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Children Known to the Family Court of Cook County Recommended for Placement by the Illinois Institute for Juvenile Research

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**CHILDREN KNOWN TO THE FAMILY COURT OF COOK COUNTY RECOMMENDED FOR
PLACEMENT BY THE ILLINOIS INSTITUTE FOR JUVENILE RESEARCH**

by

William B. Meyer

**A Thesis Submitted to the Faculty of the School of Social
Work of Loyola University in Partial Fulfillment
of the Requirements for the Degree of
Master of Social Work**

February

1955

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CHAPTER I

INTRODUCTION

This thesis is based on the study of the case records of a group of children who have been known by the Family Court of Cook County, Illinois and who had been recommended for placement as a result of their clinical examination at the Illinois Institute for Juvenile Research.

The purpose of the thesis is to determine to what extent these recommendations were used in planning for each child and to indicate what factors either made their use possible or prevented their use. The records at both of the agencies were studied in order to ascertain sociological and psychological factors in the child situation which appeared to have influenced the recommendations, as well as the factors which seemed to have made possible the carrying out of these recommendations and those which did not allow for them to be carried out. The recurrence of delinquent acts of both groups was also noted. It was hoped that this study would indicate whether the recommendations of these children are workable, thinking in terms of the child, his family, the court, the community and its resources.

To secure the data for this study the case records of each child were examined at both the Family Court and at the Institute for Juvenile Research. (The Institute for Juvenile Research will henceforth be referred to as IJR.) The records at IJR were used as a source of psychological and sociological data

as well as the diagnostic findings upon which the placement was recommended. This data in particular was taken from statistical cards containing psychiatric information as recorded by the examining psychiatrist. The conclusions of the social worker and the psychologist were also examined in studying the findings of the "team" following their conference at the Diagnostic Staff Application Service. The chief purpose in this was to formulate a picture of the child that is recommended for placement as well as the social and psychological factors in the situation which indicated that placement be made.

The child's case record at the Family Court was studied for information pertaining to the services of the Court to the family before and after the child had been examined at IJR. The data in this case was taken from the running record and the face sheet. Activity prior to being examined at IJR was combined with IJR data to give a more complete presentation of the child's situation from the standpoint of the Court. The Court services after the examination were reviewed with a focus on the disposition of the cases and the factors affecting their disposition.

This study includes the total twenty-eight children recorded by the IBM Tabulating Machine in use at IJR, as those referred by the Family Court and as being recommended for placement by IJR. The IBM Machine has been in use at IJR since the summer of 1949. No cases were included in this group recommended for placement after February 1954. The Family Court records of two children in this study were not available.

A brief history of the origin and the development of the Family Court and IJR is presented to gain a better understanding of their relationship. The

origins of the agencies are closely related, and it can be said that both the Family Court and IJR were most instrumental in initiating the movements in the formulation of the idea of the Juvenile Court and of the Child Guidance Clinic.

When the Juvenile Court Act was passed by the Illinois legislature in July of 1899, it brought into being the first Juvenile Court in the United States and it was technically designated as the Juvenile Court of Cook County, now known as the Family Court of Cook County.¹ This Juvenile Court Law was officially styled as "an act to regulate the treatment and control of dependent, neglected and delinquent children."² It brought under one jurisdiction children referred to as dependent, neglected and delinquent, and contained practically all of the essential features of the Family Court as it exists today. Although there had been widespread efforts in other states prior to that time to differentiate between the child and adult in judicial proceedings and the handling of children, this law was an attempt at a codification of the existing laws of Illinois and some features of the laws of other states.

The Cook County Juvenile Court, having special jurisdiction of a parental nature over delinquent, dependent and neglected children, was the beginning in judicial principles toward the reclamation and reform of these children and it had peculiar significance in that it attempted to put the treatment of the offender on a scientific basis. Mr. Lou, in his presentation of Juvenile Courts in the United States stated that the Juvenile Court movement

1 Herbert N. Lou, Juvenile Courts in the United States, North Carolina, 1927, 246.

2 Ibid.

4

in its approach to put the treatment of the offender on a scientific basis, pointed the way for the associated development of children's clinics.³

In recording the concurrent development of Child Guidance Clinics, Stevenson and Smith remarked that:

The new features of the new court while sound in themselves had failed to bring about so great a reduction in juvenile delinquency as had been hoped for. It seemed that the individual boy or girl was usually a far more difficult person to understand and help than anyone had anticipated.⁴

This trend for the scientific study and understanding of personality problems, conduct and behavior, initiated by the Juvenile Court movement, made the subsequent appearance of facilities to accomplish this inevitable.

It was this need for a more thorough understanding of the individual boy and girl by the Juvenile Court which resulted in the organization of the Chicago Juvenile Psychopathic Institute in 1909 by Dr. William Healy, and under the private sponsorship of Mrs. W. F. Dummer.⁵ This Institute became a regular department of the court under the auspices of Cook County. Then in 1917 it separated from the Court and became a state sponsored agency which continued to work in close cooperation with the Court. In 1920 the Juvenile Psychopathic Institute was renamed the Institute for Juvenile Research.⁶

In its development into an individual state agency, IJR maintained a

3 Ibid., 199.

4 George S. Stevenson and Geddes Smith, Child Guidance Clinics--A Quarter Century of Development, New York, 1934, 15.

5 Ibid.

6 Lou, Juvenile Courts in the United States, 194.

a branch of its organization at the Juvenile Court, again working in close co-operation with the Juvenile Court. More recently, with the development of an efficient psychiatric department within the structure of the Family Court giving exclusive service to children known to the Family Court, it followed that services of IJR to the Family Court would lessen. The separation of the two agencies seemed to be accounted for in that there was a movement by the Child Guidance Clinics from the study of misconduct and delinquency alone, to a study of conduct and the whole field of behavior. It also became evident that work with children would be more effective if the problems were recognized and dealt with before the behavior had become so serious as to necessitate some form of court action.⁷ This emphasis on a larger community service on the part of IJR is expressed in the statutory definition of the powers and duties which specify that IJR:

Shall conduct scientific studies, diagnose and promote the treatment of children who are delinquent, mentally ill, mentally defective or socially maladjusted, or who are in danger of becoming so, to the end that delinquency, crime, mental disorders and other forms of human maladjustment may be prevented. In the administration of this act the division shall make personal examination and social studies of such children and shall make its services and treatment available to children in the custody or under the control of the Department of Public Welfare, or any Court, school, public or private social agency or parent or guardian.⁸

Thus, though the services of IJR are available to the residents of the entire state of Illinois, as indicated in the material from this study, the Family Court and IJR continue to work together for the welfare of children of Cook County.

7 Ibid., 199.

8 Department of Public Welfare, Division of Child Welfare, State of Illinois, Children's Law, as revised to June 30, 1951, 17.

CHAPTER II

EXPERIENCES OF THE CHILD RELATED TO PREVIOUS FAMILY COURT SERVICES, AND PERSONAL IDENTIFYING DATA

There is an almost constant search by various persons and groups concerned with the welfare of children, to uncover and point out the factor or factors that underly the increase in juvenile delinquency and the problems that arise in dealing with children. Many answers have been extended suggesting that broken homes, alcoholism, lack of playgrounds, the intelligence of the child, and others are the key reasons for the increasing difficulties. Although none of them provide a satisfactory answer to the entire problem, it is generally concluded that there is a cause and effect relationship in regard to children involved in acts of a delinquent nature. This relationship can range from an incidental or accidental involvement in difficulties, of children with sound personalities reacting to factors that are not within their personality structure or resultant from chronic, troubled family situations, to children whose difficulties are directly related to their personality development and who are reflecting long standing difficulties within themselves, their homes and their surroundings.

Although it is not the purpose of this thesis to attempt to point out the answers in regard to causal factors of juvenile delinquency as a whole, some attempt is made to indicate the reasons which appear to be responsible for

the problems of this particular group of children, and some of the factors which enter into planning for them in terms of placement. The material within this chapter was gathered to gain some understanding of the experiences of the child which brought him to the attention of the Family Court prior to his referral to the Institute for Juvenile Research. Personal and Familial information was also combined with these experiences to give a more complete picture of the child within this study group. It should be pointed out that the Family Court records of two children were not available at the time of this study. As a result the total number of children for whom Family Court data was secured is only twenty-six. IJR records were available for the total number of twenty-eight children.

Although most of the children in this study group became known as a result of acts which are described as delinquent, it is a common misconception that every child that becomes known to the Family Court is a "juvenile delinquent." According to statute the words "delinquent child" shall mean:

Any male child who while under the age of seventeen or any female child who while under the age of eighteen years, violates any law of this State; or is incorrigible, or knowingly associates with thieves, vicious or immoral persons; or without just cause and without the consent of its parents guardian or custodian absents itself from its home or place of abode, or is growing up in idleness or crime; or knowingly frequents a house of ill-repute; or knowingly frequents any policy shop or place where any gaming device is operated; or frequents any saloon or dram shop where intoxicating liquors are sold; or patronizes or visits any public pool room or bucket shop; or wanders about the streets in the night without being on any lawful business or lawful occupation; or habitually wanders about any railroad yards or tracks or jumps or attempts to jump onto any moving train; or enters any car or engine without lawful authority; or uses vile, obscene, vulgar, profane or indecent language in any public place or about any school house; or is guilty of indecent or lascivious conduct.¹

¹ Children's Laws, 23.

Aside from the delinquent child the Family Court, in its concern by law about problems involving children can be, and is extremely active in the welfare of the dependent child, the truant, and feeble-minded children.

The term "dependent child" can be applied to:

Any male child who while under the age of seventeen years or any female child who while under the age of eighteen years, for any reason, is destitute, homeless or abandoned; or dependent upon the public for support; or has not proper parental care or guardianship; or habitually begs or receives alms; or is found living in any house of ill-fame or with any vicious or disreputable person; or has a home which by reason of neglect, cruelty or depravity, on the part of the parents, guardian or any other person in whose care it may be, is an unfit place for such a child; and any child who while under the age of ten (10) years is found begging, peddling or selling any articles or singing or playing any musical instrument for gain upon the street or giving any public entertainments, or accompanies, or is used in the aid of any person so doing.²

In this particular study group of twenty-six children, eighteen came to the attention of the Court because of delinquent behavior. Truancy was responsible for the referral of two, while dependency, or families requesting Court help, involved six children.

TABLE I

REASON FOR REFERRAL OF CHILD TO FAMILY COURT

<u>Reason</u>	<u>Number of Children</u>
Delinquent Acts	18
Truancy	2
Family Help	6
Total	<u>26</u>

Of the delinquent acts, there were six cases of incorrigibility wherein the child's behavior was considered unmanageable, unruly and beyond the control of

² Ibid., 23.

the parent. Behavior of primarily sexual nature involved six other children while two had been referred for setting fires. There was one case each of automobile theft, burglary, stealing, and property destruction. Clear cut instances of truancy, involving no other noticeable offenses prompted two referrals. A typical reason for the dependency group was the case of one father requesting help with his children after the mother of their four children deserted them. The only feeble-minded child in this study group was also referred by his parents who asked for help in planning along the lines of examination and the placement of the child.

In comparing the length of time the particular child was known to the Family Court as being indicative of how long the difficulties of the child or the families have been of community concern, it was found that twenty-two of the children were known to the Court less than fifteen months and sixteen of this latter number, less than six months. Six of the children were almost immediate referrals to IJR at the same time they became known to the Family Court.

TABLE II

PERIOD OF TIME CHILD WAS KNOWN TO FAMILY COURT
PRIOR TO REFERRAL TO IJR

<u>Number of Months</u>	<u>Number of Children</u>
Immediate	6
0 - 3 mos.	6
3 - 6 "	4
6 - 9 "	1
9 - 12 "	1
12 - 15"	4
More than 15 mos.	4
Total Number	<u>26</u>

One child had been referred simultaneously to both agencies by the juvenile officer working with the Chicago Police Department. The average length of time each child was known to the Court prior to his referral to IJR was one year and three months.

Although the acts or problems of twenty-two of the children within this study group resulted in the first experience of their families with the Family Court, it was found that four families had some previous Family Court experience. In three instances this previous contact was a result of the delinquent acts of an older sibling of the child, while a mother of one of the children had been known to the Court as a consequence of her own delinquent acts as a child. The approximate length of time the families were known to the Court can be noted on Table III. Three families were known more than five years.

TABLE III

PERIOD OF TIME FAMILY OF CHILD WAS KNOWN TO FAMILY COURT

<u>Number of years</u>	<u>Frequency of Families</u>
Less than 1 year	7
1 to 2 years	4
2 to 3 "	9
3 to 4 "	3
More than 5 years	3
	Total <u>26</u>

All of the acts or situations of these children were not confined to a single episode, since it was noted that ten children had been referred to the Court on more than one occasion before their examination at IJR. Of this number five referrals were of a delinquent nature, three were dependant complaints and two were instances of truancy.

In examining the source of referrals to the Family Court, it was found that the Police Department sent in fourteen of the children, parents brought in six, and social agencies referred five. No source was indicated for one girl though her family and her mother's family had been known to the Court for slightly more than twenty years.

Thus, it seems from the previous activities and the length of time the families and the children have been known to the Court, that the situations or problems in the majority of the cases were not of a temporary or accidental nature and that the situations are fairly well known by the Family Court.

In a further examination of the background of this study group, ten of the children were recorded in the Court records as having had previous placement experiences prior to their referral to IJR. Of these, five had been placed by the parents, three by other agencies and two of them by the Family Court.

Although this example is a typical one, it was noted that one nine year old girl had been placed under the guardianship of a child placing agency by the Court before she was one year old. Since that time she had experienced more than ten different foster home placements, as well as two institutional placements. Between these different placements she had been returned to the home of her mother and grandmother. The changes in the placements had to be made primarily because of the child's inability to adjust, and at the time of her referral to IJR she was again in the home of her mother.

Six of these children experiencing previous placements had siblings who had also experienced placements and which occurred at approximately the

same time and in conjunction with the child within the study group.

Previous attention to the difficulties of the child in the form of psychological or psychiatric examination were recorded in the records of nine children. A review of these examinations indicated that the reason for their administration was because of some sign of difficulty on the part of the child, such as adjustment in school or unacceptable behavior. A psychological exam as a formality in a prior placement proceeding was noted in relation to one child. There were a total of fourteen examinations for this group of nine children. Five of them were given by the Division of Child Study in relation to their school adjustment. Three psychiatric examinations were given to the children at the Court and two others by other social agencies. One child had had a previous diagnostic experience at IJR.

TABLE IV
PREVIOUS PSYCHOLOGICAL OR PSYCHIATRIC EXAMS

Agency Making Exam	Frequency	Number of Examinations
Family Court	3	3
Division Child Study	5	9
IJR	1	2
Other Agency	2	3
Total	11	17

It is interesting to note that the three children given psychiatric examinations by the Court had been recommended for placement. Further in relation to

previous psychological and psychiatric activity, it was noted in the case records at IJR that the families of six of the children had had some previous contact with IJR. In the case of four children it was found that an older sibling had previously experienced an examination at IJR. One child as indicated above had had direct experience while the parents of another had made application but had failed to follow through. In four of these cases it was noted that this previous contact was instrumental in referring this child because it was felt that IJR was already somewhat familiar with the family situation and would have some material to work with in regard to the child in the study group.

It appeared that the person making the referral of the child and family is an important aspect in making use of the clinical service, as well as providing a good service to the child and family. Where there is some desire on the part of the parent for such services, there is a greater degree of cooperation on their part as well as some indication that they recognize the difficulties. Although the parents and the child may complete the examination feeling, in some instances, the pressure of the circumstances they are in, unless they recognize the problem underlying the referral there would seem to be little incentive to remedy the situation and follow up on the recommendation.

In noting the person that referred the family to IJR, it was found that the individual probation officers in the Family Service Department and the Boy's Division of the Court referred sixteen children from their individual caseloads. The Boy's and Girl's Referee instigated the referral of four children while the judge requested the examination of two children at their court hearings. In the cases of two girls, immediate referrals were made by the

Complaint Department, the Intake Department of the Court. In these two instances, however, it was primarily the desire on the part of the parents for help in the form offered by a child guidance clinic that prompted the officers to suggest IJR.

TABLE V

PERSON REFERRING CHILD TO IJR

Probation Officer	16
Referee	4
Judge	3
Complaint Dept.	2
Police Juvenile Officer . . .	1
Total	<u>26</u>

As has been pointed out previously, a police juvenile officer was responsible for sending one boy to both agencies.

In studying the reason given by the person making the referral, it was found that it was more or less the nature of the individual act, such as setting a fire, or a homosexual experience, that was designated as the reason for requesting an examination.

TABLE VI

REASON PRESENTED AS BASIS FOR IJR EXAMINATION

<u>Reason</u>	<u>Frequency</u>
Assistance toward end of treatment	3
Assistance in planning toward end of treatment	4
Assistance in planning unspecified	6
Nature of presenting problem	10
Parents requesting examination	2
Child requesting examination	1
Total	<u>26</u>

Aside from these referrals for specific acts, it can be seen that the Family Court had already been thinking in terms of placement in the cases of four

children. Three others were sent for the possible utilization of the treatment nurses at IJR. Help in formulating some plan for the child prompted the referral of six children. This last reason might be closely tied to the referral made for the individual acts except for the fact that planning was specified. In two cases the parents requested psychiatric examinations, and in the case of one girl, the child herself asked for psychiatric help.

In the preparation of the parents and child for the examination at IJR, it appeared that there was adequate preparation in the cases of twelve parents and seven children. The records of two children indicated extensive preparation on the part of the court worker since the child's acceptance of the referral was somewhat questionable. In the remaining instances, although there may have been preparation by the worker, there was no evidence of this in the case records.

Learning defects which were reflected in retarded or unsatisfactory progress were recorded in the cases of twelve children. Four of these children were in the dull normal range and below, while six were average in intelligence, and two others were within the high average classification. It was found that eight of the remaining number of children gave evidence of having difficulty at school primarily in the form of truancy. Seven of these eight children were noted to be truant while one girl had been apprehended stealing money from the high school she was attending. While difficulties of these eight children are not construed as learning defects, they do indicate, when coupled with the twelve who were felt to be having trouble in the learning situation, that twenty of the twenty-eight children had difficulty in some facet of the school situation.

It was interesting to note in the case of a fifteen year old boy how that child's problems were evidenced in his school contacts. As far back as ten years ago, when the boy was in the first grade, the Division of Child Study had given him a psychological examination because of his disinterest in classroom work and his refusal to attend school. At that time his stomach distress, nail biting, and temper tantrums had been noted and a reference was made to an unstable home situation. A second examination was given the same boy in 1953, again by the Division of Child Study, because of truancy and poor conduct in the classroom. Again there was an indication of difficulty at home, and it was recommended that the problems of the boy be discussed with the parents. Since that time he had come to the attention of the Court and was referred to IJR, as it was felt that he was establishing a pattern of delinquency by continuing to be truant and to run away from home. The diagnostic study at IJR indicated that the boy's mother was, and had been, an essentially rejecting and depressed woman who exhibited feelings of hopelessness. An indication of her form of rejection was evidenced from the time of her pregnancy with the boy in that she unsuccessfully attempted to abort the child. In conjunction with this, the boy's father displayed no spontaneous interest in him, which added to the situation wherein they found it difficult to place limitations on the boy. He seemingly developed anxiety, tremendous negativism and exhibited an immaturity in reference to ego controls which made for his inability to handle frustrating situations adequately. It appeared that his place in the home situation was intolerable to him.

In a more specific consideration of the children as subjects of the foregoing discussion on experiences prior to their diagnostic examinations and

as subjects for this study, they are now studied in terms of personal objective identifying information and in regard to their place in their homes and at school.

In the age distribution it can be seen that there are sixteen boys and twelve girls which make up the total group. They range in age from three years through sixteen years and five months. This lower limit of three years is somewhat unusual since the next age in ascending order is eight years and one month. Excluding the three year old, the group falls between eight years and one month and sixteen years and five months. Another unique situation in the distribution of ages is the fact that the average age for both the boys and the girls as well as the group as a whole is twelve years and seven months.

TABLE VI
DISTRIBUTION ACCORDING TO AGE

Age in Years	Frequency Boys	Girls
16	1	0
15	2	3
14	2	4
13	2	1
12	2	1
11	4	0
10	2	0
9	0	2
8	1	0
Less than 8	0	1
Total	16	12

Of the girls it is noted that seven are in the age group between fourteen and sixteen, while the boys number five. In the ages ten through thirteen there are ten boys and only two girls. Below the age of ten there are four children, three of which are girls. Hence, the girls are found to appear most numerous in the older and the younger grouping while the concentration of the boys can be said to be more true a representation of the average age of twelve years and seven months. From this it would seem that the boys referred were typical of the type verging on adolescence, while the girls' largest representation seemed to be well on into the adolescent period. The referrals of the children below the age of ten were non-delinquent in nature, although one girl at nine years and ten months was exhibiting pre-delinquent tendencies. From the age of ten years on up, the difficulties of eleven of the boys and eight of the girls was found to be delinquent, while there were two cases of dependency, two of truancy and one of feeble mindedness. From this it appears that the girls are the older delinquents and the younger dependants, while the boys' tendency is toward the verging adolescent delinquent.

In regard to their ordinal position in their respective families twelve of the children were the first born in the family, and of these, four had the status of being the only child and of having no sibling relationship. In descending order, it is noted that nine children occupied the number two position in their families, and four of them were the third born.

TABLE VIII

DISTRIBUTION ACCORDING TO ORDINAL POSITION

<u>Ordinal Position</u>	<u>Frequency</u>
1	12
2	9
3	4
4	1
5	0
6	2
Total	<u>28</u>

Of those children having siblings, eight of them were the youngest child, while seven were the oldest. Twenty-four children had a total of sixty-eight siblings with the average number of siblings being 2.8 which in turn made the average number of children in each family having more than one child approximately four children or 3.8 children. The largest family numbered nine children. One family consisted of seven children and there were two families of six. Twenty-one children came from families of four or less.

The group as a whole seemed to be native Chicagoans, in that twenty-four of the children were born in the City of Chicago. One child was born in downstate Illinois, while three were born out of the state, but within the United States. Twenty-five of the children were of white extraction and three were colored.

The religion in the families of the children is indicated on Table IX. In examining the mixed religion, it was found that the parents differed in religious background and that no specific note was made of the religion practiced by the child.

TABLE IX
RELIGION OF FAMILY

<u>Religion</u>	<u>Frequency</u>
Protestant	11
Catholic	8
Jewish	1
Unknown	1
Mixed	7
Cath.-Prot.	5
Jew.-Prot.	1
Prot.-Greek Orth.	1

In determining the living arrangements at the time of application to IJR, it was recorded that twelve of the children were living with both of their natural parents. Twelve others made their homes with one of the natural parents and in all twelve cases with the mother. Relatives provided homes for two children, and one was living in a foster home placement. Another boy was in placement in a dependent children's institution.

TABLE X
LIVING ARRANGEMENTS OF CHILDREN AT TIME
OF APPLICATION AT IJR

<u>Arrangement</u>	<u>Frequency</u>
With Natural Parents	12
With One Natural Parent	12
Relative	2
Placement	2

Thus it is noted that twenty-four were living with one or both of their natural parents and where the home was broken, it was the father who was out of the home. In observing the marital status of the natural parents of the children, it was found that thirteen sets of the parents were married and living together. Four of the couples were separated, while five had secured

divorces. Five of the mothers were widows and the mother of one of the children had not been married to the father of the child.

TABLE XI

MARITAL STATUS OF NATURAL PARENTS

<u>Marital Status</u>	<u>Frequency</u>
Married	13
Separated	4
Divorced	5
Widow	5
Single	1
Total	<u>28</u>

An examination of the financial status of the homes revealed that four families were the recipients of financial assistance. In these four families, the father was not in the home. The range spanned from several families described as being well off financially to five families where there was felt to be some need, although no financial assistance was evident.

TABLE XII

ECONOMIC STATUS OF FAMILY

<u>Status</u>	<u>Frequency</u>
Adequate	18
Financial Assistance . .	4
Need No Financial Assist.	5
Unknown	1
Total	<u>28</u>

The financial status of the family of the child living in an institution was undeterminable.

On the basis of intelligence as evaluated from tests given at IJR or given by other agencies and accepted as valid by IJR, the group study appeared to have the ability, barring physical and emotional handicaps, to make a normal

adjustment in community living. In the distribution of the intellectual capacities of the children, fourteen were felt to be within the average range of intelligence. Within the high average and the dull normal range, it was noted that there were four children in each classification. Three boys were classified as superior while there was one mental defective and there were two borderline mental defectives. Hence, twenty-one children of this grouping indicated capacities within the average range, or above. The one mentally defective child was found to be a serious behavior problem in the home, at school, and in his immediate neighborhood. Although his parents made repeated efforts to cope with the child, his behavior eventually necessitated police intervention. The family finally agreed to a hospital placement.

TABLE XIII

DISTRIBUTION ACCORDING TO INTELLIGENCE QUOTIENT

<u>I.Q.</u>	<u>Frequency</u>
Superior	3
High Average	4
Average	14
Dull Normal	4
Borderline Mental Defective	2
Mental Defective	1
Total	<u>28</u>

In this chapter it was indicated that the children of this study group were primarily delinquent and that their problems came to the attention of the Court largely through police intervention or through their parents. The group as a whole was within, or above, the normal range of intelligence, and reflected difficulty in some form in the school situation. Most of the children were born in Chicago and lived with one or both of their natural

parents. The natural father was out of the picture in one-half of the homes. The boys of the group seemed to represent the verging adolescent, while the girls tended toward the older delinquent and the younger dependent. Familywise, almost one-half of the group were the first born, while seven of those having siblings were the youngest child.

The existence of problems within the child or the family situation appeared to be fairly well known by the Court in regard to the length of time that the child and his family were known by it. Other signs of a disturbance of the child or the home situation were reflected in the cases of nine children who have had previous psychological or psychiatric examinations related to some difficulty, and ten who have had previous placements.

A delinquent act of the child was the reason given most frequently in regard to the referral of the child to IJR. General planning, planning for placement, or possible treatment were the next most frequent. The probation officers were the persons most often making the referrals followed by the court referees, the judge and the intake department. The evidence in the preparation of the parent and child for the clinic referral was extensive in several instances where it presented a problem of the child's acceptance of the referral. In most cases there was little evidence as to the efforts of the probation officers in that area, and it appeared that material of this nature was contingent upon the individual worker's style of recording.

CHAPTER III

FAMILY ATMOSPHERE AND FACTORS RELATED TO THE PROBLEMS OF THE CHILD

There seems to be reason to assume that primary behavior disorders of children, or behavior designed to relieve unconscious tension through "acting out" in ways not well adapted to reality, are reactions to gross and early parental neglect, or total rejection by one or both parents.¹ Anxiety combined with behavior disorders is usually indicative of disturbed parental relationships, caused by interacting needs in the married couple. The more the parental pathology, the more the likelihood there will be a correspondingly severe disturbance in the children.²

Modification of this type of situation may be possible through the amelioration of home conditions which affect parental attitudes toward the children and through helping the parents see the connection between their problems and the child's. Cases are found, however, in which the family attitudes are so destructive that help toward that end would be impossible. Where there is evidence of a definite destructive home influence which would not be amenable to modification, it would seem that any attempt to better the situation

1 Gordon Hamilton, Psychotherapy in Child Guidance, New York, 1941, 20.

2 Ibid., 281.

would involve the child's removal from those destructive surroundings. The child would not be freed from the influence he had been exposed to, but his removal from the stimulating or conflicting situation would be a real gain in itself.

It is the purpose of this chapter to examine the child of this study group, and his family, toward the end of gaining an understanding of the problems of the child as related to his family situation, as well as an idea of the factors which entered into his being recommended for placement. Material was included to present a picture of the personalities of the parents and the child and the form of the interactions of these personalities. The results of the child's attempts to adjust to his situation, and his ability to cope with his feelings are examined. Lastly, the parents' reactions to the problems as expressed by the child are studied as well as indications of their part as to their capacity for the modification of their situation through therapy. The tabular categories throughout this chapter are those used by IJR. The evaluation of the children and parents as related to these categories was also made by the examining psychiatrist at IJR. The totals in these tables will vary in that not any, one or more than one category may apply to a particular child or parent.

In looking at some of the dynamic factors in the environment of the child, it was noted on Table XIV that a total of thirty-seven factors were recognized in the make up of the homes of twenty-two of the children within this study group. The loss of one parent was the most frequently appearing factor, while marked economic factors, previous placements, and working parents were evident in the homes of seven children.

TABLE XIV
DYNAMIC FACTORS IN THE HOME

<u>Facts</u>	<u>Frequency</u>
Marked Economic Problems	7
More than one Placement in Past	7
Acquisition of Sibling or Parent	4
Loss of Parent	11
Both Parents Working	7
Loss of Sibling	1

It is difficult to evaluate the degree to which these factors contribute to the problems of the child as to whether they are paramount or insignificant, however, they are experiences among many others, and in some cases, traumatic experiences, to which the child has had to adjust.

Neurological or medical-surgical pathology with the children themselves was almost nonexistent except in the case of the mentally defective child. In the area of health and physical defects, three children were observed to have eye difficulties in the form of strabismus, while two were obese. A heart murmur was noted in the case of one boy while another girl had a skin disorder of the feet which was disabling at times. As a whole, however, the physical condition of the group could be described as good.

In discussing the parents of the children as to their make-up, their relationship to each other and to their children, it should be noted that the mothers of all of the children with the exception of two were interviewed by the psychiatrist. In the case of one girl the maternal aunt was seen, and one eight year old boy was seen alone. No definite data was tabulated on the number of fathers interviewed. It was noted in several cases where the father was not interviewed, information pertaining to him, as given by the mother,

was recorded. In five of the current family situations, the stepfathers of the children were referred to.

There is little question as to the value of adequate parental figures in the development of the personality structures of the children, since the parents are the persons with whom the child first identifies in establishing his pattern of getting along. Of the parents of these children, the emotional stability and the personality structure appears to be, with the exception of one mother and a father, outside of what would seem to be sound adjustment.

TABLE IV

PERSONALITY STRUCTURE AND/OR SYMPTOMS OF PARENT

Structure and/or Symptom	Frequency	
	Mother	Father
Within or Close to Normal Limits	1	1
Character Disturbance, Psychoneurosis	19	8
Psychosis, Borderline Psychosis	3	1
Alcoholism, Delinquency	0	6
Prominent Psychosomatic Disorder	1	0
Irresponsibility, Poor Work Record	1	6
Minimal Information or Unknown	1	3

It appears significant as related to the degree of disturbance and type of behavior of the children, to find that the mothers of nineteen, and the fathers of eight of the children were felt to have developed a character disturbance or psychoneurosis. This seems to evidence difficulty in adjustment on the part

of the parents of most of these children. Again, the degree of influence that these disturbances have had on these children can only be evaluated by going into each individual situation, but their form can be noted to some extent on the tables which follow.

An example of the family interaction of a father and mother whose disturbance was felt to be psychoneurotic and productive of a critical situation can be seen in the following illustration. The father in this case was a professional man employed by the Government. The mother had experienced one previous marriage which had ended in divorce. She had two other children who evidenced problems, with an older brother being on the verge of a "nervous breakdown." At any rate, both parents were felt to be floundering in their own disturbances. The mother completely rejected the child, a fourteen year old boy of average intelligence, referred to the Family Court for stealing money and mail. She expressed feelings of hate toward him as well as experiencing feelings of wanting to choke him. The father, who beat the boy severely, was disgusted with him because of the boy's acting up and wanted to be rid of him. The mother had a tremendous problem in giving anything in the form of a warm relationship to this child. Both parents appeared to be acting out their unconscious wishes in being lenient and not setting limits for the boy. They were alarmed because of his emerging adolescent interest in sex, and seemed to have no understanding about what was going on as far as the boy's development was concerned. The predominant characteristic in the whole problem was the reaction of complete indifference on the part of the boy to his problems.

Following from the consideration of the individual emotional composure

of the parents, Table XVI indicates how the parents were getting along with each other. Again an upsetting situation, which would seem to produce some tension in the child, is indicated wherein eight children had experienced marked parental conflict in their homes.

TABLE XVI

PARENTAL RELATIONSHIP

<u>Relationship</u>	<u>Frequency</u>
Reasonably Satisfactory	2
Tyrannical Partner	5
Marked Depreciation of Partner	5
Marked Overt Parental Conflict	8
Marked Overt Sexual Conflict	2
Partner Frequently Absent from Home.	3
Marked Difficulty with In-laws	4

There was one instance each of probable infidelity, marked suspiciousness or jealousy, competitiveness, difference in background, and an unusual absence of parental conflict. No relationships were indicated in seven cases in which the father was absent from the home.

The personality problems of the parents, the difficulties between them as listed above, along with many other problems are important factors in their relationships with their children. This relationship can be expressed in many diverse forms, some of which are listed on Table XVII.

TABLE XVII

PARENTAL RELATIONSHIP TO CHILD

<u>Relationship</u>	<u>Frequency</u>
Reasonably Wholesome	5
Controlling, Rigid	13
Overly Seductive (Incl. Incest)	4
Pushing too Early Responsibility.	5
Rivalrous	3
Punitive	13
Critical, Depreciative	13
Cold, Distant, Neglectful	6
Overt Rejection	9
Marked Preference for Sibling.	4
Delegates Parental Responsibility	5
Lack of Consistency	8
Conflicting Authorities	3
Acting Out through the Child	13
Setting Example for Child's Pathology	5
Overly Permissive	3
Undetermined, or not Applicable	5

It is interesting to note that thirteen of the parents, either mother or father, were felt to be controlling and rigid, critical and depreciative, punitive toward the child, or acting out through the child. In this, there appeared to be a correlation between the punitive and the critical and depreciative relationship. The parent that was critical and depreciative was also punitive. The mother of one boy, the oldest in this group, in addition to being critical and punitive, was overtly rejecting, controlling and rigid, rivalrous, pushing too early responsibility, and had a marked preference for a sibling of the boy. In this case the boy reminded the mother of the father, and she was openly angry and hostile toward him because of this. She was competitive with, and depreciating of all men, and was unable to accept maternal or feminine roles. Her anger arose because of her inability to control the boy. The boy who was sent to the Family Court because of destruction of public property and window

peaking, identified with delinquent acts, to act out and to retaliate against the mother's controls. The mother, extremely resistant to any plan for the boy, interfered in the probation officer's relationship with the boy and would not allow the boy to relate to the officer, or to participate in any plan. As well as being an example of an askew relationship between mother and son, this is indicative of some of the difficulties the court probation officers encounter in attempting to effect, or work out a plan for the child.

As was indicated in Chapter II wherein the majority of the children were known to the court because of delinquent acts, it can be seen that the problems that the children in the group tended to develop fall heavily within the area of socially unacceptable acts. It should be noted that the total number of primary problem areas is thirty-one, or four more than the number of children actually considered in this material.

TABLE XVIII

PRIMARY PROBLEM AREA

<u>Problem Area</u>	<u>Frequency</u>
Socially Unacceptable Acts	14
Sex Problems	4
Learning Defects	1
Personality Difficulties	11
Somatic Dysfunction	1
Total	31

This can be accounted for in that in the cases of four children, two primary areas were indicated since there was difficulty in determining which of the problem areas takes precedence over the other. In three of these four instances the two areas recorded were the socially unacceptable acts and personality difficulties. In the other, it was learning defect and socially unacceptable acts.

This predominance of socially unacceptable acts, and personality difficulties on the part of the group as a whole seems to follow from the fact that their symptomatic behavior is of the type that will come to the attention of the police and the court.

More specifically the area of socially unacceptable acts can be refined into the incidents recorded on Table XIX.

TABLE XIX

SOCIALLY UNACCEPTABLE ACTS

<u>Type of Act</u>	<u>Frequency</u>
Temper	12
Stealing (solitary)	11
Stealing (group)	5
Truancy (school)	13
Run away from home	9
Disobedience with Hostile Component	13
Disobedience, Unspecified	3
Lying	12
Fire Setting	4
Destructiveness	3
Begging Money	1

Again it should be kept in mind that more than one act can be recorded for one child, and a child whose primary problem is in some other area may very well have other difficulties listed among the socially unacceptable acts. For example, a child whose primary problem is a sexual problem may have temper tantrums, steal and lie. Of the twenty-seven children for whom information was collected, only four were found to be without any of the socially unacceptable acts listed on Table XIX. Of these four, three had sex problems and the other, a personality difficulty in the form of moodiness. Looking at the most frequently appearing acts, it is noted that disobedience with a hostile component, and truancy are found most often, with temper and lying followed by solitary

stealing. Four children were recognized as having six or more separate social-ly unacceptable problems.

Although sex problems were recorded as the primary problem area for four children, ten of them were noted to have some difficulty of a sexual nature. Excessive sexual interest on the part of four boys and promiscuity in the cases of four girls were the most frequently appearing. Incidents listed as "other" include exposure, oral copulation and stealing lingerie.

TABLE XI

SEX PROBLEMS

<u>Problem</u>	<u>Frequency</u>
Excessive Sexual Interest	4
Promiscuity	4
Homosexuality	1
Obscenity	1
Other	3

The one boy whose primary problem was indicated as a learning defect was a ten year old boy whose intelligence was on the borderline of a mental defective. He has ordinarily been in the ungraded room but had refused to go to school and as a result was referred to the Family Court by the Board of Education. This boy was also an unusual behavior problem since he was also known for fighting, hitting the teacher, and indecent exposure.

As indicated in Table XVIII there are eleven children whose primary problem area is that of personality difficulty interfering with their peer relations and/or other personality difficulties. Twenty-three children had been indicated as having one or more personality difficulties, while no difficulties were listed for four children.

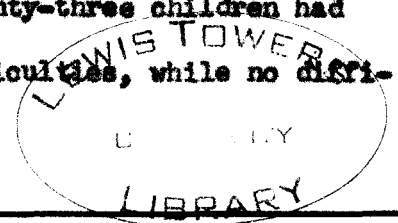


TABLE XXI

PERSONALITY DIFFICULTIES

<u>Interfering with Peer Relations</u>	<u>Frequency</u>
Bullying, Domineering, Aggressive	7
Victimized, Teased	4
Withdrawn, Seclusive, Daydreams	5
Generally Immature	3
Overly Competitive with Siblings	2
Overly Competitive with Other Children	2
 <u>Other Personality Difficulties</u>	
Depressed, Discouraged	5
Restless, Excitable	13
Shy	2
Chronically Anxious or Fearful	4
Reluctance or Fear of School	7
Frequent Nightmares	1
Moody	1

Of the twenty-one children, six were found to have four or more areas of personality difficulties. Restless and excitable behavior appears to be the more frequently appearing difficulty, while seven children were felt to be bullying, domineering and aggressive, and seven had a reluctance or fear of school.

The number of symptoms in the area of somatic symptoms are less than one-half of the number of personality difficulties, and less than one third of the number of socially unacceptable acts. As a group it appears that these children fall more along the lines of the child who is acting out his impulses rather than the type that internalizes his difficulty. This would seem to be consistent with the fact that it is the child's unacceptable behavior that brings him to the attention of the Court, and thence to the child guidance clinic.

TABLE XXII
SOMATIC DYSFUNCTION

<u>Symptom</u>	<u>Frequency</u>
Enuresis	6
Soiling	2
Nailbiting	5
Stuttering	2
Tics	2
Glandular Syn. (Incl. Obesity)	3
Feeding Problem	2
Allergic Condition	1
Neurologic (Proven, Strong Possibility)	1

A total of sixteen children were recorded as having somatic symptoms although this was the primary problem area of only one child. Six cases of enuresis and five instances of nail biting were the most frequently appearing symptoms.

In the case of one ten year old boy, there were recorded seven socially unacceptable acts, six personality difficulties as well as the somatic symptoms of enuresis and soiling. He was referred to the Family Court and to IJR at approximately the same time for stealing, lying and truancy. He was the first child of four, of average intelligence and in the third grade. It was found that the mother was a deprived woman with a poor background, who was depreciating of men and had little warmth for the boy. The father was somewhat closer to the boy, but was involved with the mother in serious marital difficulties and there was much talk of divorce. The boy, in this situation, was found to be extremely anxious, with tremendous emotional conflict. He feared a family breakup and being left completely alone. His extreme hostility manifested itself in acting out behavior, but was not sufficient as an outlet in view of his enuresis and soiling. The boy seemed to have no "breaks" for his impulses to act out.

As was indicated to some extent above, the child's problems did not seem to be confined to any one phase of his personality, but rather tended toward reflecting itself in his total adjustment. Of some concern in the scheme of considering this adjustment of the child, is the frequency of the child's particular acts or problems, that is, how often they occur. It was noted that the problems of this particular group of children tended toward a frequent or constant occurrence with twenty-one children coming within that category. The problems of four children were felt to be of an occasional happening while those of two children were confined to a single episode. In a situation which has tended to create the difficulty the child is manifesting, this frequent or constant occurrence would seem to add to the difficulties already existent, thus making for a more strained atmosphere, and in turn, producing more difficulties.

In evaluating the difficulties that the child has, and the extent to which they are a part of his way of getting along, an attempt is made on the part of the psychiatrist to form an opinion as to the relative degree of disturbance of the child. Of the study group, two of the children did not appear to be especially disturbed. One of these two children was already in placement and adjusting well; in the other case, the child himself requested placement away from his mother toward whom he was felt to be reacting. Fifteen were evaluated as moderately disturbed while ten were felt to be seriously disturbed.

Twenty-five children who were moderately or severely disturbed seemed to be a part of an upsetting or disturbed situation, primarily in their own homes. The institutional setting of one child did not appear to meet his needs,

while the home of a relative of another child appeared unsatisfactory for him. As a group then, the children's difficulties appear fairly well integrated in their manner of adjusting to situations, and in their solutions of their difficulties. In the cases of two children, it was felt that it was dangerous for the child to be returned to the surroundings he had been in because of the likelihood of his hurting himself, family or others in the community.

As hinted at in regard to the frequency of the child's problems, the feelings on the part of the parent would tend to have some effect on their handling the difficulties, and in turn the child would seem to be inclined to react to the parent's handling of the problems. This reaction may result in either an understanding, firm or positive manner, or toward actions which may tend to aggravate the difficulty. In Table XXIII the reactions to the child's primary problem can be noted.

TABLE XXIII

PARENTS' REACTIONS TO CHILD'S PRIMARY PROBLEM

Reaction	Frequency	
	Mother	Father
Overanxious	3	0
Reasonably Concerned	8	4
Annoyed	6	7
Protective, Defensive	4	1
Indifferent, Detached, Minimized	4	0
Unable to Recognize its Existence	3	0
Undetermined or Unknown	0	7

For this group of children, the most frequent reaction is that of annoyance which is found in the cases of six mothers and seven fathers. Reasonable concern was exhibited by eight mothers and four fathers, and seemed to point toward their ability to recognize the child's problem in a more realistic way than those who are unable to recognize any problem, are indifferent, detached, or protective and defensive or overanxious. The latter group tendency seemed to prevail however. The mother of a fifteen year old boy, felt to be a rigid, depriving and dominating woman, appeared to be overanxious primarily because of the fact that the boy had gotten into trouble. She was unable to recognize any difficulty the child might be experiencing, or anything aside from the fact that the boy had caused trouble. She governed her relationship to him accordingly, thus intensifying the already strained family atmosphere.

Another factor in the parents' reactions to the problems of the child is the feeling on their part of being involved in the child's problems themselves. That is, do they feel that they may be contributing to, or are a part of the problems. The mother in the example cited above felt completely apart from the causal factors while it was felt that the child was clearly reacting to the attitude exhibited by his mother. In Table XXIV, it can be noted that the most predominate concept of involvement was felt to be one of non-acceptance. Ambivalent attitudes were the next most frequent, while acceptance of their involvement was reflected by only three of the mothers and two of the fathers.

TABLE XXIV
 CONCEPT OF INVOLVEMENT IN CHILD'S PROBLEM

Attitude	Frequency	
	Mother	Father
Acceptance	3	2
Non-Acceptance	14	9
Ambivalence	9	2
Unknown	1	8

As an ingredient to the solution of the child's problem through the use of psychotherapy, or to the acceptance of advice or other recommendations, it appeared on the basis of recognizing their involvement that the parents of these children tended toward an inability to make little use of these resources.

Related to this was the attitude, which for the most part was away from making use of treatment facilities in the form of psychotherapy. In presenting this concept to them, an accepting or eager attitude was indicative of only one mother and one father.

TABLE XXV
ATTITUDE TOWARD THERAPY FOR SELF

Attitude	Mother	Father
Eager for, or Accepting	1	1
Ambivalent	4	1
No Personal Need, but if Necessary	7	2
Reluctant, Resistive, Refusing	10	7
Unknown	5	9

This seemed to be a further indication of the impracticality of their being amenable to participating in treatment themselves to the end of helping the child in his concrete problem.

From the material in this chapter it was noted that there were factors within the homes of most of the children, such as the loss of a parent, which did, or could have an influence in their adjustment. Generally, the children were in good physical health, but moderately or severely disturbed on the emotional level. The parents of the children tended heavily toward psycho-neurosis or character disturbance and there was also evidence of strained parental relationships in the cases where the parents were living together. In the parent-child relationship there was an inclination on the part of the parent toward a critical and depreciative, a controlling and rigid, and a punitive attitude toward the child. Acting out through the child was also frequent in

appearance. The greatest number of difficulties appeared in the area of socially unacceptable acts with disobedience with a hostile component, truancy, temper, lying and stealing being the most frequent. Personality difficulties were the primary difficulties of eleven children, but most of these children reflected some trouble in this area. Restless and excitable behavior was the most common characteristic of these difficulties. Learning defects and somatic symptoms were less evident as primary problems, but they did seem to be aspects within the other primary problem areas. The prevailing parental reaction toward the child's primary problem was annoyance, indifference and protectiveness as well as an inability to see any problem. They evidenced a strong tendency away from recognizing any involvement on their part in the child's problems, as well as toward participating in treatment toward the end of modifying the problem situation.

CHAPTER IV

DISPOSITION OF THE PLACEMENT RECOMMENDATIONS AND THE ADJUSTMENT OF THE CHILDREN

It is precluded on the basis of their diagnostic examinations at IJR that the best plan for the children of this study group would involve their removal from surroundings giving rise to their problems and placement in a more beneficial setting. Placements, as indicated earlier, serve the main purpose of providing a more satisfactory surrounding for the child, and the specific type of placement would seem to be contingent upon the needs of the child as to whether he is in need of psychotherapy, group setting, or a corrective and wholesome family experience of the type provided by a foster home. When the shortcomings of the child's surroundings and his problems are recognized early, there would seem to be a better chance for success in his placement. Changes made between birth and six or seven years would seem to be more effectual because of the flexibility in child's developing personality.¹ Later than this, after six or seven the personality structure is more organized and less influenced by a new environment. At, and after puberty, changes in environment in the form of placement would appear to render progressively diminishing returns.

1 Gerald Pearson, Emotional Disorders of Children, New York, 1949, 313.

It is often said that a foster home or placement can be found for almost any child regardless of behavior problems or offenses.² It would seem, however, that the problems of these children, their ages, and their families would be rather realistic factors and would, to a large extent, point toward some difficulties in effecting their placement.

It is intended within this chapter to examine some of the plans that were effected following the recommendations for the placement of the study group, thinking in terms of some of the factors which make for, or do not make for placement. Among these are the difficulties encountered by the probation officers in attempting placement, the attitude on the part of the parent and the child, as well as the adjustment to the plan that followed, and the subsequent delinquent acts that have occurred.

The average time elapsing from the filing of the application for examination at IJR until the receipt of the recommendations for placement by the Family Court was three and one half months. The minimum time was one month while the maximum time elapsing was eight months. Several cases, because of the emergent nature of the child's problem were seen sooner than those children whose difficulties were not felt to be emergent. Then too, in several instances several were held up longer than the average length of time pending the receipt of additional data from other agencies that have known the child.

The recommendations took the form of primarily recommending placement with suggestions as to the type of placement which would be of most benefit.

² Herbert D. Williams, "Foster Homes for Juvenile Delinquents," Federal Probation and Parole, September, 1949, 48.

to the child, rather than indicating specific settings or placements. Placements of the type which would offer stable relationships, protective settings and those where the child would receive help in establishing controls, were recommended for twelve children. Settings with a psychotherapeutic orientation were suggested for three children while placement with possible treatment at IJR was indicated in two instances. In the cases of two children, where it was felt the parents would be unable to accept the recommendations, alternate plans recommending either placement, or remaining in the home while under the supervision of the court. Permanent foster homes were felt to be advisable for three children and a group institutional setting and hospital placement for two others. The plans for placement formulated prior to the examination by the court were confirmed in the cases of four children.

Following the examination, the staff conference, and the recommendation for placement, interviews were conducted at IJR with the parents of sixteen of the children toward the end of explaining the findings to them and to help them to recognize the situation resulting in the recommendation for placement. The completion interviews are ordinarily conducted by a staff member at IJR. In addition to the completion interviews, the recommendations of fourteen of the children were reviewed by the Placement Committee at IJR and in every case the recommendations for placement were supported. In two of these cases, the Placement Committee suggested alternate plans of having the child remain in the home under the supervision of the court, while making the facilities of IJR available in the event they should feel a need to return for help. It was also felt advisable on their part that the court assume custody of two of the children to prevent the interference of the mothers, whom they felt would

sabotage any treatment in the form of placement.

In interpreting the recommendations for placement in the completion interviews there was evidence of resistance in the form of a negative reaction on the part of the parents of six of the children. In eight instances of these interviews, there was apparent acceptance by the adults, and in one case the father had already effected the placement of his son. Conflict was evident as to the acceptance or the rejection of the recommendations on the part of one mother. On one occasion the completion interview had been handled by the court probation officer who had been present at the diagnostic staff conference.

Although recommendations for placement had been made for the entire study group of twenty-eight children, the dispositions of only twenty-six children could be noted. Of the total number of twenty-six children studied, nineteen experienced placement following their examinations and recommendations for placement. Seven of the children were not placed. Of the nineteen children placed, three of them had already been living in placement before the recommendations were made, while two others were placed along the lines of Family Court planning before recommendations were received by the Court. The plans of two children living in placement were changed as a result of the recommendation, both of them from an institutional placement to a foster home placement. The types of placements effected can be seen in Table XXVI.

TABLE XXVI

DISPOSITION OF CASES FOLLOWING PLACEMENT RECOMMENDATIONS

<u>Disposition</u>	<u>Frequency</u>
Not Placed	7
Placed	19
Foster Home	4
Boarding School	5
Military School	2
Institution (Correctional)	4
Institution (Hospital)	1
Relative	3

The initial placements of fifteen of the children were made by the Family Court through the probation officer, while the parents of four children, two with the assistance of the probation officer, effected the placement of their own children. Although ten children were referred to private child placement agencies following the receipt of the recommendation by the Court, at the time of this study there was evidence in the case records that only two children had participated in any planning on the part of these agencies to the extent of being placed.

The average length of time that elapsed between the receipt of the recommendations and the placement of the children aside from those already in placement, was three months.

TABLE XXVII

TIME FROM RECEIPT OF RECOMMENDATION TO PLACEMENT

<u>Time</u>	<u>Frequency</u>
Immediate	1
Less than One Month	4
During 1 Month to 1.99 Months.	3
During 2 Months to 2.99 Months	3
During 3 Months to 3.99 Months	2
More than 4 Months	2

Of the two cases that required more than four months to effect placement, one was the commitment of the mentally defective child. He was placed one year and nine months following the recommendation because of the continuing efforts on the part of the parents to cope with him. In the other case the parents made placement after six months. As a group, the recommendations seemed to be instrumental in the probation officers' planning, and in most instances action was taken rather quickly on their part to effect placement.

There was evidence of difficulty in relation to effecting placements in the cases of seven of the nineteen children. Attempts by either the court or private child placement agencies were unsuccessful. In three instances the probation officer found that no placement possibilities were available. Financial difficulties of the family caused delay in the cases of two children while age and intelligence restrictions were obstacles in placing two others. Because of these difficulties, the types of placements which were desired were changed before a possible placement could be made. For example, attempts by both Lutheran Charities and Family Court were unsuccessful in locating an opening wherein psychotherapy would be available. As a result the boy was placed in a temporary foster home pending further planning. The foster parents

were unable to cope with him and he was returned to his home. In another instance a boy was committed to the Parental School when no private placement could be found in line with recommendations for an institutional placement with consistent external controls. The probation officer in this case made a number of inquiries, but all proved to be unsuccessful. When no local openings were found to be available, attempts were made out of state, but again with little success because of long waiting lists.

The biggest obstacle in the planning for placement in regard to the seven children who were not placed was the resistance on the part of the parents. In four instances this made placement impossible. An example can be cited in the case of one father who threatened to divorce the mother, thus breaking up the home, in the event his child was removed from their custody. One of the other difficulties encountered, in addition to parental resistance, in attempting to make placements for these children was the fact that there were no openings available, on inquiries made by the probation officer.

The attitudes of the parents in their approach to the placements effected appeared on the face of things to be one of acceptance. Of the total of the nineteen children placed, the parents or guardians of fifteen of them went along with the plans in an accepting or cooperative manner. Non-acceptance was evident in three instances of placement and there was one extreme example of ambivalence.

In three of these cases evaluated as accepting, there was initial resistance to any planning for placement. It appeared, however, that the seriousness of the problem in relation to the child's presence in the home indicated to the parent that some change be made. Related to this problem is

the case of a boy who practiced, and continued to practice objectionable sex habits while in his home. The mother, who initially refused plans to place, recognized the persistence of the problem and finally agreed to placement. Delinquent acts subsequent to the recommendation for placement also seemed to align the parents toward placement. In all of the cases of children placed where overt parental resistance was evident, court commitments were necessary to effect placement. All of these commitments were to the Parental School with the exception of one girl who was committed to a home for girls. The resistance on the part of one mother was so extreme that it took the form of her creating an emotional scene in the court room which necessitated her removal. An instance where resistance prevented placement was that of the mother of a fifteen year old girl, an only child. She was an extremely dependent and ineffectual person whose unconscious needs seemed to be met through the sexual acting out on the part of the girl. The mother was fearful of being separated from the girl and of being left alone in the event of the father's death. The child herself was reluctant to return home, but she finally agreed, and further attempts were made by the court to handle this problem in the home. It was the plan of the court to encourage the family to use the casework services of a family agency as to allow for a more intensive service. This plan seemed to be materializing at the time of this study, in that the family had initiated steps to follow through on this plan.

In looking at the happenings following the placements of the nineteen children, it was noted at the time of this study that ten of this group were no longer in placement. Of these ten, however, three had been reported to have made an acceptable adjustment. Their removal was a result of lack of finances,

parental relocation, and commitment expiration. Of the other seven children, their removal was prompted largely by their failure to adjust in placement. Two girls had run away from their foster home placements. Further acting out on the part of the child resulting in unacceptable behavior was evident in four cases, one of which required that a girl be returned to the detention home. The adjustment of one boy was negative at his placement at the Parental School, and it continued to deteriorate following his release to his home. At this point, the probation officer attempted to make further plans in regard to a more permanent placement, but the resistance on the part of the mother and the child prevented any other plan from being effected.

Adequate adjustments were made by five of the nine children who remained in placement. A report from a boarding school in relation to a boy pointed out a good adjustment after one year and two months of placement. Another boy of eight was adjusting "very well" following his removal from his institutional placement and replacement in the home of his grandparents. After an initial difficulty in which she ran away from placement, a girl of fifteen was felt to be getting along well after her return to the school in which she was placed. There was no evidence as to the degree of adjustment in the cases of four children who, in addition to the five mentioned above remained in their placements.

TABLE XXVIII
PLACEMENT ADJUSTMENT

Adjustment	Frequency	
	Remaining in Placement	Removed
Good	3	0
Satisfactory	2	3
Failure to Adjust	0	7
Unknown	4	0

In the instances of the children who had not been placed, the parents of two children described the adjustment of their children as good. In three other instances it was felt to be satisfactory. There was subsequent difficulty in regard to one girl and no evidence in another who did not experience placement. The adjustment of the oldest boy in this study group for whom an alternate plan of remaining in his home under court supervision was recommended was good up to, and also after his enlistment in the Marines. A mother who had changed places of residence in an attempt to provide a better atmosphere for her child reported a good adjustment. This factor of environmental conditions in which they were living, was pointed out to the mother as stimulating her son's behavior to some extent. Although she resisted placement, she made her own decision to make a change in residence. The situation wherein the father had threatened to break up the family if his child was removed, was recorded as improved by the mother. In the cases of two adolescent girls, the mothers indicated satisfaction with their behavior, although both mothers were felt to

be acting out through the child.

For the total group of twenty-six children, delinquent acts subsequent to placement or non-placement, was noted in the cases of seven children. Five of the children who were placed were responsible for delinquent acts while there were two children involved among those children who were not placed. The latter two instances were both girls whose acts took the form of staying away from home and becoming involved in sexual difficulties. Of the five who had been among those placed, there were two girls who had run away from home, one boy involved in auto theft and another in stealing money. Fighting with a knife, bullying and sex play were the acts of the remaining eleven year old boy. This last boy's behavior seemed to become a problem following his return from placement where improvement had originally been noted. As a result of this boy's difficulties in returning home, he was again removed and returned to his original placement.

Changes in placements were noted in regard to four children. On one occasion, a boy was released from his commitment to be placed in a dependent children's home in line with the planning of a private child placing agency. In the other, the probation officer moved a child from a temporary care foster home to a group setting in a children's home. Another boy, was released to his home following his emergency commitment to the Parental School pending his placement at Children's Village in New York where treatment facilities would be available to him. He spent approximately seven at Children's Village when he was removed by his father who claimed financial hardship. The father's attitude, however, had been characterized by interference and indecision. He initially refused several placements made available by the probation officer.

for various reasons, and did not consent to placement until the boy had gotten into further trouble following his release from his emergency commitment. After the father removed the boy from Children's Village where he seemed to be on the point of making an adjustment, the boy became involved in the theft of an auto and running away from home. This action on his part resulted in his violation of a Federal Statute and his commitment to a Federal Correctional School.

At the termination of this study, the cases of ten of these twenty-six children had been closed by the Family Court. Five of these closings were because of improvement, two because of supervision by other agencies, and three as being over age or relocated.

From a consideration of the entire group there was evidence in the records at Family Court of efforts on the part of the probation officer to follow through on the recommendations of IJR. Within this chapter it was further found that the average length of time from the application for examination until the receipt of the recommendations for placement was three and one half months, and that the recommendations took the form of primarily recommending placement with suggestions as to the type of placement rather than the specific setting or place. Completion interviews with the parents following examination were conducted in more than one-half of the cases. Of this group, half of them displayed an acceptance of the recommendations, while there was evidence of resistance on the part of the other parents. Only one was handled by a court probation officer who had participated in the staff conference at IJR. Of the total group of twenty-six for whom the dispositions of their recommendations were available, nineteen experienced placement following

recommendations, while seven did not. Five of the number placed were already in placement prior to the receipt of the placement recommendation. The recommendations, however, resulted in changes in placement for two of the children who had already been placed. Fifteen of the placements were made by the Family Court through the probation officer while four children were placed by their parents. Private child placing agencies were instrumental in the placement planning of only one child, while more than one-half of the children had been referred to them. Boarding schools, foster homes and institutional placements were found most readily and three months was the average time needed to effect placement.

Lack of available placements, financial difficulties, age and intelligence restrictions were obstacles resulting in a change in placement plans for seven children. Of the children not placed, parental resistance was the biggest difficulty. Attitudes of acceptance were exhibited by the parents in relation to the children who were placed, although court commitments were necessary where there was extreme resistance. The recurrence of problems subsequent to their examination also seemed to lend itself to the parents' acceptance of placement. In the happenings following the children who were placed, it was found that ten of the placements were rather short lived, removal being prompted largely by failure to adjust in placement. The adjustments of the children not placed was described by the parents as satisfactory or good, although there were two instances of subsequent delinquent acts. Five children from the group experiencing placement were involved in subsequent delinquent acts. Changes were made in the cases of four children following their initial placement, largely because of the temporary nature of their initial placement.

CHAPTER V

SUMMARY AND CONCLUSION

From the contents of the foregoing chapters, it was indicated that the children of this study group were, in general, physically healthy, intellectually average children who were reacting in a socially unacceptable manner to problems that appeared to arise from their home surroundings, and for the most part, from the personalities of the parents in the surroundings. The children tended toward a moderate or severe disturbance and their problems were reflected in their total personalities, rather than being confined to one particular phase or area. Their difficulties in turn had a tendency to bring them to the attention of the court. It was a desire for a more thorough understanding of the child's behavior and assistance in planning for him that prompted the Family Court to use the services of IJR.

The recommendations which indicated that the child be removed from the surroundings giving rise to his difficulties suggested the type of setting which would best seem to meet his needs. It appeared that the primary emphasis was in the necessity for stable and warm relationships away from the problem-creating situations.

In the utilization of the recommendations, attempts were made on the part of Family Court to follow along the lines suggested in the recommendations and placements were effected in all but seven cases. Difficulties were

encountered in finding the best possible placements for the child if appropriate placements or openings were not available. This seemed to necessitate a modification of plan if placements were not to be effected. Many of the placements appeared temporary in nature although at the conclusion of this study nine of the children were still in placement and were apparently adjusting.

Another big factor in effecting placement was the resistiveness or reluctance and uncooperativeness on the part of the parents. This attitude which prevented the utilization of treatment facilities at IJR was also a factor making for difficulties in instances after placements were made. It seemed that the seriousness of the situation wherein the child was a concern of the court lended itself to effecting the referral of the parent and child to IJR and the subsequent placements. This resistance on the part of the parent prevented placement in several instances, necessitating the court commitment of the child or the utilization of some plan other than placement.

Within this group there was little participation on the part of private or public child placement agencies although their services were sought in approximately one-half of the cases.

Of the number of children who were initially placed but subsequently removed, it appeared that their removal was due to their unacceptable behavior which manifested itself in their placements. They were then returned to their homes, where there was apparent adjustment in several cases, under the supervision of the court.

One of the problems that this study seems to point out is the need for placements which would meet the particular needs the children of this

group had. In conjunction with this there would seem to be a need for a more specialized and integrated placement program to effect the placement of these children. The inability on the part of the public and private placing agencies to assume the responsibility of placing these children seems to highlight the increasing demand made on the court in the area of child placement which is not its primary purpose.

In conclusion, it would seem that the findings and recommendations by IJR are instrumental in the Family Court's work with this group of children, and attempts were made to utilize them in almost every case. Limitations, however, in the form of facilities, the demands in the area of placement on the Family Court, as well as the attitudes of the families appeared to prevent the best plan from being effected. It was also found that the problems of the child were instrumental in his removal from placement. Meeting the need for facilities to cope effectively with the acting out child is an increasing problem, and efforts toward solution will certainly benefit the children with difficulties similar to this study group who face removal in the future.

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