A Study on Treatment Typology

A STUDY ON TREATMENT TYPOLOGY

By

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Most of the treatment typologies have been constructed from personality variables. But to make a treatment typology which is pragmatically useful, we must typificate the interaction of personality variables and situation variables of correctional institution. In this paper, correctional treatment was analysed in the framework of socialization; correctional situation was located in the process of socialization in life cycle, and a treatment typology which can explain, predict and describe the mode of adjustment in some situations in life cycle was intended.

In 1978 and 1979, we carried on two investigations in a training school in Japan. From an intensive case analysis and a multidemensional analysis of behavior of inmates, a treatment typology of 8 types has been presented.

PART I INTRODUCTION – TREATMENT TYPOLOGY

"Delinquents are not all alike." This is one of the major theoretical assumptions on which Warren et al. carried on CTP (Community Treatment Project). Recently, some diagnostic typologies have been used in correctional treatment for lawbreakers. And the treatment strategies which are based upon these typologies have been called 'differential treatment'. 'Differential treatment' covers a wide variety of treatment strategies. I-Levels (Interpersonal Maturity Levels) approach was used in CTP (see Sullivan & Grant, 1957) and in Preceton School of Industry and Youth Center Research Project, and other patterns of treatment strategies have been used in the name of differential treatment; (Quay's typology and Hewitt & Jenkins's typology etc) (see Quay, 1964, 1971).

There are many obstacles to effective treatment. One of those is the problem of administration. According to Warren (1971), administration means efficieant and effective control over the behavior of the offender so that further law violations are not committed during the period of agency responsibility for the offender. Of coruse, it is necessary for the efficient management of correctional institutions, but it often contradicts the ideal of correctional treatment. In addition, correctional agency are staffed by persons with widely varied social and educational background (Gibbons, 1970).

We don't think the diagnostic typology for effective treatment is limited to only one kind. There are high degree of differences among correctional institutions. There lie differences in social and cultural background, quality of inmates, staff organization and other facilities. Most of the diagnostic typologies are constructed around inmate's personality variables or around the data of inmate's preprison experience. But

treatment is done in correctional institutions which have considerably different situations. One of the faults of the treatment typologies till now may be attributed to the neglect of this varieties of situations. Of course, when a typology is applied to real treatment, the contents are accomodated to the existing state of things in the correctional institutions. But we think the variety of situations are too large to be accomodated by such minor changes.

In recent years, as we see in Mischel (1973) and Cronbach (1956, 1957, 1975) not only personality variables but also situation variables were considered fully for explanation and prediction of human behavior. Also in criminological theory, situation variables have become important (Gibbons, 1975, 1979). We must consider 'interactions of personlity variables and situation variables'. In this context, we must construct

DIAGNOSTIC TYPOLOGY

IDENTIFYING CHARACTERISTICS OF TYPES

CLASSIFICATION RULES

TREATMENT TYPOLOGY

COMPONENTS OF TREATMENT

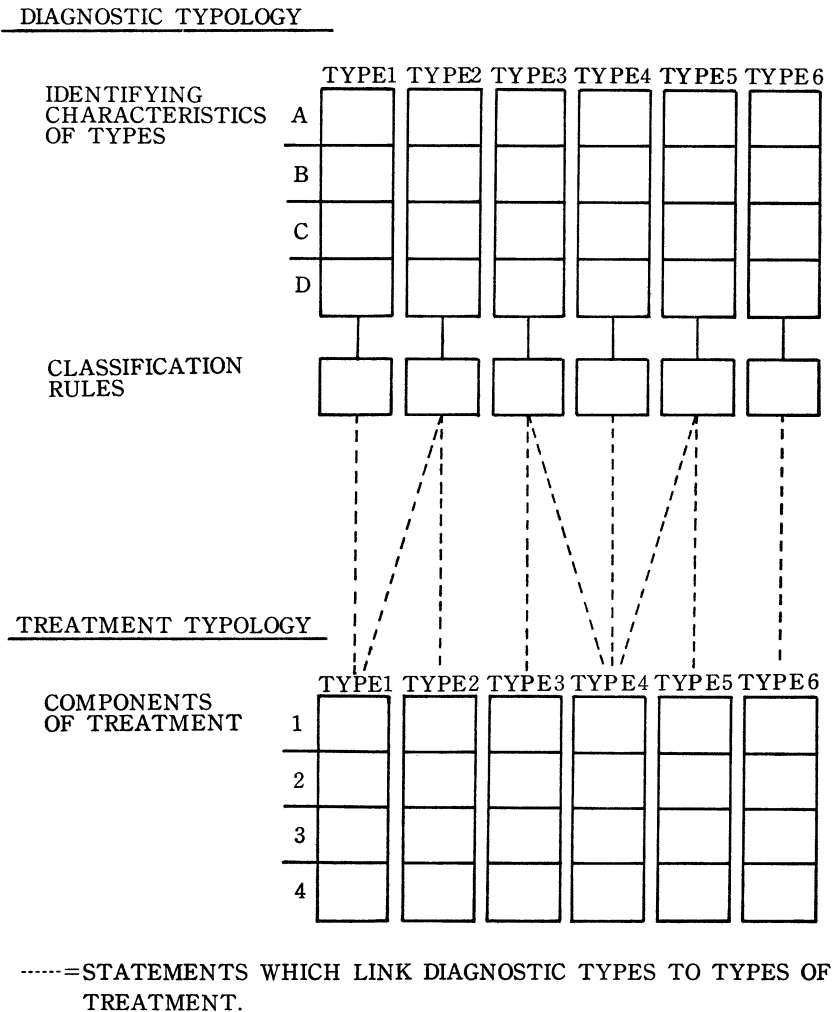------=STATEMENTS WHICH LINK DIAGNOSTIC TYPES TO TYPES OF TREATMENT.

Fig. 1. Diagnostic and treatment typology Source: Gibbons, D.C. (1965) p. 5

'handmade' treatment typology for each correctional institution for effective treatment considering the situation of each institution. Generalization about many typologies used in many institutions will not be done about the contents of each type, but about the methodology of construction of types or about the definition of the variables which are to be considered in the construction. Gibbons (1965) showed the schema of the relation between diagnostic typology and treatment typology in Fig. 1. We also use this schema in constructing our typology. And we think that 'treatment typology' in a broader sense means the whole body of descriptions of diagnostic typology and treatment typology and the statements which link diagnostic types to treatment types.

PART II   THE FRAMEWORK OF THE STUDY

A. Major themes and subthemes: We deal correctional treatment in the framework of 'socialization'. We define the socailizing process of inmates as the changing process of cognitive and role-status structure of inmates, and we divide the problem of 'socialization in correctional institution' into three major themes from social psychological point of view. These are personality system, social system and cultural system. And each major theme was devided as follows:

1. Personality system (of an inmate)
    a. An inmate's life history and the meaning of his delinquent behavior to his life history
    b. An inmate's orientation to the informal relation in the correctional institution
    c. An inmate's orientation to the formal relation in the correctional institution
    d. An inmate's orientation to the outer world
2. Social system
    a. The structures and functions of informal groups
    b. The relation between the interaction of inmates and treatment
    c. The relation between the correctional institution and the outer world
3. Cultural system
    a. An inmate's value system
    b. The relation between correctional value and an inmate's value system
    c. The relation among the value of informal group and an inmate's value system and correctional value

The typology which is to be presented later in this paper deals the interrelation of these three sets of variables especially from the point of view of personality variables.

B. Formal-informal dynamics: The socializing process of an inmate occurs in the dynamics in correctional institutions. Since the 1950's, we have called the dynamics in correctional institutions 'formal-informal dynamics'. By this term we mean both 'importation model' and 'deprivation model'; because of its coerciveness of group structure which is characteristic of correctional institutions, the inmates creat

informal relation to protect their ego-structures ('rejection of rejectors' or '.. the pains of imprisonment become less severe..'), and at the same time the value system which is made by their pre-prison socialization influences the cultural system in the correctional institution. (So we think that the controversy as to which model (importation model or deprivation model) is adequate is nonsensical.)

C. *Five phases model of sequential adjustement*:   We divide the sequence of 'Life history – Life in the correctional institution – Post release life' into 6 social situations as shown by Fig. 2.   The problem we are dealing is mainly concerned with the correctional situation and we study the relations among pre-prison situations (Situation 1, 2, 3, 4), correctional situation and post release situation.   Though opinions varies with authors, we can say that there are three temporal phases in institutional confinement. These are 'Early Phase – Middle Phase – Late Phase' or 'Entrance Phase – Middle
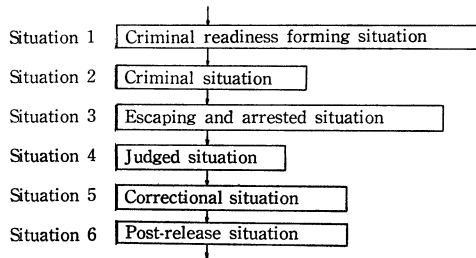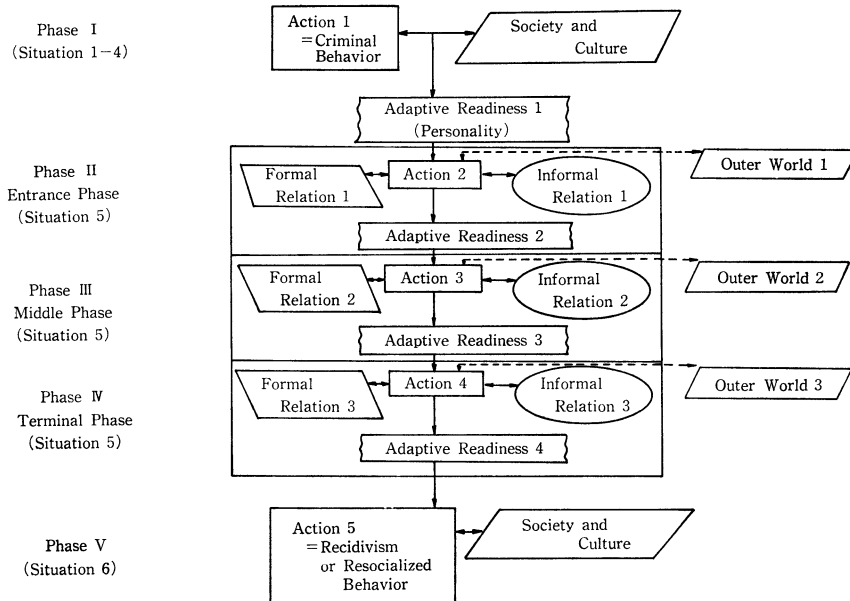

Fig. 2.   The sequence of 6 situations

Fig. 3.   Five phases model of equential adjustment

Phase – Terminal Phase'. From the point of view of 'adjustment', we present the '5 phases model of sequential adjustment' described in Fig. 3. In this model we define 'adjustment' as follows. Adjustment in Phase I and V=the interrelation among a man's action and larger society and culture (more specifically 'legal sanction'). Adjustment in Phases II and III and IV=the interrelation among an inmate's action and the social and cultural systems of a correctional institution.

And we categorize variables which have relations with the adaptive process of an inmate to a correctional institution into three sets. (1) readiness from the experience before entering the correctional institution, (2) formal-informal dynamics in the correctional institution, (3) contacts with the outer world and perspective of the life after release. (see Thomas, 1977) When we construct a treatment typology, we must typificate the interactions of these three sets of variables in the sequence of 5 phases. In this context, we may call the typology we are constructing 'sequential typology'. Of coruse, if we stick too much to the variation of the interactions, we can not make clear-cut typology or we must make too many types to be 'parsimonious'. We must find relatively stable variables in the sequence and typificate around these variables. (These variables may be compared to 'theme' of a tune.)

D. Role of typology: In stating offender or treatment typology, many authors refer to 'theory of middle range'. This term originally means the theory that is located between working hypotheses in researches and a general theory. In offender or treatment typology it means the bridge-construct between the understanding of each case and a general theory of criminal causation or treatment. General theory must be able to explain each case, and the understanding of each case is adequate when it is located correctly in the theoretical framework of a general theory. So general theory must have some typological framework in its theoretical structure.

In this context, the empirical approaches and theoretical approaches in typology construction must be complementary (see Hood and Sparks, 1970). The multivariate approach in typology construction has only explanatory value when it is used without explicit theoretical scheme. Even if the students who make this approach state that they have naive attitude toward criminal causation, they have implicit assumptions in the selection of attributes of the subjects which are to be analysed by the statistical method.

One of the main functions of typology is to give us a point of view by which we can survey the whole subjects. If we take too minute dimensions in pursuit of more accurate and concrete information, we can not survey the whole subjects. If we stick to approximation with 'substance' too much, we must increase the numbers of 'valences' infinitely to construct 100 types for 100 offenders or inmates at last (see Cassirer's "Substanzbegriff und Funktionbegriff", 1979). Such a typology is no more a typology. That will be compared to a journey in which the traveler carries a 3-dimensional miniature into an area. A map is useful because 3-dimensional substances are located in the approximation of 2-dimensional space. When we travel, we often use a sectional map in addition to a big map which gives us a bird's eye view of the whole terrain. In

approaching near a destination, the big map is useful. But if we come near the destination, we sometimes go astray for we are puzzled by the paths or brooks which are omitted in the big map. In these situations, a sectional map is useful. Similarly, we must always have a dual perspective in using a typological framework; first, a case is located in the typological framework, and second, analysed by the subtypes or further intensive case analyses. The typology should not be a stereotype or a mere pigeonhole. To locate a case in the framework is only the initial step of the application of the typology. We must make prediction or control which are based on the location.

A typology must be able to help us to understand each case profoundly and to refine the general theory (or basic assumptions used in typology construction) in which the typological framework is located. The nature of a tree is understood not only by the intensive analysis of the tree but also by comparing it with other trees and by identifying the association in which the tree is located. The same is true of offender or treatment typology.

E. *'Intuition' in the process of diagnosis and treatment*: From the date of admission to that of release of an inmate, there is continuous process of diagnosis and treatment. Diagnosis is not necessarily done in the form of test by paper and pencil or by some other instruments. It is done by staffs' 'intuition' in daily observation, too. And this 'intuition' has a high level of reliability and validity which are not inferior to those of psychological or psychiatrical tests. In addition, 'intuition' has a flexible structure which can cope with subtle changes. In Fig. 4, we show an example of the sequence of diagnosis and treatment based on several information in Japan. In this sequence, 'intuition' of a staff plays an important role. His 'intuition' is based on his experience of having treated many cases and on his scientific knowledge. We think that staffs have some kind of 'cognitive map' through their clinical experiences, and each case is located in the map to elicit a plan for efficient and effective treatment. The main
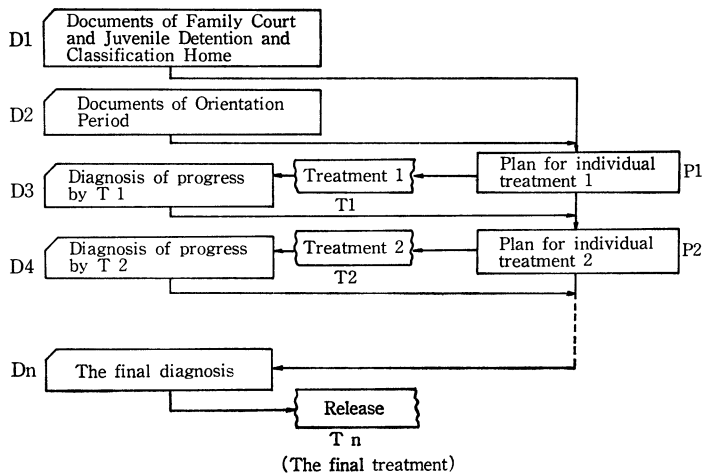

Fig. 4 Diagnosis and treatment in correctional institution-An example

purpose of our investigation described later is to make clear some aspects of this 'cognitive nitive map'. As the location of an area is determined by latitude and longitude in a real map, we seek the dimensions (or axes) of this cognitive map for typology construction. And if we construct a typology mainly from the point of view of personality variables, it will be the typification of social and cultural orientations of personality system.

PART III RESEARCH

A. OUTLINE OF RESEARCHES

We have carried on two year's investigation at a juvenile training school A. In 1978 (Research 1), we carried on an investigation mainly to analyse the situations of the 3 institutional career phases and adaptive process of inmates. So to speak, we investigated the structure of 'formal-informal dynamics' of A and the modal adaptive pattern of inmates to it. And we presented tentative treatment typology (typology 1). Typology 1 had been used for the treatment of A since January 1979.

In 1979 (Research 2), the validity of typology 1 was tested and reformed typology (typology 2) have been constructed.

Table 1   Typology 1 (typology of interpersonal orientation)

Dominance (+) | Submission (−)	Love (+) | Hostility (−)	Mature — Immature (+) (−)	
		+	−
+	+	Type 1	Type 5
	−	Type 2	Type 6
−	+	Type 3	Type 7
	−	Type 4	Type 8

B. SUBJECTS AND PROCEDURE

Research field: A is located in the Tohoku District of Japan. This school began its operation in July 1965 as a Middle Training School under the Training School Law. And in 1977, this school had a course of advanced training course in addition to the middle training course. The authorized capacity of the school is fixed at 129, and the population at the research period was 45–50, and the number of the staff was 48–51.

Subjects: In Research 1, 41 inmates were selected and in Research 2, 44 inmates were selected for our investigation.

Procedure:

1.   The logic of typology construction

As we stated in Part I, the focus of this research is to typificate the interaction of

readiness and situation.   To construct a treatment typology, we selected situation of Entrance Phase.   If we selected the later phase, the typology would not be a treatment typology for prediction and control, but for description.   So we constructed types on the data of inmate's life history and the data of the behavior in the first 1 month. If the inmtes who were categorized into each type by readiness and the behavior of first 1 month make relatively homogeneous groups as regards the behavior in Entrance Phase, we can predict the mode of initial commitment of each type by the informations of readiness and the data of the behavior of first 1 month.   Further, on these informations, we can infer the value-attitude systems of inmates, and make the plan for treatment (control) based on the prediction.

2.   Methods

i)   Research 1

Questionnaires and interviews were administered to the inmates to make clear the modal adaptive pattern of 3 institutional career phases of A.   The documents about the life histories of inmates were analysed to construct typology 1.   And the behaviors of the inmates were checked by the staff to make clear the adaptive pattern of each type.

ii)   Research 2

Questionnaries were administered to the inmates and staffs to make the dimensions for the description of inmates' behaviors in A.   The documents of the inmates were analysed to make the dimensions for typology construction (Check List A).   And the inmates' behaviors in first 1 month and the whole Entrance Phase were checked by the staff by Check List B.   The items of Check Lists A and B and the procedure for their construction are as follows.

First we administered a questionnaire to the inmates and staff; they were asked to categorize the name cards of 38 inmates into some homogeneous groups according to their 'intuition', and to describe the commonnesses of each group.   The similarity matrix of 38×38 was analysed by a multidimensional analysis (Hayashi's quantitative analysis 4).   And the description of the commonnesses were categorized by the categories of Livesley & Bronley (1973).   And we analysed the plans for individual treatments which are planned for each inmate by the staff in charge of him.   Through these analyses and by referring to typology 1, we presented 7 dimensions to categorise the inmates by their social and cultural orientations.   They are as follows.

Check List A

I.   Interpersonal Orientation (Orientation to social relations)

    1.   The dimensions of needs which are satisfied by interpersonal transaction (see Schutz, 1958)

        a.   Inclusion

        b.   Control

        c.   Affection

    B. The dimensions of skill
        a. Skill to control one's self
        b. Skill to control others
II. Value Orientation
    A. J. Abe's Genotype of Delinquency
    B. J. Abe's Delinquency Depth (see Abe, 1964)

And for the description of the behaviors of the Entrance Phase, we made Check List B.

Check List B

I. Formal Relation
        a. Attitude to the staff
        b. Attitude to treatment
        c. Accident
II. Informal Relation
        a. Behavior which is linked with informal groups
        b. Isolation
        c. Status in the groups of the dormitory
III. Synthesis
        a. The length of the initial adjustement

Check List A was checked by 3 members of our investigation team. Check List B was checked by the staff members who were in charge of each inmate.

C. Results

1. The situation of the Entrance Phase of A

Period: 2–3 months after the admission

Treatment: After the 3 day's Admission Procedure, inmates are transferred to Orientation Course (for 1 month for middle training course and for 2 months for advanced training course). During this period, they are confined in closed rooms. They are closely observed and investigated from various angles. (On the basis of the data of this period we will categorize inmates into each type.) Special emphasis is laid on physical training and recreation, because the majority of boys spent over one month under restricted conditions of jails and Classification Homes.

After this period, they reside in semi-closed rooms for group treatment. Special emphasis is laid on the introduction to group treatment and to group activities.

Modal adaptive pattern: Their perspective to the outwer world is mainly occupied with the life before his admission to the school and the perspective to the life in the school is dismal first and gradually becomes bright. In this period they establish their 'initial commitment' (Etzioni, 1961) to the correctional institution.

They learn how to live in the school by trial and error and by the guidance of staff and inmates in their rooms. Their status in the dormitory is low and the degree of freedom is lowest in formal and informal relations.

2. Typology 2

The rating patterns of Check Lists A and B were analysed by a multidimensional analysis (Hayashi's quantitative analysis 3). The results of these analyses showed that the clusterings which were made by the 3 dimensions below make relatively homogeneous groups and the correlation between the two sets of clusterings (clusterings by Check List A and clusterings by Check List B) is relatively high.

   i) Interpersonal Orientation

  ii) Interpersonal Skill

 iii) Value Orientation

By these dimensions, Typology 2 has been constructed as described in Table 2. This is the tentative attribute space. More refined typology will be constructed by further analysis based on this scheme. Each valence in Table 2 means as follows:

   i) Interpersonal Orientation

+(plus) — Inclination to seek affection and recognition from others. And inclination to participate in groups positively.

— (minus) — Inclination to elude interpersonal relation or inclination to have a relation with rather limited others.

  ii) Interpersonal Skill

+ (plus) — Inclination to be able to control one's emotion in interpersonal situations.

— (minus) — Inclination not to be able to control one's emotion in interpersonal situations.

 iii) Value Orientation

± (plus-minus) — Easy-going attitude to the legal code. (Asocial attitude)

— (minus) — Negative attitude to the legal code (Anti-social attitude)

The type of an inmate is determined by judging to which category of 3 items above the inmate is to be applied. The data which are to be referred to in this judgement are: (1) the documents of Family Court and Juvenile Detention and Classification Home (the

Table 2   Typology 2(a)

Interpersonal orientation	Interpersonal skill	Value orientation	
		±	+
+	+	Type I	Type II
	−	Type III	Type IV
−	+	Type V	Type VII
	−	Type VI	Type VIII

data about his readiness=Adaptive Readiness 1 in Fig. 3) and (2) the data of observa-
tion of behavior in the first 1 month in the school (the data of interaction of the
readiness and the situation).

As we stated in Part I, we seek 'sequential typology'. In Typology 2 the
sequence is "Life History (Situation 1–4 in Fig. 2) – Situation of Orientation Period
(Situation 5 in Fig. 2) – Situation of Initial Commitment (Situation 5 in Fig 2)".
Typology 2 is the typology which can explain, predict and describe the mode of
adjustement in these situations serially.   The adjustement of each situation means as
follows:

    I. Life History

        The adjustment of an inmate to his primary group and its relation to the
        shaping process of his value-attitude sytem.

    II. Situation of Orientation Period

Table 3   Typology 2 (b)

Type	Life history and delinquency	Entrance Phase		Appropriate treatment
		First 1 month	Initial Commitment	
I	Delinquency in juvenile delinquent groups. 'Drift'	Overfamiliar with staff and other inmates.	'politician' type	Intensive value guidance.
II	Adjustment to the underworld. Internalization of criminal subculture.	Calculating to staff and other inmates.	'right guy' type	Intensive value guidance and utilization of his leadership.
III	Maladjustment to social relations. Petty theft etc.	Aggresive and/or dependent on staff	'scapegoat' type	Acceptance of staff to guide to perform his duty.
IV	Identification to anti-social persons Delinquent in the fringe of underworld.	Aggressive to staff. Calculating to other inmates.	Unstable in formal and informal relations	Fostering tolerance in interpersonal situations.
V	Maladjustment to social relations. Situational crime.	Obedient to staff	the same as in First 1 month	Individual 'Depth' psychotherapy.
VI	Ego-disturbance in family. Petty theft, theft etc.	Coercive to other inmates.	Elude formal and informal relations and retire into one's shell.	Individual 'Depth' psychotherapy.
VII	Extreme maladjustment to social relations.	Reject staff	Rejected by other inmates.	Well-balanced individual and group treatment.
VIII	Extreme family disorganization	Aggressive to staff and elusive from other inmates	'outlaw' type	Intensive individual treatment.

The adjustment of an inmate to the social and cultural system of A in the first 1 month.

III. Situation of Initial Commitment

The adjustment of aninmate to the social and cultural systeme of group domitory and the outer world.

We defined correctional treatment and an inmate's problem to be corrected by the treatment as follows:

Problem: An inmate's social and/or cultural orientation which made conflict with legal sanction in Phase I in Fig. 3.

Treatment: To change the inmate's social and/or cultural orientation which has possibility of making conflict with legal code in Phase V in Fig. 3 and to foster the inmate's social and/or cultural orientation which is useful to resocialization.

In Table 3, we describe Typology 2 birefly according to the descriptive scheme stated above.

PART IV DISCUSSION

We have presented the typology of 8 types.   We did not name the types because to name types often made the typology a stereotype. (The names of social types of inmates for the columns of 'Initial commitement' in Table 3 are mere expedients.)

The variation of the interaction of personality and situation variables may be too complicated to be typificated into 8 types or so.   To predict the behaviors of inmates and to infer their value-attitude systems, we must typificate the situation.   In this paper, we typificated personality-situation interaction mainly from the point of view of orientation of personality.   We assumed that the situation would differentiate according to the variation of personalities, and typifictated social and cultural orientations which have close relations with the differentiation of the situation.   We don't think it is useful or necessary to construct some sort of personality-situation matrix or mathematical model or similation model in the real treatment.   Such a mechanistic view may be a mere nightmare.   In all predictions of social sciences, there is always something like 'self-fulfilling prophecy'.   And we should not forget that a human being has 'self-corrective capacities'.

Typology 2 has been used in A since October 1979.   The inmates who were admitted since then have been assigned to each type and their behaviors have been recorded by Check List B.   By these data, the validity of Typology 2 will be tested, and the adaptive pattern of each type in Middle Phase and Terminal Phase will be made clear.

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