</u>	<u>Performance Tests</u>	<u>SS</u>	<u>Age</u>
Information	9	*11-6	Picture Completion	15	16-10
Similarities	13	16-6	Picture Arrangement	13	16-10
Arithmetic	8	*10-6	Block Design	11	13-10
Vocabulary	11	13-10	Object Assembly	13	16-6
Comprehension	12	14-6	Coding	7	*10-6
Digit Span	7	*8-6			

Academic Functioning:

Reading isolated words on the Wide Range Achievement Test and Reading for content on the Gray Oral Reading Test yielded grade level scores (upper 7th grade). Spelling was slightly depressed but in the average range. Arithmetic computation emerged as student's greatest academic weakness, two years below current grade level. He could have performed more efficiently, but his impulsivity was a detriment. He made many careless errors which lowered his score significantly.

Wide Range Achievement Test scores were:

	<u>Raw Score</u>	<u>Standard Scores</u>	<u>Percentile</u>	<u>Grade Equivalent</u>
Reading	49	102	55	7E
Spelling	23	97	42	6E
Arithmetic	23	79	8	5E

Receptive vocabulary according to the Peabody Picture Vocabulary Test was at the age equivalent of 13 years with a percentile rank of 52.

Affective Functioning:

"I have never done well in school," he said matter of factly, "I hate school." He appeared surprised to learn that his reading was on grade level. He said that he had been in special classes for 3 years and had difficulty learning to read.

Projective testing revealed that student exhibits extreme impulsivity with the tendency towards acting out behavior. He is a student at risk due to early childhood rejection and resultant emotional trauma, as well as learning problems which has undermined his self-esteem. His drawing of a person suggested that he is experiencing feelings of rage, helplessness and extreme instability. Similar pathology was observed on Bender designs. Although they were executed well, presented a challenge to his attending skills. He exhibited very low frustration tolerance which prohibited him from completion of designs one and two. (On design one he did four of twelve dots - all of which were drawn with great deliberation). The other designs containing dots were done with dashes instead. That tendency is associated with impulsivity, lack of interest or attention, those preoccupied with problems, or who try to avoid what they are required to do. The Bender designs were also drawn in confused order which indicated that student lacks planning ability with pencil and paper tasks.

The Sentence Completion Test was fraught with statements which indicated lack of a sense of responsibility and extreme dependency needs.

His fear of abandonment appears to be connected with past lack of nurturing as well as with peers who teased him about his eyes. He said that all of his troubles began when his parents divorced. He was six or seven years old.

His three wishes were: 1) more wishes 2) lots of money and 3) to stay young - between the ages of 16-20.

Conclusions and Recommendations:

This pre-adolescent boy, who is large for his age, displays intelligence which is higher than normal. WISC-R scores reveal an unevenness in learning probably due to an attention deficit. His reasoning ability and practical knowledge were high average, along with visual synthesis and visual motor ability. All tests which measure attention and concentration were weaknesses. His receptive vocabulary was above average and reading and comprehension were on grade level. Arithmetic computation and reasoning were poor on the WRAT and the WISC-R. Affectively, he presented as an immature young man with low frustration tolerance, extreme anxiety concerning abandonment and adolescent issues.

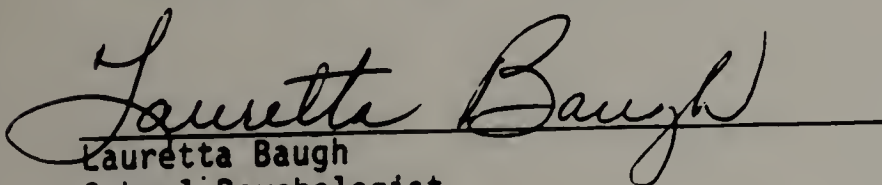
It is highly recommended that this youngster receive a Core Evaluation upon return to his sending school.

He needs medical attention for his estropia and also glasses for reading.

Because of his poor attending skills and low frustration tolerance it will always be difficult for him to manage written work. Some adjustments need to be made in order to meet his needs in that area.

Individual counseling is a must for this at-risk youngster. He has many personal issues to resolve concerning his mother, emerging adolescence, school concerns and low self-esteem.

This child needs encouragement from all concerned adults who are in contact with him. He needs to understand how intelligent he is despite his disabilities. He also needs to understand that his attention deficit does not make him "bad" or "dumb." His weapons infraction appears to be a clear cry for help.


Laurette Baugh
School Psychologist

BOSTON PUBLIC SCHOOLS



Some information deleted
due to issues of confidentiality

BARRON ASSESSMENT COUNSELING CENTER DISTRICT B

PROGRAM DIRECTOR
FRANKLIN A. TUCKER

JOSEPH R. PRINCE
Program Director

Code:
District:
School:
Grade:
D.O.B.
D.O.E.

Reason for Referral: Weapon's Infraction

Background Data: Youngster is currently receiving services at the Barron Assessment and Counseling Center. He was apprehended for possession of weapons at High which is an infraction of the Code of Discipline item 7.5 (Weapon's Infraction).

He is enrolled in the High and experiencing some academic difficulty.

School History: Information not available.

Medical Data: Student appeared healthy and indicated that he has no difficulty with vision or hearing. Medical records were not accessible.

Sociological/Family Data: Youngster and his family came to from Haiti. He currently resides with his father, sister (17) and brother (13) in an apartment complex in . His father is ly is active in a local church. His mother lives elsewhere with two other siblings.

Previous Evaluation(s): None

Data Collection Procedures and Tests Administered:

Wechsler Intelligence Scale for Children-Revised (WISC-R)
Wide Range Achievement Test-Revised (WRAT)
Gilmore Incomplete Sentences Blank (selected sentences)
Peabody Picture Vocabulary Test (PPVT)
Bender Visual-Motor Gestalt (BVMG)
Human Figure Drawing (HFD)
Clinical Interview

Behavioral Observations: Student presented himself as an adolescent with a small frame . . . a pleasant personality and handsome open face.

Rapport was established easily and he appeared to try hard on all activities. He was somewhat compulsive on drawings. He took an inordinate amount of time executing them, erasing often and bearing down hard with a tense pencil grip. He was less tense while writing and most at ease doing Math computation. Cultural interpretations were a factor throughout evaluation.

Summary of Test Results: According to results of the WISC-R the student's overall cognitive functioning at this time appears to be at the upper end of the borderline intelligence range. These results are probably not an accurate assessment of students innate ability, but a reflection of what he has been able to decipher, given cultural perceptions and language barriers. He demonstrated equal proficiency in the Verbal/Language modality and the Visual/Spatial/Manipulative modality, with sparse disparity between the two. Greatest strength was in Digit Span, (immediate recall of digits presented orally in sequence). Noteworthy was the fact that he was able to recall a series of digits with more efficiency when he had to sequence backwards. The ability to repeat more digits backward than forward may indicate increased motivation due to the additional challenge. At any rate it involved heightened concentration. A relative strength was in picture arrangement which involves sequencing pictures in order to evaluate the social relevance of each situation. This test is also a good indication of planning ability.

Greatest weaknesses were demonstrated in the following subtests: General Information (educational experience and long term memory for facts.); Vocabulary (expressing word definitions verbally.); Picture Completion (Visual synthesis and Visual memory in grasping missing details in everyday objects.); Block Design (forming a design from a visual pattern using blocks.) All of the scaled scores were below the borderline range.

All the remaining sub-tests Similarities (abstract reasoning,); Comprehension (practical knowledge and social judgment,); Puzzle Assembly and Coding (pencil manipulation while matching meaningless symbols with numbers in a timed format); were at the bottom of the low average range.

The pronounced scatter between sub-tests indicates an unevenness in learning probably due to language difficulties.

Sub-Test Scores (with scaled score mean of 10) were as follows:

<u>Verbal Tests</u>			<u>Performance Tests</u>		
	<u>Scaled Score</u>	<u>Age Equiv.</u>		<u>Scaled Score</u>	<u>Age Equiv.</u>
Information	5	9-10	Picture Completion	5	9-6
Similarities	7	12-10	Picture Arrangement	9	12-10
Arithmetic	8	13-2	Block Design	6	10-6
Vocabulary	3	8-2	Object Assembly	7	10-10
Comprehension	7	12-6	Coding	7	12-10
Digit Span	10	15-10			

Academic Functioning: Wide Range Achievement Test Results were:

	<u>Standard Score</u>	<u>Perce- ntile</u>	<u>Grade Equivalents</u>
Reading Isolated Words	103	58	12E
Spelling	75	5	5B
Arithmetic	77	6	6E

His ability to phonetically analyze words was above average even when he had no indication of the definition. Spelling however was significantly depressed and often even phonetically incorrect. His Arithmetic computation score would have been higher had it not been for many careless errors. Basic understanding of all the operations involving whole numbers and fractions was adequate.

Receptive Vocabulary according to results on the Peabody Picture Vocabulary test was at the age equivalent of 7-3 which was comparable to the Vocabulary score on the WISC-R and also significantly lower than the below borderline Information score on the WISC-R.

Visual-Motor perceptual development according to Bender results was age appropriate. Emotional indicators however were significant. On 6 of the 9 designs he erased over and over again in an attempt to draw the design perfectly. The initial 7 designs were drawn so expansively that student had to use both sides of the paper. Sometimes this tendency is an indication of neurologically based difficulties, but in this case it is probably more of an indication of a blatant need for control.

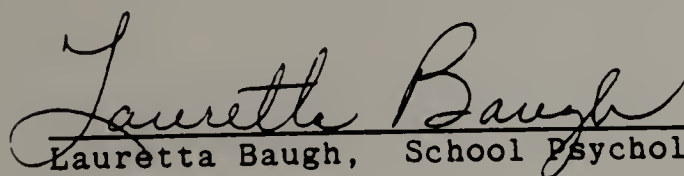
Affective Functioning: Even though student is exhibiting some acting out behavior currently, he is not considered a behavior problem. His value system is intact and his social judgement is adequate. He appears to want to achieve and is encouraged by his family to succeed. On the sentence completion test he stated that the most important thing to him was to study and the most important influence in his life was his pastor. He also said that he did not want to be a "punk". Even though his family appears to have strict guidelines, he appears to have good intrinsic discipline.

The weapons incident appears to be more of a fearful reaction¹⁵⁵ to violence around him than to aggressive tendencies.

Conclusions: This young man who will be _____ this year is currently in _____. His educational background in Haiti is unclear. He appears to have average intelligence despite his low scores on the WISC-R, which appear to be due to lack of proficiency in English. Reading is his greatest strength even though comprehension is poor due to lack of exposure. He understands all of the Math operations but made many careless errors. He demonstrated good motivation, concentration, and excellent planning ability which will be an asset as he attempts to remediate his weaknesses. His greatest deficits were demonstrated in general information and vocabulary.

Recommendations:

1. This highly motivated student appears to want to excel and so would benefit from remedial help in reading comprehension, spelling and math.
2. Follow-up by School Psychologist at _____ to address issues surrounding his fear of his school environment is crucial at this time.
3. It is imperative that this youngster become involved with social activities outside of the realm of school. This will help him to build his understanding of his current environment.



Lauretta Baugh, School Psychologist

Student # 3 Preliminary Study
BOSTON PUBLIC SCHOOLS

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SCHOOL PSYCHOLOGICAL AND PUPIL ADJUSTMENT COUNSELLING UNIT

Code Number:
Zone:
School: INFORMATION DELETED DUE TO CONFIDENTIALITY
Grade:
Date of Birth:
Date of Evaluation:

Reason for Referral: Weapons Infraction - Behavioral Issues.

Background Data: is currently being serviced in the regular education program at and receives no special services. She is at risk for failing all academic courses. Her attendance has been spasmodic and when attending school she is know for selectively cutting classes. She was discovered with a small knife in her possession in the Occupational Resource Center during the school day. She stated that it was for her protection as she feared theft of her coat.

School History:

K-2
2
3-4
4 INFORMATION DELETED DUE TO CONFIDENTIALITY
4-5
6
7-8
9-10

Medical Data: There are no kown medical constraints. Vision and hearing are normal.

Sociological/Family Data: Student resides with her mother, and brother (12) in an apartment. Family is considered stable.

Previous Evaluation(s): None

Data Collection Procedures and Tests Administered:

Wechsler Adult Intelligence Scale-Revised (WAIS-R) 157
Wide Range Achievement Test-Revised (WRAT) Math & Spelling
Gray Oral Reading Test
Rotter (Costicks) Incomplete Sentences Blank
Bender Visual-Motor Gestalt (BVMG)
Human Figure Drawing (HFD)
Family Drawing
Thematic Apperception Test (TAT)
Clinical Interview to include Informal Projectives (Three
Wishes, Deserted Island, Cole Animal, Favorite Age, Personal
Assessment)
Review of pertinent school files and 766 data
Geist Picture Interest Inventory

Behavioral Observations: Student presented herself as an attractive, impeccably dressed adolescent girl who came willingly to be evaluated. Even though she cooperated well on all tasks presented there was noted a lack of energy and interest. She appeared to be open and honest regarding behavioral issues which precipitated her admission to the Barron Assessment and Counseling Center, but was hesitant to share personal feelings, often giving pat answers.

Her concentration was poor and although she did not appear distractible, she admitted that her attending skills were generally deficient. In spite of that her style of pursuing problem solving was reflective.

Her self assessed strengths were: 1. Personality, 2. Smartness, 3. Love for people around me. 4. Ability to know my future life. She assessed her weakness as : 1. Always late. 2. Attitude about Math. 3. Being a follower instead of a leader. 4. Letting play bother work. 5. Not telling my true feelings. She has received tutoring at but admits that her attendance was poor. She said that her most troublesome subjects were Spanish and Geometry.

Outside activities in the community are non-existent.

Summary of Test Results: According to results of the WAIS R the student's overall cognitive functioning at this time appears to be in the average intelligence range.

She demonstrated equal proficiency in overall verbal/language modality and visual/spatial modality. There was however intertest scatter which indicated some unevenness in learning. Greatest strengths were observed in the following sub-tests which were all above the mid-range of average; common sense reasoning and the ability to exercise social judgement in practical situations (Comprehension); Visual Memory in scrutiny of everyday objects (Picture Completion); Sequencing in the interpretation of social situations (Picture Arrangement).

Although all scores clustered around the mid-range of average, 158 the slightly depressed scores which do emerge reflect to a great degree of school performance. These weaknesses were: General Knowledge and long-term memory for facts (Information: Knowledge of Word Meanings and the ability to express these meanings verbally (Vocabulary): The capacity to form conceptual units from verbal material and to express them in words (Similarities); Solving basic word problems without pencil and paper (Arithmetic): Immediate memory recall of digits presented sequentially (Digit Span): and analyzing abstract figures and reproducing the design using patterned blocks a test of visual-motor coordination and control. (Block Design). Noteworthy is that low scores on last three subtests (Arithmetic, Block Design and Digit Span) may be associated with poor attention/concentration and/or anxiety.

Sub Test Scores (With scaled score mean of 10) were as follows:

<u>Verbal Tests</u>	<u>Scaled Score</u>	<u>Age Equiv. Score</u>	<u>Performance Tests</u>	<u>Scaled Score</u>	<u>Age Equiv. Score</u>
Information	9	11	Picture Completion	12	13
Similarities	10	11	Picture Arrangement	12	14
Arithmetic	8	10	Block Design	9	9
Vocabulary	8	10	Object Assembly	10	11
Comprehension	11	13	Coding	10	10
Digit Span	9	10			

<u>Wide Range Achievement Test</u>	<u>Standard Score</u>	<u>Percentile</u>	<u>Grade Equivalents</u>
Spelling	93	32	9E
Arithmetic	86	18	8B

- Writing was neat and letter formation excellent. All words misspelled were phonetically correct.

- On the Arithmetic she was able to perform all basic functions and simple fractions with accuracy. She had difficulty with decimals and algebraic problem solving.

Student was able to read accurately paragraph's on the Gray Oral Reading Test and obtained a grade equivalent score of 11.3. Comprehension however was markedly depressed and her competency level approximated fifth grade. She appeared to be internally distracted as her demeanor was calm. She admitted that she has great difficulty concentrating and must review material repeatedly before she is able to absorb it.

On the PIAT, which is more visually oriented, she obtained the following scores:

159

	<u>Grade Equivalent</u>	<u>Percentile Ranks</u>	<u>Standard Scores</u>
Reading Recognition	12.4	70	108
Reading Comprehension	9.5	39	96

There is still a significant disparity between reading (encoding and decoding) and reading comprehension of almost three years.

Receptive Vocabulary according to the PPVT was at the age equivalent of 14-1 with a standard score of 87 and percentile rank of 20 for her age.

Visual-motor perceptual functioning according to Bender results was excellent. Organizational skills were good and there were no emotional indicators.

Affectively student appears to be experiencing great difficulty with the normal adolescent issues of dependency versus independent functioning. She is torn between wanting to succeed thereby passing her parents and conversely, hanging out with her friends. She doesn't understand the ramifications of the disparity between her potential and her actual functioning and her self esteem is suffering now because she doesn't understand why she is experiencing failure.

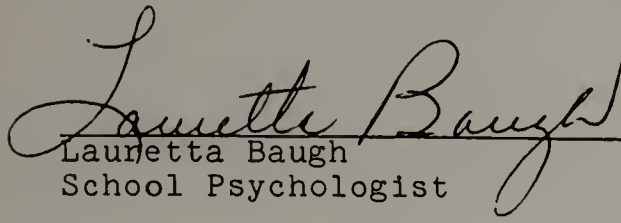
Noteworthy was that her first drawing was a picture of a boy - on the family drawing she also drew herself with pants on even though her mother was drawn with a dress on. Indications of a possible conflict regarding her sexuality is prominent. Drawings can only reveal students area of concern.

On the Sentence Completion test as well as in the clinical interview she expressed discomfort with dating. Further analysis of projectives reveals negative attitudes towards males. She said that she would want to be a lion, "because he rules the jungle, he is very well respected and has grace." She did not want to be a fish of any kind because "they risk the chance of being caught by humans or eaten by other fish and they lead very simple lives." She said that she would take her mother to a deserted island..."because she would know how to make the best of what we have on that island.

Science appeared to be her major area of interest according to the Geist Picture Interest Inventory.

Conclusions: This very attractive young lady has average overall intelligence, but is currently seriously underachieving at . . . In fact, she has failed all of her academic classes for the first term. Testing revealed that she has an attention deficit and is internally distractible, which could be emotionally or neurologically based. Even though she is an avid reader at home, and her encoding and decoding skills are excellent, her reading comprehension is far below grade level. In an exam school such as that could be detrimental. In addition to her academic deficit she is emotionally immature and still struggling with dependency needs. Her concept of her own sexuality appears somewhat distorted and she needs to work out her own feelings regarding her relationships with males.

- Recommendations:**
1. It is imperative that daily communication be maintained between students home and school in order to monitor academic progress as well as school attendance.
 2. Student desperately needs remediation regarding reading comprehension and Math deficits. If that type of assistance is not forthcoming at then perhaps another school should be considered.
 3. Lastly, parents should consider some short term counseling for this student so that she can work out her emotional concerns.



 Launetta Baugh
 School Psychologist

APPENDIX C: TESTS MOST USED

Tests Most Used According to Test Survey
Conducted in Spring 1987

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Psychological Services, Boston Public Schools

**Measure of general
intellectual ability**

Wechsler Adult Intelligence Scale-Revised
Wechsler Intelligence Scale for Children-Revised
Stanford-Binet Intelligence Test Form L-M
McCarthy Scales of Children's Abilities
Slosson Intelligence Test

**Measure of specific
academic skills**

Basic Achievement Skills Individual Screener
Gilmore Oral Reading Test
Gray Oral Reading Test
Wide Range Achievement Test-Revised

**Measure of visual-motor
perceptual development**

Bender Visual-Motor Gestalt Test
Developmental Test of Visual-Motor Integration

**Measure of receptive
vocabulary**

Peabody Picture Vocabulary Test

Projectives

Family Drawings
Human Figure Drawing
1. Goodenough Harris Draw-A-Person
2. Koppitz developmental and emotional
interpretation for children and middle
school students.
Rotter Incomplete Sentences Blank
Tasks of Emotional Development
Thematic Apperception Test
Informal Projectives: (Deserted Island, Three
Wishes, Cole Animal)

**Adaptive behavior
composite**

Vineland Adaptive Behavior Scales

Note: Batteries are determined by individual Psychologists according to the specific needs of person being evaluated and may vary accordingly. More than one hundred test instruments are used in the department.

Name of Test:

Formal: The Bender Gestalt Test

162
Author: Laretta Bender

Informal: Visual-Motor Gestalt Test

Publisher:

Name: Grune & Stratton

Date of Publication: 1963

Address: 111 Fifth Ave.
New York, NY 10003

Description of Test:

Purpose: To assess level of maturity in visual-motor perception and to detect possible emotionality as well as possible neurological impairment.

Age Range: 5 - 11 years

Time for Administration: untimed

Format: The Bender Visual Motor Gestalt Test (Bender) is a series of nine abstract designs to be copied in pencil by the student. The designs, printed on four-inch by six-inch cards, are presented one at a time. The student copies each design, with the sample before him or her. When the student finishes drawing a figure, the card is removed, and the next card is placed at the top of the paper.

Scoring: Determine by standard skill levels in design development by age. Scoring somewhat subjective. Emotional indicators and neurological indicators can be determined when considered with a full battery of test.

Standardization:

Population: Normed in 1963 on 1104 public school children: 46 classes in 12 schools. Ninety eight percent of the sample was white. Renormed in 1974 on 975 students between 5 and 11 years of age. Racial balance was obtained and community size varied. Geographical balance was not obtained - social-emotional status was not indicated.

By Age: Age 5-0 to 11-0

Minorities: Blacks, Asians, Mexican-Americans, Puerto Ricans
1975 Koppitz expanded the norming population to include minority groups.

Techniques used to assure validity or reliability:

Test-retest method reliability with normal elementary students ranged from .50 to .90 with a mean of .71. (Koppitz, 1975). However, reliability and validity are essentially unestablished and therefore test results are best used in combination with other medical, educational and behavioral data.

Name of Test: Formal: Peabody Picture Vocabulary Test
Revised
Informal: P.P.V.T. **Authors:** Lloyd M. Dunn
Leota M. Dunn

Publisher: **Name:** American Guidance Service **Date of Publication:** 1981
Address: Circle Pines, Minnesota 55014

Description of Test:

Purpose: Primarily designed to measure subjects receptive (hearing) vocabulary for standard American English vocabulary acquisition.

Age Range: 2.5 - 18

Time for Administration: untimed

Format: 175 items "point to" response test. Test items are ranged in order of increasing difficulty and bound consists of plates of four pictures. Test is in an easel with Manual and 25 individual record forms and shelf box. Available in two forms, L and M.

Scoring: Point for each correct response. Basal reached when 6 or 8 responses are incorrect.

Current Uses of Test:

To test receptive vocabulary development. To be used for English and non-English speaking individual to screen for Mental retardation or Giftedness; as part of a comprehensive battery; and to screen applicants for jobs requiring good aural vocabulary. Not for group use. Examiner required.

Standardization:

Population: 4,200 children and adolescents; 828 adults

By Age or Grade: **Number or Percent at Each**

2½ to 18 21 in each age group
19 to 40

Urban (percent or number): 1,391; 33.1%

Minority (percent):

<u>Name of Minority</u>	<u>Percent of Number</u>
Black	9.6%
Hispanic	3.8%
Other	1.2%
White	85.4%

Basis of Stratification: Population from North East, South, North Central, West and broken down by occupations correlation with achievement intelligence tests.

Techniques Used to Assure Validity or Reliability:

Concurrent Validity: use of correlations with PIAT, WRAT no predictive Validity except for study equating and correlation between original and revised edition and two almost the same.

Correlates most highly with other Measures of Vocabulary.

Correlates moderately well with scholastic aptitude (verbal intelligence).

Correlates to a reasonable degree with Measures of School achievement when administered concurrently.

Does less well as a predictor of school success.

Comments or Cautions on Use:

Do not use as an Intelligence Test.

Caution that revision hadn't received predicted Validity.

Practical experience indicates that lower scores are obtained on revised form.

Cultural bias can be significant.

Name of Test: Formal: Wechsler Adult Intelligence Scale-Revised **Author:** David Wechsler
 Informal: WAIS-R

Publisher: Name: The Psychological Corporation **Date of Publication:** 1981
 Harcourt Brace Jovarovich
 Address: 757 Third Avenue, New York, N.Y. 10017

Description of Test:

Purpose: Designed to be used as a basic measure of intelligence, as a diagnostic tool, and as a reasearch instrument.

Age Range: 16 years through 74 years.

Time for Administration: 60 - 90 minutes in most cases.

Format: The WAIS-R is an individually administered test comprised of two scales. The verbal scale contains six subtests and the performance scale contains five subtests.

Scoring: Scoring progresses from converting raw scores to scaled scores to I.Q. equivalents for verbal, performance and full scales. The WAIS-R manual contains well detailed scoring rules, criteria, and sample responses.

Current Uses of Test: Used in educational and clinical settings to determine cognitive skills. Subtest score patterns are very helpful in deciding educational class placements by profiling strengths and weaknesses.

Standardization:

Population: U.S. population according to 1970 census.

Total Size: Nine age groups each containing 160-300 subjects.

<u>By Age:</u>	<u>Number</u>	<u>By Age:</u>	<u>Number:</u>	<u>By Age:</u>	<u>Number:</u>
16-17	200	35-44	250	70-74	160
18-19	200	45-54	250		
20-24	200	55-64	160		
25-34	300	65-69	160		

Urban: approx. 76%

<u>Name of Minority</u>	<u>Percent</u>
Non-white	11.3%

Basis of Stratification: The sample was stratified by age, sex, race, geographic region, occupation, education, and urban-rural residence.

Techniques Used to Assure Validity or Reliability:

Tests were based on their correlations with other established tests of intelligence and with empirical judgements of intelligence on ratings by experienced clinicians, and/or empirical studies of several groups of known intellectual levels.

Comments or Cautions on Use:

The grouping of particular tests into verbal and performance I.Q.'s is not well substantiated. Abbreviated scales should be used sparingly since they sacrifice much of the qualitative information that an individual clinical instrument should provide.

Research suggests that an adult's change in I.Q. scores through the years depends on what one experiences in those years since formal educational experiences are usually fading into the past.

Application to Urban Minorities:

Language stimulation and cultural factors should be considered when interpreting scores as measures of intellectual capacity of urban minorities, including bilingual students. Direct behavioral observations and conversation with the subject along with adaptive behavior measures, if possible, should supplement low WAIS-R scores since some urban minorities have been found to score quite low, yet functioning normally.

Other:

Maintaining rapport for testing may be difficult. Reassurance may help to avert discouragement and rejection of the test. If not achieved, resumption of the test should be attempted at another time. Questioning should be nonthreatening and convey a need for more detail, not the feeling that the first answer was wrong.

Name of Test Formal: **Wechsler Intelligence Scale for Children-Revised** Author: David Wechsler

 Informal: WISC-R

Publisher: Name: The Psychological Corp. Date of Publication: 1974

Address: 757 Third Ave.
New York, N.Y. 10019

Description of Test:

Purpose: Designed to be used as a basic measure of intelligence, as a diagnostic tool and as a research instrument.

Age Range: Age 6-0 years to 16-11 years

Time for Administration: Two to three hours.

Format: Verbal and Performance Scale each containing six subtests. Individually administered and establishes an I.Q. for each sub-test along with a full scale I.Q. Standardized scaled score with average score being 100-w/a S.D. of 16.

Scoring: Progresses from converting raw scores to scaled scores to I.Q. equivalents for verbal, performance and full scales. The WISC-R manual contains well detailed scoring rules, criteria, and sample responses.

Current Uses of Test:

Used in educational and clinical settings to determine cognitive skills and intellectual potential. Subtest score patterns are very helpful in determining educational class placement by profiling strengths and weaknesses.

Standardization:

Population: Representative sample used according to 1970 census.

Total Size: 2200

<u>By Age</u>	<u>Percent of Each</u>
---------------	------------------------

6½ to 16½	14.6
-----------	------

Urban: 200 each age, 11 age groups
 100 boys: 100 girls

<u>Name of Minority</u>	<u>Percent</u>
non-white	11.7%

Techniques Used to Assure Validity or Reliability:

The WISC-R correlated .82 (Full Scale) with the Stanford-Binet. Both Salvia and Ysseldyke reported lower correlations in the younger ages (5-6) and in higher ages (15,16) are inferior to the S-B. Correlation with achievement tests (PLAT, WRAT) averaged .60 and with school grades .39.

Comments or Cautions on Use:

E.D. Frazer, University of Aberdeen, Scotland, the concept of mental age is abandoned, a step deplored by many, but hailed by those who have long objected to the defects and inconsistencies of this method of arriving at I.Q. quotients. Test compares child with his own age group expressing in terms of the mean and S.D. of his peers. Comparison of I.Q.'s of children of different ages is a much simpler affair. It is a convenient and reliable instrument which uses up to date material intrinsically interesting to the child.

Must be used in conjunction with other data.

Application to Urban Minorities:

This test has been standardized to accommodate urban minorities by revisions in 1974. Blacks and other minorities were included in the same proportions reported in the 1970 Census.

Used in SOMPA - one of the batteries adapted to assess minority populations.

Name of Test: Formal: **Wide Range Achievement Test-Revised** Authors: Sarah Jastak
 Informal: **WRAT-R** and Gary S. Wilkinson

Publisher: Name: Jastak Associates Date of Publication: 1984
Address: 1526 Gilpin Avenue
 Wilmington, Delaware 19806

Description of Test:

Purpose: To assess academic achievement in Word Reading, Spelling and Arithmetic. Also assess types of errors and remediate developmental progression of academic skills.

Age Range: 5 years to 74 years.

Time for Administration: 20-30 minutes.

Format: 2 Booklets: Level 1 (Ages 5-11); Level 2 (Ages 12-74).
 3 Subtests on both levels: Reading Recognition, Spelling and Arithmetic.

Scoring: Grade equivalent, percentile, raw score and standard score. Quick scoring chart for all grade equivalents on back of test booklet. Percentiles and standard scores can be obtained from manual.

Current Uses of Test:

Used to assess levels of academic achievement as well as types of errors in order to remediate developmental progression of academic skills.

Standardization:

Population: A stratified sampling procedure to reflect populations in all areas of the country both Metropolitan and Rural, white and non-white.

Total Size: 5,600. 200 at each age level.

	<u>Metro</u>	<u>Non-Metro</u>
N. East	85%	16%
N. Central	69%	31%
South	60%	40%
West	79%	21%
	<u>White</u>	<u>Non-White</u>
N. East	85%	15%
N. Central	88%	12%
South	77%	23%
West	79%	21%

Specific percentage of minorities vary from region to region according to the population figures reported in the 1982 Rand McNally Commercial Atlas and Marketing Guide.

Techniques Used to Assure Viability or Reliability:

Content, construct and concurrent validity studies have been done with formidable results.

Comment or Cautions on Use:

The WRAT-R provides an indication of Reading, Arithmetic and Spelling. Given the technical inadequacies of the WRAT-R, it is insufficient for determining performance levels in Reading, Arithmetic and Spelling. It may be used to obtain supplementary, descriptive information. However, as an informal tool, interpretations should acknowledge the limited behaviors sampled by the test items. Further because of the test's standardization and norming procedures, its use with LEP students and linguistically and culturally diverse students is inappropriate.

Order of Materials

1. Referral
2. Psychological
3. Sociological
4. Barron face Sheet (2)
5. Violence Prevention Counseling face sheet (2)
6. Description of incident
7. School records
8. Brigance face sheet
9. Service delivery plan
10. Miscellaneous

CRITERIA FOR DATA ANALYSIS

1. DP#
2. Code each case from 001 to 040
3. Age
4. Sex (1)male (2)female
5. Race (1)black (2)white (3)hispanic (4)oriental (5)other
6. Grade K 1 2 3 4 5 6 7 8 9 10 11 12
7. School (by codes) (0) School closed (2)Private School
8. Zone (1)east (2)west (3)north (4)high school
9. Education category (1)Regular Education (2)Special Ed.
10. Attendance (1)Excellant (2)Good (3)Poor
 - (1) Excellant- 1 absence and/or 1 tardiness per marking per.
 - (2) Good- 2 absences and/or 2 tardinesses per marking period
 - (3) Poor- 3 absences and/or 3 tardinesses per marking "

Or a report of poor attendance by school authorities w/o statistics.
11. Parents/guardians (1)two parents (2)one parent
(3)foster parents (4)DSS (5)other
12. Place of birth (1)Boston (2)Puerto Rico (3)Haiti
(4)Europe (5)South America (6)Far East (7) Southern
America (8)East coast (9)West coast (10)Middle west
(11)other caribbean (12)other
13. Siblings 0 1 2 3 4 5 6 7 8 9 10
14. Address: by zip code
15. Welfare (1)yes (2)no (3)SSI (4)Workmens Comp.(5) D.K.
16. Are parents themselves (1)yes (2)no
17. Employed (1)yes (2)no
18. Weapon (1)knife (2)gun-empty (3)gun-loaded (4)gun-mock
(5)machine gun (6)mace (7)other (8)razor (9)sawed off
shot gun (10) fireworks (11) chain

19. Offense (1)first (2)second
20. DYS commitment/or Court involv. (1)yes (2)no (3)don't know
21. Substance abuse (1)yes (2)no (3) D.K.
22. Drugs (0) none (1)alcohol (2)marijuana (3)cocaine (4)alcohol and marijuana (5) marijuana and cocaine (6) alcohol and cocaine (7) don't know
23. Conduct Disorder, diagnostic criteria according to DSM IIIR
- (1)Mild 3 criteria
 - (2)Moderate 6 criteria
 - (3)Severe 9 criteria
- Automatic (1) criteria for possession of weapon.
24. Precipitating Incident at time of arrest (1) argument with another student (2) argument with a teacher (3) fight (4) school rule infraction (5) disrespect for authority figure (6) cutting class (7) showing weapon (8) bragging about weapon (9) using weapon (10) weapon observed (11) student searched because of suspicious behavior (12)Someone reported to authorities that student had weapon
25. Test Scores
- WISC-R/WAIS (1)Average (2)Above Average (3)Low Average (4)Boarderline (5)Mentally deficient
26. WRAT grade levels
- Reading K 1b 1e 2b 2e 3b 3e 4b 4e 5b 5e 6b 6e 7b 7e 8b 8e
9b 9e 10b 10e 11b 11e 12b 12e
- Spelling K 1b 1e 2b 2e 3b 3e 4b 4e 5b 5e 6b 6e 7b 7e 8b
8e 9b 9e 10b 10e 11b 11e 12b 12e
- Math K 1b 1e 2b 2e 3b 3e 4b 4e 5b 5e 6b 6e 7b 7e 8b 8e
9b 9e 10b 10e 11b 11e 12b 12e
27. PPVT Age equivalent or Receptive vocabulary (Information sub-test on WISC-R or WAIS)

28. VMI/BVMG (1) Average-within six months of actual chronological age (2) Above average (3) Below Average

29. Achievement Status (1)Average (2)Underachieving
(3) Overachieving

Determined by comparison of WISC/WAIS intelligence score with WRAT grade levels and current grades in school if available. If a youngster has average intelligence he/she should be able to do grade level work.

30. Comprehension (sub-test on WISC-R/WAIS which measures practical knowledge and social judgement.)

ADULT AND CHILD CONSULTATION
CENTER

ZERO GOVERNORS AVE., SUITE 23
MEDFORD, MA. 02155

(referred to on Page 116)

PSYCHOLOGICAL EVALUATION

Information deleted due to Confidentiality

NAME:	ADDRESS:	Street
		Boston, Mass.
DATE OF BIRTH:	AGE:	14-07
SCHOOL:	GRADE:	7
EXAMINER:	DATE OF TESTING:	4/28/88

TESTS ADMINISTERED:

Wechsler Intelligence Scale for Children - Revised (WISC-R)
 Beery Visual-Motor Integration Test (BVMI)
 Bender-Gestalt Visual-Motor Test
 Jastak Wide Range Achievement Test - Revised (WRAT-R)
 Thematic Apperception Test (TAT)
 Draw-A-Person Test (DAP)
 Rorschach Ink Blot Test
 Three Wishes
 Geist Picture Interest Inventory

REASON FOR REFERRAL AND BEHAVIORAL OBSERVATIONS:

was referred for psychological testing by Franklin Tucker, Director of the Barron's Assessment and Counseling Center, for a full psychological evaluation as part of his upcoming staff review. has violated Boston School Code of Discipline, 7.5.

was seen for psychological testing on one occasion. He was an attractive adolescent who came to the testing session stylishly dressed. He was wearing a large, silver bracelet on his arm, and earrings on one ear. was compliant with the examiner's requests. He was able to concentrate effectively on a wide variety of tasks and activities.

According to , he is currently living at home with his mother and brothers. His father lives in another house around the corner. told the examiner that his parents had moved out of

the same house this fall. He told the examiner that they talk everyday and denied the possibility of any type of marital difficulty. According to the staff at the Barron's Center, mother is often homebound in a wheelchair. did not mention any type of health difficulties that might have impacted on his family life. According to the Barron's Center, has an older brother who is in the music industry.

According to he could do well academically if he did the work. He told the examiner that he had been placed in an advanced grade during late grammar school. He told the examiner that he had difficulty in that program due to the dislike of one of his teachers.

was asked to list three things he would most wish for. He responded, "To have all the money in the world, to be the most famous person in the world, and to own the U.S. and live there by myself." In my opinion, these three wishes suggest an all or nothing stance.

COGNITIVE AND INTELLECTUAL TESTING:

Wechsler Intelligence Scale for Children - Revised (WISC-R)

<u>Verbal Tests</u>	<u>SS</u>	<u>Performance Tests</u>	<u>SS</u>
Information	10	Picture Completion	11
Similarities	10	Picture Arrangement	11
Arithmetic	17	Block Design	13
Vocabulary	9	Object Assembly	15
Comprehension	10	Coding	10

Verbal Score - 107
Performance Score - 114
Full Scale Score - 111

Beery Visual-Motor Integration Test (BVMI):

Raw Score - 21
Age Equivalent - 13 years, 1 month

performance on the Wechsler Intelligence Scale for Children - Revised yielded a Verbal score in the average range, a Performance score in the high average range, and a Full Scale score in the high average range. There was some discrepancy

Psych. Evaluation
 DOT: 4/28/88
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between subtest scores which suggests specific intellectual strengths and weaknesses. strengths appear to be in his ability to concentrate and his fine motor skills.

On the Verbal section of the WISC-R, earned his highest score on Arithmetic. Arithmetic reflects both an understanding of mathematical operations as well as an ability to concentrate. did well on Information which measures an understanding of commonly-known facts. He did well on Similarities which reflects an ability to use language in abstract concept formation. He did equally well on Comprehension which measures an understanding of social norms and rules. did slightly less well on Vocabulary which measures general expressive verbal skills.

On the Performance section of the WISC-R, earned his highest score on Object Assembly which reflects an ability to integrate parts into wholes. He did quite well on Block Design which measures general nonverbal reasoning skills. did well on Picture Completion which reflects a sensitivity to the details in the external environment. He did well on Picture Arrangement which reflects an ability to use visual cues in sequencing information. did somewhat less well on Coding which reflects an ability to transcribe numbers into symbols.

performance on copying tasks, the Bender-Gestalt and the Beery Visual-Motor Integrative Test, corresponds to his peers. His performance on the Beery earned him an age equivalent score of 13 years, 1 month. This suggests that he has no significant visual-motor integrative difficulties.

ACHIEVEMENT TESTING:

Jastak Wide Range Achievement Test - Revised (WRAT-R)

<u>Subtest</u>	<u>Raw Score</u>	<u>SS</u>	<u>Tile</u>	<u>Grade</u>
Reading	54	98	45	9B
Spelling	26	96	39	8B
Arithmetic	30	94	34	8B

performance on the Wide Range Achievement Test earned him a grade equivalent score of ninth grade on reading, eighth grade on spelling, and eighth grade on arithmetic. This suggests that he is working at or above grade level in basic academic skills.

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 Page 4

On reading, was able to correctly read all one-, two-, and many multi-syllabic words. As he began to approach words that were beyond his capacity, he questioned the necessity of the examination. In my opinion, this suggests a heightened sensitivity to his own failures.

On spelling, could correctly spell all one-, two-, and many multi-syllabic words. He appeared to have some understanding of phonetics and was able to correctly use phonetic rules to sound out spelling problems.

On arithmetic, demonstrated mastery of basic addition, subtraction, multiplication and division. He was able to work with fractions and convert units of measure. missed one simple problem where he added rather than subtracted. This suggests that he does not always check and recheck his work.

VOCATIONAL TESTING:

Geist Picture Interest Inventory

<u>Highest Interests</u>	<u>T Score</u>	<u>Lowest Interests</u>	<u>T Score</u>
1) Persuasive	65	1) Outdoors	33
2) Musical	64	2) Literary	45
3) Mechanical	57	3) Scientific	48

performance on the Geist Picture Interest Inventory yielded a cluster of high scores in the areas of persuasive, musical, or mechanical interests. This suggests that is someone who enjoys influencing others and immersing himself in musical activities. He might be encouraged to look for work in law, sales, or in the music business.

PROJECTIVE TESTING:

performance on the Projective measures, the Rorschach and Thematic Apperception Test, suggests his ability to perceive reality accurately is somewhat variable. He appears to rely on his own internal associations rather than the features of the external environment. This appears to be more likely when a situation is laden with ambiguous cues and strong feelings.

performance on the Rorschach suggests that his cognitive perceptual style is global. He appears to be more likely to evaluate a situation in terms of the whole picture rather than a specific detail.

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Page 5

performance on the Projective measures suggests he uses perseveration and denial as major coping strategies. His tendency toward denial was demonstrated in his response to the Rorschach where he described a variety of the figures as, "Something like ink spots." His tendency toward perseveration was also demonstrated on the Rorschach where he would give the same class of response to a variety of stimuli that had little in common.

performance on the Projective measures suggests that he is a young man who has difficulty identifying and integrating strong feelings. Instead, he appears to express his own discomfort by withdrawing and working below his capacities.

performance on the Projective measures suggests that he has concerns about his mother's health. This was reflected in his response to Card 6BM where he told the following story: "His mother just died and he's sad and his grandmother is also sad." There was no maternal figure depicted in the picture. In my opinion, this suggests has some concerns about losing his mother.

There also appears to be some concerns about his brothers leaving the family. This was depicted in another TAT story where describes a brother leaving for the army and being held back by his sibling.

performance on the Projective measures suggests some discomfort and a poor sense of self. This was reflected in his Draw-A-Person where he depicted a young man with an opened mouth looking directly at the examiner. Along with the figure, told the following story: "He came from the store buying new sneakers and they are tight. He lost his slip so he can't bring them back." This suggests a poor sense of self-esteem and little sense of how to improve his circumstances.

SUMMARY AND RECOMMENDATIONS:

was referred for psychological testing by Franklin Tucker, Director of the Barron's Assessment and Counseling Center.

was seen for testing on one occasion. He is an attractive adolescent who was compliant with the examiner's requests. was able to complete a wide variety of tasks and activities.

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According to he is currently living with his mother and several brothers. His father lives in the same neighborhood and speaks to mother on a daily basis.

 performance on the Wechsler Intelligence Scale for Children - Revised yielded a Verbal score in the average range, a Performance score in the high average range, and a Full Scale score in the high average range. strengths are in his ability to attend and his general nonverbal reasoning skills.

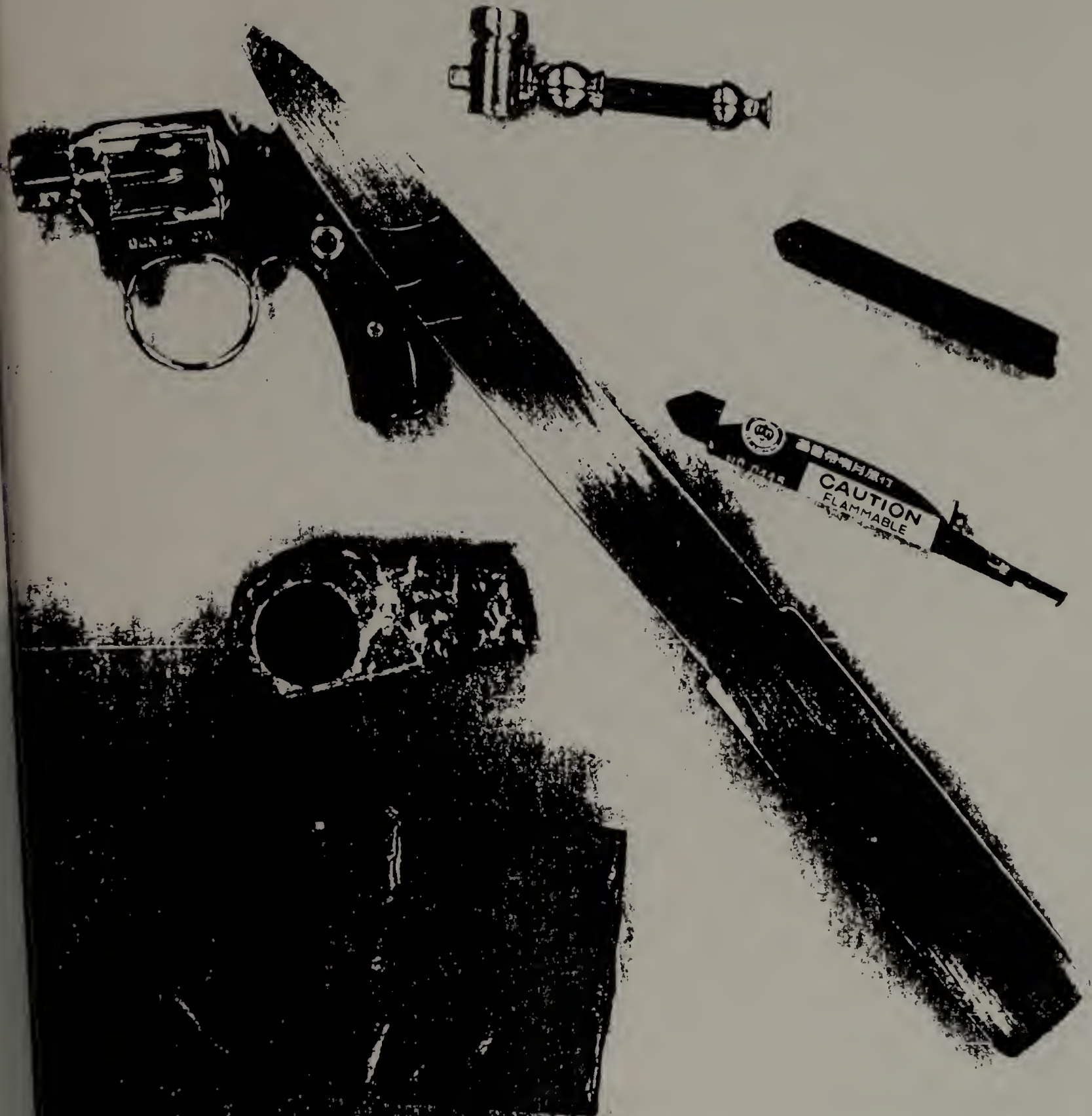
 performance on the Wide Range Achievement Test earned him a grade equivalent score of ninth grade on reading, eighth grade on spelling, and eighth grade on arithmetic. He appears to be working at grade level in basic academic areas.

 performance on the Projective measures suggests that he is a young man with a very poor sense of self. He appears to have some high aspirations as a means of acquiring some self-esteem. When these dreams are not met and meets disappointment, he appears to become angry, retreat, and give up the task. appears to feel some anxieties about the loss of family members.

It is recommended that:

1. receive individual counseling;
2. and his parents receive short-term therapeutic intervention to assess the nature of the marital discord on parenting;
3. receive some help from a school guidance counselor in finding some after-school activities that might enhance his self-esteem.

Licensed Psychologist
Adult and Child Consultation Center



APPENDIX F: CONFERENCES AND WORKSHOPS ATTENDED

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1988-1990

Second Annual Violence Prevention Conference
Sponsored by: The Health Promotion Program for Urban Youth
Boston City Hospital
April 27, 1988

Massachusetts Conference on Violence and Public Health
"Where Do We Go from Here?"
Boston University
May 28, 1988

Street Talk
A Conference on Drugs and Youth Violence
Sponsored by: Boston Schools in collaboration with Boston
Police and Department of Youth Services
Humphrey Occupational Resource Center, Boston
August 3-4, 1988

Boston Adolescent Task Force
Violence Prevention Strategies
Sponsored by: Massachusetts Department of Mental Health
Massachusetts Department of Mental Health, Boston
October 4, 1988

National Video Teleconference
"Risk Taking in Children and Adolescents"
Sponsored by: The Brown University Child Behavior and
Development Letter
University Hospital, Boston
October 7, 1988

Educating the Black Child: Restructuring Schools
for Greater Effectiveness-Speaker, James Comer
Sponsored by: The Citywide Educational Coalition
Roxbury Community College
October 22, 1988

"Adolescent Issues" Workshop Series
Professional Day-Department of Student Support Services
Sponsored by: Simmons College in Collaboration with the
Boston Public Schools
October 26, 1988

Conferences and Workshops (Continued)

Adolescent Stress, Social Relationships and Mental Health
 Sponsored by: The University of Massachusetts at Boston and
 the William T. Grant Foundation
 University of Massachusetts Library
 November 3, 1988

Violence in the Community
 A Panel Discussion
 Sponsored by: Harvard School of Public Health
 Harvard School of Public Health
 April 27, 1989

Boston Adolescent Task Force
 Violence Prevention Strategies/ Sub Committee Reports
 Sponsored by: Massachusetts Department of Public Health
 Massachusetts Department of Public Health
 September 6, 1989

Symposium on Gangs
 "Violence and Homicide"
 Sponsored by: Boston Student Support Services Coordinators
 Campbell Resource Center, Boston
 December 6, 1989

National Video Teleconference
 "Violence and Aggression in Adolescence"
 Sponsored by: Brown University Child Behavior and
 Development Letter
 Brown University
 January 30, 1990

Crisis Response
 Cambridge Hospital Crisis Response Team
 Sponsored by: Simmons College in Collaboration with Student
 Support Services, Boston Public Schools
 Kennedy Library
 February 9, 1990

Adolescent Violence Prevention
 Death and Dying, Speaker Sandra Fox of Good Grief Program
 Judge Baker Children's Center
 Northeastern University
 March 28, 1990

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