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GROUP HOME PLACEMENTS: THE PLANNING PHASE

by



KENNETH DAVID AKERS AND CHARLES A. MARTIN

A thesis
presented to the University of Windsor
in partial fulfillment of the
requirements for the degree of
MASTER OF SOCIAL WORK
in
SCHOOL OF SOCIAL WORK,
UNIVERSITY OF WINDSOR

Windsor, Ontario, 1981

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THESIS COMMITTEE

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ABSTRACT

The purpose of this research study was to determine whether child placements in group homes were made in a planned and thorough manner with the co-ordination of goals and plans being well established prior to the actual time of placement. The researchers employed the concept of a triadic team approach to the planning of the placement as outlined in the Ontario Ministry's standards for children's residential care facilities.

Five group homes in Windsor and Essex County were selected for inclusion in the study. The youth presently living in these group homes at the time of the study, the referring agency worker for the youth, and the group home staff responded to a series of questions developed specifically for each of the sample population groups. The questionnaires were aimed at determining the extent of the communication and understanding by the triadic members, of the various components necessary for the imminent placement and discharge of the youth.

The three sample populations consisted of 33 (67%) of the youth in the group homes; 27 (93%) of the referring agency staff who had placed the youth; and 27 (79%) of the group home staff from the five group homes. The responses were tabulated and analyzed by the computer using the Statistical Analysis System.

The results indicated that a number of the components considered necessary in the planning phase were carried out hap-hazardly with inad-

equate communication and understanding among the three members in the triad. The perception of the youth's own involvement was not congruent with that of his social worker's perception, and there was a lack of consistency in the degree to which all three members of the triad were involved in the planning phase of the placement.

A number of recommendations were made which address themselves to the referring agencies, the group homes, the government agencies, and this community in order to help alleviate the various problem areas that have been identified in this study. Areas for future research were also identified in order to increase our knowledge base in the group home placement, thus promoting a better service for all children with special needs.

ACKNOWLEDGEMENTS

The authors wish to express their appreciation and gratitude to professors Bernie Kroeker, Harry Morrow, and Dr. Wilf Innerd for their guidance, support, and advice during the past year.

Special thanks are extended to professor F.C. 'Bud' Hansen for his advice and help in the preparation of this thesis by means of the computer system.

The authors also extend a special thanks to the Windsor-Essex County Children's Services Committee for permitting this study to be completed under their auspices.

An additional thanks must be extended to the agencies, group homes, and especially the adolescents for their participation in this study.

Finally, the authors wish to thank their families and friends for their support and understanding during the more difficult times in completing this study.

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Chapter I

IDENTIFYING THE NEED FOR THE STUDY

1.1 PROBLEM IDENTIFICATION

When removal of the child from their natural home is necessitated, an alternative form of care, specific to that child's particular needs must be identified and obtained.

Throughout the past two decades, the idea of a community-based residential setting for the care and supervision of the child has moved from the point of conception to what is now a developmental approach. Although ideally there has long been agreement that the child should remain with their biological parents in order for their emotional and social needs to be met, and for their own growth development to occur within the context of the family unit, evidence has shown that the need for alternate placements is on the increase.

Regardless of the type of alternate placement required, the nature of care must meet several needs. Children in need of protection, the emotionally disturbed, the delinquent, the retarded, or the child with behavioral problems all require specialized care and supervision which must then be individualized to address the problem at hand.

As of 1979 there were some "863 residential facilities in the province of Ontario for all age groups, with 641 classified as group homes, in that, between three and ten persons live in the home" (Secretariat for Social Development, p.14). Today, there are some sixteen residen-

tial facilities for children in Essex County. Ten of these facilities are classified as group homes. For the purpose of this study however, five group homes in Essex County were selected based on the following criteria.

1. All five group homes are privately operated with either a board of directors or advisory board to govern their operation.
2. All five group homes operate on a staffing system rather than using houseparents.
3. All five group homes provide a service for the adolescent with either behavioral problems or who are in trouble with the law.
4. All five group homes provide a service to the community for a fee.
5. All five group homes have a non-treatment orientation and consequently are not under the jurisdiction of the Mental Health Act.

The primary purpose of these five group homes, is in a response to the gaps in service found in the community for the youth who does not fit into the system. Their goal is to provide a safe, warm, structured, yet conducive setting for the youth to learn the needed physical, emotional, and social skills necessary for his or her eventual independence.

The services which these five group homes provide include the development of academic/vocational skills, reintegration of a child into his or her own family, preparation to live independently, development of interpersonal relations, improved physical functioning, development of self-esteem, self-awareness and control, and improved functioning of the child within acceptable community standards (as taken from the group home material).

In light of the fact that these group homes provide a service for a fee, the assumption was made that there was a high degree of accountability on behalf of the group home to ensure optimal service to the youth, the referring agency, and the community in general. With this accountability comes the responsibility to provide clear, precise and appropriate plans for the youth in their care, consistent with the program offered. The referring agency, by virtue of placing the youth into one of these group homes has the responsibility to provide all necessary information and documentation prior to the placement in order for the group home to have the opportunity of offering the youth the optimal service and growth experience possible.

It is further believed to be essential for the youth to take an active part in the plans and decisions being made on his or her behalf, culminating in their decision to be emotionally committed to the placement (Children's Residential Care Facilities, September 1978).

As Bruce Gates outlines in his book Social Program Administration the knowledge, perception, and motivation of the youth regarding the problem areas; the need for intervention; and the program offered to help in his or her socialization adaptation is essential if "dropout" of the youth is to be prevented (1980).

He refers to dropout as the reluctance and/or inability of the youth to function effectively in the program and thus eventually in the community.

When rehabilitation, readjustment, or treatment is required of the youth in order to return to community living, his or her willingness to follow through with the proposed plans and goals, and the degree of

effective communication between the parties involved, essentially determines the youth's long-term ability to remain in the community as a constructive, self-supporting and productive member of society.

Finally, as Pearson points out:

Only after careful planning in relation to the needs of the young people to be served and the goals of the agency and professional staff, can the use of group homes bring maximum effectiveness. (1970a, p. 148)

1.2 PROBLEM FORMULATION

The focus for the study originated from the professional experiences of the two authors. The discrepancy between the theory learned by many of the professionals, and the practicalities involved in the planning phase for the placement of the youth was evident in many of the cases. These discrepancies seemed to range from the emergency placement where little time, if any, was available for the proper sharing of information, documentation, or an overnight visit on the one hand, to a reluctance in terms of caseload size, to make the planning phase a major priority in order to provide the opportunity for a successful placement on the other. This position is also supported by Maluccio when he points out that:

A delineation of criteria for placement is essential since at present many placements in residential services are made on the basis of imprecise criteria, poor planning, or emergency reasons. (1979, p. 205)

In the review of the literature, evidence of the dichotomy between the professional and the paraprofessional's sense of priority for the planning and ability to help in this process was also cited as a possible reason for the haphazard, unplanned placement. One further reason

cited in the review of the literature was the lack of thorough knowledge and understanding by the worker as to the group home's objectives and program. The over-riding premise being, that the need for a bed was of a higher priority than the need for making the most appropriate placement. This issue of finding a bed over the best possible placement is supported throughout the literature and in particular by Maluccio and Marlow. They have asserted that "the decision for residential care is often more a decision of desperation than of deliberation" (1972, p. 239).

In an attempt to gather the necessary data from the referring agencies and the group homes involved in the study, the Windsor-Essex County Children's Services Committee was approached. One of the terms of reference for the Needs Assessment Task Force of the Children's Services Committee was to identify the various special needs of the youth located in this area. As a result, the decision was made to conduct this study under the auspices of the Windsor-Essex County Children's Services Committee. The findings from this study was then used by the Committee as part of a comprehensive report on the utilization patterns for all children's residential facilities located in the Windsor-Essex County area.

The purpose of this study was to determine the extent of the placement planning with the youth when a group home was being considered. The process of the planning phase was investigated by looking into the extent of communication and the nature of involvement between the referring agency, the group home staff, and the youth being placed. By comparing the philosophy, objectives, program outline, and the admis-

sion/discharge policies of the group home with that of the rationale for the placement, and treatment plans for the youth by the referring agency, a determination as to the extent of the pre-placement planning phase was developed.

The study was not intended to show that any one group home or agency was more thorough in the placement planning of the youth than was another, nor were the results used to determine the degree of success for any of the group homes. The purpose was simply to research the extent to which the planning with the youth was consistent with the agency objectives and the policies established by the Ministry of Community and Social Services in relation to the regulations for placement planning for the youth entering a group home.

A number of authors have identified the importance of planning for the placement of the child. Various other authors have identified the different roles, responsibilities, and qualities of the referring agent, the group home staff, and the child which were considered essential for a successful placement. In addition, the Ontario Government has published several briefs regarding the guidelines and regulations for the placement planning, admission procedures, and treatment plans required of the referring agency and the group home thus ensuring minimum standards for all children's residential facilities. A detailed exposition of these standards can be found in the following chapter under section 2.2.

One difficulty encountered in searching the literature was the lack of clinical research done in the area of placement planning. The authors were able to locate only one such study, that of Sally Palmer,

1976, which approximates this current research. A brief outline of her findings has been elaborated upon and can be found in chapter II, section 2.9, entitled 'Current Research'.

This study has been classified as quantitative-descriptive, subtype population description (Tripodi, Fellin, Meyer, 1979, p. 38).

1.3 REFERENCE SOURCES

In developing the research necessary to complete this study, various information sources were investigated.

This document was produced using the commands provided by SYSPUB, with some of the SCRIPT control words described in the SCRIPT User's Guide.

The University of Windsor Leddy Library provided the basic material relating to the various concepts and principles involved in the operation of a group home. The City of Windsor Public Library was also investigated but was of little use for the purpose of this study.

An 'Eric' search was undertaken which provided a number of references relevant to the topic. Much of this material was useful in obtaining an overall knowledge base enabling the authors to narrow the scope of the study to a feasible size.

The numerous Government documents and briefs referred to throughout this project were obtained from the Windsor-Essex County Children's Services Committee. This material was extremely valuable in identifying the Ontario Government's stand in relation to the minimum requirements necessary for the planning of the child entering a group home. A number of other briefs added further weight to the documentation required in

completing the study. The use of this material provided the opportunity to investigate the theoretical assertions by the various authors, with that of the present policy from the Government, and the written material provided by each of the group homes. The material from the group homes consisted of their philosophy, objectives, admission and discharge criteria as well as an outline of the program they offered. This material as well as any unpublished material referred to in this study is kept on file and can be obtained either from the authors directly or from the thesis committee chairman.

A search through the National Library of Canada, the Federal Archives of Canada, and the Canadian Council on Social Development helped by ensuring that any Canadian literature relevant to this research was investigated.

Further information was sought from the Ontario Ministry of Community and Social Services. The material received however was already available to the authors.

Finally, the professional experiences of the authors provided a practical aspect to the study which further enabled them to link the theoretical assertions with the experiential practicalities involved in the pre-placement planning of the youth entering a group home.

Chapter II

HISTORICAL FRAME OF REFERENCE

For many years, agencies and organizations concerned with the care, supervision, or treatment of persons from various age groups, have attempted to provide for these needs outside of the more traditional institutional settings (Wilgosh, 1973).

Social services, as they exist today, are essentially a development of the past century and a half. Historically, efforts to assist the homeless and disadvantaged in society took the form of measures to rescue or protect such persons from destitution. The aim of those efforts was as much to maintain the social order as to serve the needs of human beings (Rae-Grant, 1971).

Child welfare, as well, has developed through a series of movements on behalf of the child, from almshouses, industrial schools, and free homes as far back as the late eighteenth century; to institutions in the late nineteenth century; to foster homes, adoption, specialized treatment homes, to finally the group home as it has been conceptualized today (Applebaum, 1964).

In Ontario, evidence of the above mentioned movements in child welfare are well documented in R. B. Splane's book which devoted a whole chapter to the early development of child welfare (Splane 1965, chapt. 6). Melichercik (chapt. 10, 1978) also gives an indepth historical development of child welfare in Ontario up to the late 1970's.

Both Splane and Melichercik describe how the Province found it necessary to protect children by means of legislation from as early a period as 1799, with the passing of the Orphans Act (Splane, 1965; Melichercik, 1978). In the 1870's the trend shifted from almshouses and orphanages towards institutional care. Two acts were passed in 1874 which indicate this trend. The first act was the Public Aid to Charitable Institutions Act. This act was to provide for partial financing as well as for some inspection of childrens' institutions (Splane, 1965, p. 248; Melichercik, 1978, p. 190). The second act was called an Act Respecting Industrial Schools. This act made an attempt at defining a neglected child and was in response to the need for a type of institution falling between the public school and the reformatory (Splane, 1965, p. 248-249).

One of the most significant pieces of legislation that was enacted during this early period of development in child welfare was in 1893 when the Ontario Government passed an Act for the Prevention of Cruelty to, and better Protection of Children (Splane, 1965; Melichercik, 1978). This act provided for the formation of Childrens' Aid Societies throughout the province of Ontario. It introduced among other things the concept of foster homes as a form of child care (Melichercik, 1978).

In 1929, the Juvenile Delinquents Act was promoted as the first major step forward in safeguarding the welfare of the youth in trouble with the law, both from the point of view society, as well as from the criminal justice system. The proposed Young Offenders Act, 1981, is an amendment to the Juvenile Delinquents Act of 1929, which appears to provide for the further legal safeguarding of the youth.

The area of adoption as a form of child-care was introduced by passing the Adoption Act in 1921 in Ontario (Melichercik, 1978). This act "...enabled anyone of full age to adopt another person younger than himself" (Melichercik, 1978, p. 192).

The next major stride in child welfare in Ontario came from the Child Welfare Act of 1954, and the subsequent amendments to this act in 1965 and 1978 which provided for further child-care provisions (Melichercik, 1978).

Melichercik discusses these child-care provisions as:

the Children's Aid Societies [being] able to develop rather extensive foster home and group home programmes-which serve thousands of children. They also may purchase specialized child care from private facilities when this is required. (Melichercik, 1978, p. 197)

The extensive growth and differentiation in residential services to troubled children and youth began in the 1950's and accelerated in the late 1960's and early 1970's. By 1974, some practitioners realized that the services for troubled youth had grown partly as a response to favourable economic, social, and political factors but that there was no rational long term plan to guide this development (Turner, 1979). As society has grown in complexity, a wide range of needs for services to assist people to function more effectively in the community has been identified and gained general recognition and support.

To meet these needs, the Ontario Provincial Government has embarked on a program of deinstitutionalization to provide care in the community setting. In Ontario this concept has been adopted in more recent years and is being promoted in the context of community life, community service, and normalization. The Mental Health Act of the 1960's added

to this philosophy towards the normalization of the individual by ensuring that adequate service was available to the youth while remaining in the community rather than being institutionalized. As a result of this commitment towards a community orientation, the Ontario Government is presently developing guidelines in order to maintain consistency in the growth of the group home concept as well as to ensure proper and appropriate use of the various differential services offered.

Rae-Grant and Moffat, in their book Children in Care/Residential Care, 1971, proposed that in the history of residential treatment centres in Canada, a process of adaptation can be seen whereby institutions have attempted to change in response to the needs of a new and more disturbed group of children. According to the authors, "at the present time, the term 'residential treatment centres' is used to describe programs that vary greatly in their orientation, but they are all attempting to provide a therapeutic living environment for the disturbed and multiple handicapped children who have few family ties or who are unable to adapt to foster home care in the community" (1971, p. 14). This change in adaptation was a result of a number of key factors, which seem to have had a direct bearing on the deinstitutionalization policy both from a societal perspective as well as from a change in focus of philosophy by the Ontario Government. The following is a list of those factors:

2.1 FACTORS CONTRIBUTING TO THE DEINSTITUTIONALIZATION POLICY

Societal Perspective

1. With an increase in the complexity of society and the demands on the individual to cope with the vast technical, cultural, and value changes of today, the needs of the youth have become more entangled, thus requiring a more differentiated, specialized form of care. The large institution not only became overcrowded but lacked the efficacy to help in the rehabilitation/readjustment of the individual. The move towards a community-based residential facility thus seemed to bridge the gap in meeting such diverse needs.
2. It is believed that continued community life for the youth enhances their ability to attain the potential for the necessary development of their growth patterns and coping mechanisms consistent with that of the norms of society.
3. The community-based residential service offers a more personalized atmosphere and growth experience to the individual.
4. The individual is able to maintain important contacts, friends, and job while receiving continued help.
5. There is an increase in knowledge of juvenile crime throughout the country. Services to meet this new problem require more of a community life orientation rather than having the young offender institutionalized.

Governmental Perspective

1. The capital required to develop and maintain the large institution is today, deemed to be economically undesirable.
2. An Ontario Ministry policy shift from the government operated services to the privately owned, community-based dwelling where the service can be purchased by the individual agency has been on the increase in recent years.

The Ministry has embarked on two policy changes which have a direct effect on the shift to the more community oriented residential setting.

These policy changes are:

- a) Deinstitutionalization Policy: The fundamental rationale is perceived as being rooted in the fact that the large, isolated institution is today financially not feasible to maintain. In more recent years the group home, concept has become even more popular from an administrative point of view. It is an economical and efficient method of care. It frequently represents a less expensive per capita investment than the larger institution. In addition, the administrative superstructure and maintenance outlay appears to be somewhat less than what is required by either the single large facility or group of structures (Schulman, 1975).

An additional factor appears to be rooted in the extensive differential need of the individual requiring help. As individual and societal needs became more varied and complex, the need for specialized care became paramount. A pervasive theme among professionals and at all levels of government is

that "the outcome of a human beings' effort to cope with life demands is to a significant extent dependent upon the availability of a variety of environmental resources spaced along the continuum of residential community based services" (Maluccio, 1979, p. 201). Removing the youth from the community is no longer seen as practical or beneficial to either himself or to society.

b) Decentralization Policy: The decentralization policy of the Ontario Government has been a priority in the last number of years and is just now being implemented to a greater extent, in the area of residential facilities for youth in trouble with the criminal justice system. With the advent of a new Children's Services Division incorporating all services to children under one jurisdiction, a number of local Children's Services Committees have been initiated by the Government as pilot projects to consolidate the services to children within the community. The rationale for the establishment of these Children's Services Committees appears to be based on:

- i) Developing a community responsibility for ensuring all services to the child have been met;
- ii) The belief that the child should remain in his or her community and still receive the necessary services that are needed;
- iii) That local authorities are more capable of identifying community needs and developing appropriate programs than are Ministry personnel who are dissociated from the community;

- iv) That local authorities are in a better position to allocate funds to the provider sector in the community, based on the demands and needs specific to their area; and
- v) That the need for complete coordination of services to the child with special needs, is more apt to be accomplished through local responsibility (Windsor-Essex County Children's Services Committee, 1981. Note 1).

2.2 THE FUNDAMENTAL REASONS FOR INITIATING THE RESEARCH

Current Legislative Policy

In the Ontario Government document entitled "Standards for Children's Residential Care Facilities," September 1980, a number of standards and regulations governing the proper care of troubled children were outlined by the Ministry of Community and Social Services. The intent of the standards proposed in the section entitled "Placement Planning" was to ensure that adequate planning took place for each child in care and that the program goals were translated into specific objectives related to each child's individual needs.

Subsection BCPS-03.2 of this document states that:

to the maximum extent possible,

- a) the child of 12 years or over;
- b) the parent or guardian; or
- c) if the parent or guardian is not required where a court order exists under the Training School Act or the Child Welfare Act, 1978 making the child a crown ward, where the child has been placed in a Observation and Detention Home pursuant to the Provincial Courts Act or where a court order exists under the Child Welfare Act, 1978, both making the child a temporary ward and denying the parent or guardian access to the child

- d) then the representing agency director or his designate under which the child has been placed for protection, shall be involved in the development of the plan of care, as if he/she were the child's parents. (Whalen-Griffin, September 1980, p. 105)

The report goes on to say that in the agreement for service, the following people shall sign an agreement.

1. the child of 16 or over, and in particular the child who is 12 and over having the right under the guidelines of the Ministry to have his or her opinions heard and to be included when any decisions are being made affecting his or her life;
2. the operator of the residence or a program staff person;
3. the child's parents or legal guardian with whom the child normally resides; and
4. a representative of the agency having care, custody and control of the child. (Whalen-Griffin, September 1980, SS BCPS-02.4., P. 98)

The above documentation requires that the planning and goal setting for the placement of the child over the age of 12, in a group home must include the child, the group home staff, and the referring agency (or parent). With the signing of this agreement, it can also be assumed that all the parties involved must have had prior knowledge of, and agreement to, the overall plans and goals for the child while he or she is in the group home. In order to make appropriate plans and achieve the objectives as laid out in the agreement the following two assumptions must be made:

1. A decision by the referring agent would have had to have been made that the group home was appropriate for the youth's needs based on the group home's objectives, philosophy, admission criteria, and program.

2. The group home believes that the youth would benefit from their program as a result of the material presented by the referring agency.

Both of these assumptions have been identified as being essential ingredients to the planning phase of the placement for the youth entering a particular group home.

As a result, the most appropriate use of the group home is essential to ensure that the youth is receiving not only the best care but the best available program to meet his or her specific needs. Consequently, the extent of planning prior to the youth's actual placement is crucial. The referring agency worker must first have knowledge of the various group homes available to them, as well as the admission criteria and a detailed outline of the type of program the group home can provide. By comparing the needs of the youth with what the group home can offer, an initial decision can be undertaken to explore the placement further. Follow-up interviews with the group home director, its staff and finally, discussing the possible placement with the youth are all essential in further exploring the possibility of placement. Care must be given to the rationale for placing a child in a particular group home by the referring agency.

A judgement must be made as to which children can best be served by a particular facility. [Such characteristics include] the intensity of the treatment provided, the size and kind of staff, the degree of external control that may be exercised and even the structure of the physical plant and its geographic location in the community must be given consideration. (Finkelstein, 1968, p. 241-242)

Further evidence that the Ontario Government sees a need for the proper planning of the child's placement is that of the consultation

paper on foster care that the Ministry will be publishing in the near future which will propose standards for placement agencies, and will address the issue of pre-admission requirements (Whalen-Griffin, September 1980).

The intention of these regulations is to ensure that thoughtful consideration be given to the admission of each child, and that the placement be, if at all possible, done in a planned and thorough manner (Whalen-Griffin, September 1980).

The impetus for initiating the project was derived from the above legislative regulations, as established by the Ontario Ministry of Community and Social Services in September 1980.

As a result, the concept used in this study of a triadic team approach to placement planning takes into account the necessity for the opinion of the child, with that of the group home director or his designate, and the representative agency or individual responsible for the care, custody, and control of the child.

2.3 CONCEPTUALIZATION OF SERVICES

Finkelstein, in his article "Limitations in Residential Treatment", 1968, cited that the large institutional type facility, which was essentially custodial in nature, in the late 1950's and early 1960's, has taken recently to convert to a more residential "treatment" orientation. This conversion, has been complicated by a lack of agreement as to just what constitutes a residential treatment center. He goes on to say that some of these institutions have undergone substantial changes in program and policy, while others have made only minimal modifications. It seems

obvious therefore that all agencies cannot be offering the same type of community service yet they are all "residential treatment centers".

Thornley, 1973, exemplifies Finkelstein's study by citing that group homes are constantly being defined, yet this has been a difficult task because group homes tend to vary according to the agencies' needs, the program offered in the group home, the staffing arrangements and the nature of the residents in the home.

Generally speaking, group homes today are being used in a wide variety of ways in order to meet the needs of the child and adolescent. Thornley points out, that "the characteristics of the client population in the United States has as much variation as the uses of the group home established to serve them" (1973, p.161).

In recent years there has been increasing interest in community-based residential services such as foster homes and group homes, as alternatives to the institutionalization of children in the United States (Maluccio, 1979). Maluccio goes on to state that the community has a responsibility to develop a network of services along a continuum from totally dependent living to independent living. It is further emphasized that it is particularly important to provide a variety of community-based living facilities and related programs along the continuum, so as to offer different options and enable each person to find at any point in his or her life cycle the opportunity most conducive to optimal growth and development (1979). Figure 1 illustrates this continuum of service from the dependent to independent living facility which can usually be found in most large communities.

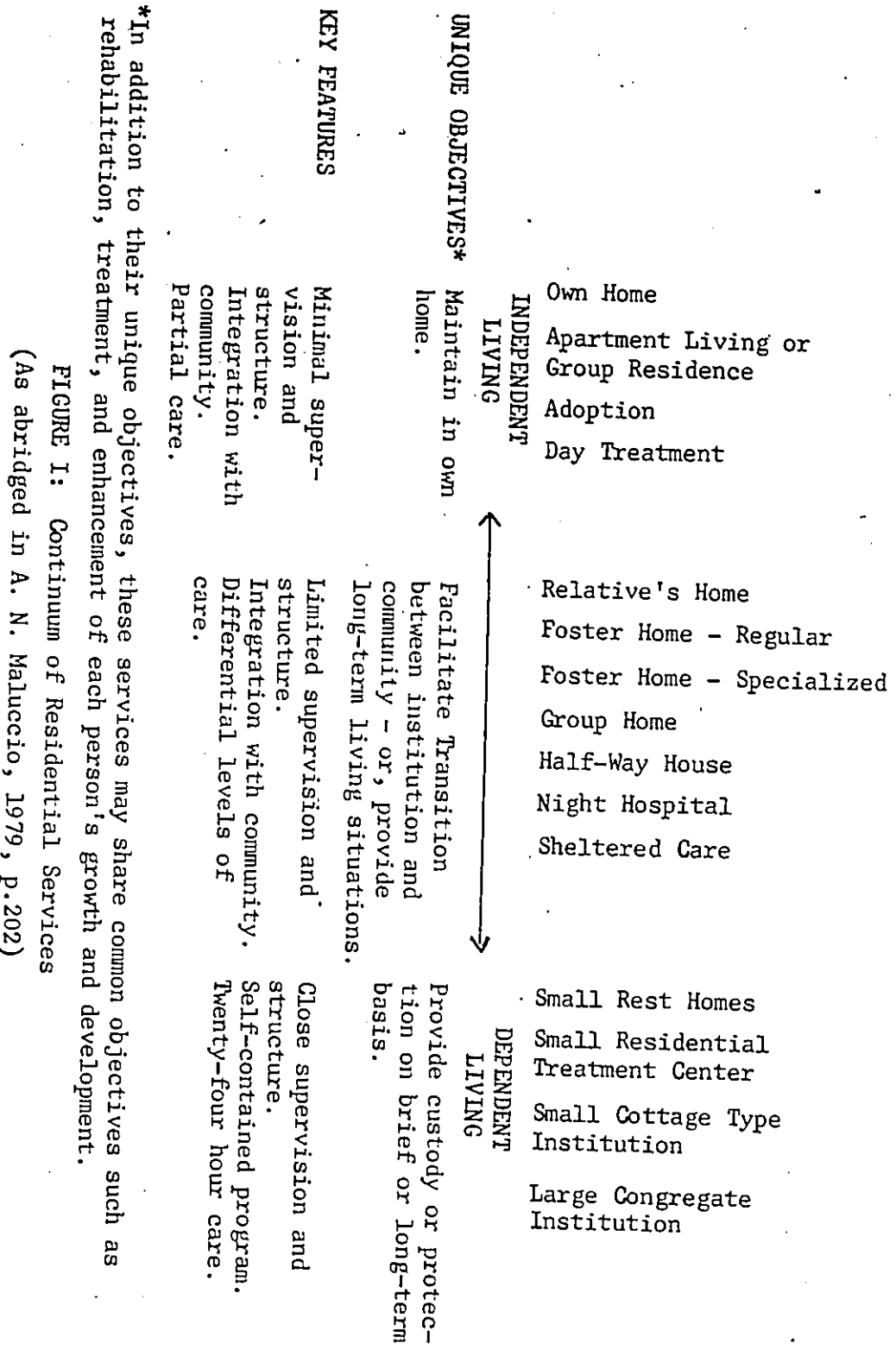


FIGURE I: Continuum of Residential Services
 (As abridged in A. N. Maluccio, 1979, p.202)

In Canada, the growth and differentiation of the group home concept has taken similar steps in its evolution towards enhancing a full continuum of service for the child with special needs. The responsibility for ensuring this continuum of service and the development of programs in Ontario has been handed over to the municipalities and where appropriate, the local Children's Services Committee from the Ontario Government. The concept of a full continuum of service is supported by Schulman in her article "Examples of Adolescent Group Homes in Alliance with Larger Institutions", 1975, where she explains that "group homes have proved effective in a wide variety of service patterns for children of different age groups, with varied physical, emotional, educational, or social handicaps" (p. 341). There is a general consensus among professionals however, that to view group homes as a panacea being able to effectively serve all children, any more than foster homes alone, or institutions alone is a mistake (Finkelstein, 1968; Gordon, 1978; Greenberg, 1972; Schulman, 1975). Consequently, there is a need for the group home to provide a service in conjunction with the various other community resources, thus enhancing the support services necessary to help the youth in his or her development. This aspect is no more critical than in the discharge plans when the youth is ready to leave the group home. If the youth is to enter the community which generally has far less structure than where he or she came from, it is paramount that they be made aware of, and have access to, all the support services appropriate for their needs.

If group homes are to be fully utilized, then:

the effective use of community-based living facilities is dependent on the availability of supportive or auxiliary programs. Even a highly developed and sophisticated system of

residential facilities at best can have limited success unless it exists within a framework of quality aftercare and supportive and preventive services. (Maluccio, 1979, p. 205)

In addition, the group home has been beneficial within this continuum of providing a service, both as an initial placement as well as an aftercare or supportive service for the youth leaving the institution. Berman supports this idea when he states that:

Research has shown that not only do group homes serve well as first placements or direct placements, but they are also helpful as after-care facilities from institution programs. Children who are ready to leave the institution but are in need of further care and, in fact, of further preparation for community life, can benefit from a variety of group home programs. (1964, p. 401)

2.4 DEFINITION OF GROUP HOMES

Group homes have been defined and redefined to suit each individual program or need as it arose. They have been used in a variety of ways in the service of children and adolescents. However, since they have not been well defined, and a delineation of their services has not been outlined, the various types and uses of the group home concept are as abundant as are the characteristics of the client population being served. As a result, defining the parameters, objectives, and type of program available to the youth has become far too complex (Thornley, 1973).

Throughout the literature, various terms have been associated with the group home concept. Residential treatment centers, half-way houses, ranches, and group foster homes have all been used extensively in categorizing the group home.

Consequently, attempts at defining the group home have produced only generalized, sometimes vague parameters in an effort to delineate the various uses of the group home. Maluccio and Marlow have pointed out that the group home "covers such a wide constellation of children, goals, and programs that it is vague and of questionable utility" (1972, p. 232), in attempting to define specific parameters to such a broad concept. It must be noted however that the difficulty of this task may be based on the fact that the group home is indeed a concept rather than an entity, and as such, must be differentiated to meet all the various needs of the youth being served. Unlike the institution, the group home, has been segmented and specialized along a continuum of service, attempting to fill the gaps in service, and the needs of the youth between that of the institution and the foster home resources.

Martin Gula in his article "Group Homes: New and Differentiated Tools in Child Welfare, Delinquency, and Mental Health", states that:

In the United States some 300 group homes of various kinds have been established over the past decade. For the most part, these group homes have emerged rapidly and without prototype or prior conceptual design. No two group homes seem exactly alike and few agencies are in agreement regarding the terms, definitions, generics, and variations in group homes that need to be evaluated. In Ontario, many privately owned or operated group homes have developed rapidly over the past decade. Like the agency-operated group home or the group home associated through a corporation, the privately owned group home has emerged with what seems to be little planning of the specialized services they provide, or the type of program they offer, at least in the initial stages. (Gula, 1964, p.395)

As a result of what appears to be little planning of the specialized services the group home provides, there still appears to be a gap in service design related to the needs of the youth in the community. Rather than the concept of a group home being able to differentiate its

specialized services to meet the needs of the youth on a more individualized basis, it is still used as a catch all facility. Most group homes appear to be used for the type of youth whose behavior or circumstances are "readily changeable", rather than reaching out to the youth who has specialized needs such as, the highly aggressive or self-mutilating child.

Earlier in his career, Hirschbach defined a group home as:

An agency-operated home providing care for a small group of children in a family type setting where the emphasis is on meeting the specialized needs of adolescents or seriously-disturbed youngsters for whom institutional care is contra-indicated, or, in the study and/or treatment of disturbed children through the use of this setting. (Hirschbach, 1965, p. 216)

He goes on to explain that a group home is "a community-based and community oriented dwelling being indistinguishable as far as possible from other family dwellings in the neighborhood" (Hirschbach as quoted in Brillinger, 1970, p. 1). Some twelve years later, Hirschbach identified two additional criteria for a group home, which are, that it must "have a clearly defined purpose, [and], ~~that~~ it is not enough for a group home to be a shelter for the custodial care of children for whom no other place can be found" (Hirschbach, 1976, p. 682).

As stated earlier, the group home at present represents a concept, more than a consistent form of care unto itself. It is defined more specifically by size than by program, and the term is rather loosely applied to a variety of services. It may be strictly defined as a small, community-based living unit, owned or operated by an agency as a form of group care. Group homes are essentially family type units that might be considered a small institutional unit (Greenberg, Mayer, 1972; Schulman, 1975).

Margo Thornley, defines a group home in broad terms. She states that "a group home should be a best effort to provide the best home living and training experience possible that would enable the residents to successfully enter the mainstream of the community" (1973, p. 161).

Finally, the Ministry of Community and Social Services for Ontario has made a distinction between group homes and foster homes on the basis of staffing models and number of children.

(All staff-model homes with the capacity to serve three or more unrelated children will be considered group homes and subject to the new residential care standards. This definition also includes parent-model homes serving five or more unrelated children. (Whalen-Griffin, 1980, p. 1)

An Interministerial Working Group for the Cabinet Committee on Social Development recognised in their document entitled "Group Homes: Location and Distribution Report", that if group homes are to gain acceptance by the public at large and particularly by municipal councils, it is essential to make it very clear just what is meant by a group home. As a result, the Committee's working definition for a group home is:

a single housekeeping unit in a residential dwelling in which three to ten unrelated residents live as a family under responsible supervision consistent with the requirements of its residents. The home is licensed or approved under provincial statute in compliance with municipal by-laws. (March 1978, p. 3)

The Committee goes on to state that the one thing all group home residents have in common is the need for a residential situation to replace a family home. The fact that some residents are being treated or rehabilitated is not relevant for the purpose of the definition (1978).

2.5 THE CONCEPT OF A TREATMENT ORIENTATION

One of the major problems however, in delineating the various types of group homes in existence today, is that of defining the term treatment. Much discussion has been generated in the literature from numerous related fields attempting to describe or explain this term. An explanation of the term treatment is relevant for the purpose of this study particularly because of the classification of the five group homes selected. That classification being, an orientation involving a non-treatment program in meeting the needs of the child.

Goldstein in his article 'The Role of a Director in a Group Home', explains that the correct treatment approach to deeply disturbed or troubled children includes:

Intensive supports to the child's day to day development. The dominant service is improved total living, as contrasted to modalities that deal with segments of a person's life such as his psychological transactions. Within this view, the major purpose of treatment in the sense of casework counseling or psychotherapy is to enable individuals to cope more effectively with their experiences. Treatment begins with creating a secure, stable, accepting home in which all of their material needs are met instinctively and with dignity. With the material needs met as a matter of course, a solid floor for the other aspects of the treatment program are allowed to develop. (1966, p. 502)

A more general reference to the term treatment is that of:

a conscious effort on the part of the professional to encourage and induce behavioral, social, and emotional change in individuals. (Morrow, 1981, Note 2)

The distinction therefore between treatment and non-treatment facilities or programs, appear to be based on four basic criteria.

1. The expertise of the professional therapist involved;
2. The extent of professional input with respect to the amount of time and energy available for the client's needs to be met. The

intensity of this therapeutic process is one indicator of the degree of treatment involved;

3. The severity of the individual's problems; and
4. The extent and amount of input required, on behalf of the therapist and the client in order to enable the person to cope with the daily stress and responsibility associated with continued community living.

In response to these criteria, two fundamental assumptions must be evident if "treatment" is to be fully utilized. The individual must be motivated to change; and must be emotionally committed to the program and goals as outlined or planned.

A further distinction is the premise that treatment is the development of a specialized, individualistic plan specific to a particular child. By taking into account the various circumstances and aspects of the child's needs, then providing that service required to meet those needs, one is providing a directed, therapeutic environment based on professional skill, judgement and a scientific foundation of knowledge which can then be transferred into the operationalization of a treatment program (Note 3).

As Goldstein explains, treatment begins with providing the basic needs for the child, and once these are present then other aspects of the treatment program are allowed to develop. This then appears to be the dividing line for the various degrees or intensities of treatment.

The five group homes involved in the study have been classified as non-treatment group homes, as defined by the Windsor-Essex County Children's Services Committee (Growing-up in Windsor, 1980). It should be

noted however, that among each of the group homes in the study there are varying degrees and intensities of programs, and services offered the youth.

Since they are classified as non-treatment group homes, they are not expected to fulfill the criteria for a treatment orientation.

2.6 UTILIZATION OF GROUP HOMES

The accepted point of view among professionals, places great emphasis upon the nuclear family as the preferred setting for the basic socialization experiences of youth in general and children in need of protection specifically. What agencies must become more aware of, is that "the quality, range, and availability of placement resources vary widely throughout the country. Many communities separate the child from his family, have no appropriate resource to meet the child's and family's need and must settle for a second or third best alternative" (Gula, 1964, p. 396).

For what seem to be a variety of reasons however, agencies today are becoming more aware of the preference to maintain the youth in their natural home. When removal is necessitated, care must be given to the overall needs of the child and whether or not placement out of the home is imperative, and in the best interests of the youth.

The need for group homes in very general terms grew out of the fact that teenagers tend to 'run the gamut' of foster care as well as some institutional facilities before their wardship expires. By virtue of the group homes' familial environment yet non-parental ties, it offers the youth those experiences necessary for his or her physical, emotion-

al, and social development without the conflict of dealing with close inter-personal relationships (Hirschbach, 1976). Since most children entering a group home have difficulty forming and maintaining close relationships with parental figures, the expectation that they relate in a close inter-personal way to the surrogate parent is of low priority. What is expected, is that the youth respect the adult as a person as well as for the direction they give (Hirschbach, 1976). Palmer in her report, "Children in Long Term Care: Their Experiences and Progress", 1976, supports Hirschbach's view when she states that:

children are so dependent upon parents for physical care, and affirmation of their worth that a change in parent figures is bound to be traumatic and that emphasis must be placed on personal respect and not on the bonding process which is usually found in the foster home setting. (1976, p. 119)

The group home cannot be seen as an entity in itself nor as a panacea in the treatment of the adolescent. It is a concept of everchanging roles and objectives, attempting to fill the gap in service by providing an environment and life experience conducive to the particular needs of the youth. Where the institutional setting is best utilized for adolescents; highly disturbed and potentially violent children; and children who are extremely uncomfortable in close relationships; the field of foster care is limited for they seek to determine conditions instrumental in the healthy socialization of fairly normal children rather than in the "therapeutic treatment" of the emotionally disturbed (Gibbs, 1968). The group home on the other hand can best be utilized for the child who requires parental figures without the close ties but with firm guidance, direction and support. For the most part, group homes were generally expected to serve children whose needs were such that neither

the traditional foster home nor the treatment institutions were considered to be suitable placements. The adolescent was expected to manage himself while attending a community school and by using the usual community services with only minimal supervision (Thornley, 1973).

The type of youth most suitable for a group home has best been described by Hirschbach when he explains in detail six characteristics of children with behavioral problems who he believes would benefit from such an experience.

1. Children in need of removal from their own homes who have such close ties to their families that they, or their parents, are unable to accept or tolerate placement in a substitute family group.
2. Children who have had such devastating experiences, either in their own homes or in foster homes, that they are unable to move into a family environment or relate to substitute parents.
3. Children with such serious behavior problems that ordinary foster homes cannot accept them and their problems. [For example: severely aggressive children, chronic enuresis or runaways].
4. Some older adolescents who are emotionally moving away from dependence on parental figures and therefore can adjust better to the less intimate parental relationships of the group home.
5. Some children who, after discharge from training schools or hospitals or other intensive treatment centres, need a half-way house for gradual readjustment to the difference between institutional and family home living.
6. Children in need of a short term, rather undemanding and neutral environment. (Hirschbach as quoted in Brillinger, 1970, p. 1)

In general terms, all of the various innovations of the group home concept can be divided into two categories: variations on foster family

homes and variations on institutions. All of which can be placed on a horizontal continuum grid from the dependent to the independent living situation, as shown in figure 1.

The foster family home, the specialized foster family home, and the agency-owned foster home are three well known resources. These variations from the regular foster home seem to differ by the number of children cared for, by the specialized nature and training of the foster parent's qualifications, and by different financial arrangements between the agency and foster parents (Gula, 1964). Conversely,

The agency operated group homes, group residences, residential treatment centers, and ranches all differ from the institution by the reduction of number of resident units and number of children in care, by wider use of community life in resources, by closer relationship to and professional supervision by a community-based agency or clinic, and by more flexibility in implementing treatment programs to individual children's needs. (Gula, 1964, p. 394)

The group home, in contrast to the institution, may offer a child the opportunity for greater individual attention from adults, closer relationships with a smaller group of children, protection from the emotional pressures involved in living in larger institutional groups, and more opportunity for sharing in community life (Gula, 1974).

This trend towards developing the group home has been generated in part by our inability to recruit foster parents who are willing and able to accommodate and serve the disturbed child. In view of today's economic constraints on the traditional family unit, and the fact that many families cannot meet the needs of their own family members, many potential foster families simply cannot afford the financial outlay of one or more additional people to care for. The per diem rate to the foster family simply does not entice many people to care for someone

else's child let alone the turmoil, frustration, and conflict that usually develops in fostering. In addition:

most foster families prefer to deal with the younger child, whose plasticity can assure greater assimilation into the network of family relationships. Most adolescents are struggling to break away from the mutual interdependence generally required in a foster family setting. Consequently, with the emphasis on the mutual meeting of the needs within the family unit, the disturbed adolescent does not have the capacity or motivation to give gratification to others. (Berman, 1964, p. 402)

As a result of these reasons, group homes have emerged in rapid succession.

Hirschbach emphasizes that the adolescent frequently requires relationships geared to their needs. A principle goal of the group home according to Berman, 1964, is to help the adolescent relate better in accordance with a therapeutic assessment of what is required for them, not what is needed by the "caretaker". In the same article, Berman explains that children in group homes need greater ego strength to interact in the community in what more resembles community life. The group home concept extends greater freedom and decreases the youth's dependence upon the larger institution program or the foster parents, placing greater responsibility on the youth himself. The group home is able to offer a period of care in which to test out the youth's ability to function in the school, on the job, and in the community in general (1964).

Glickman points out that the diversification of the group home program essentially provides an opportunity for a "corrective emotional experience" (as cited in Maluccio and Marlow, 1972), within the confines of safety and support in the group home.

The U.S. Children's Bureau and the Child Welfare League of America are beginning to analyze different aspects of group home developments. Martin Gula's preliminary conclusions, as outlined in his article, "Group Homes: New and Differentiated Tools in Child Welfare, Delinquency, and Mental Health" are:

1. that group homes can be defined and used differentially;
2. that group homes provide an additional resource with new elements between the small foster home and the large institution;
3. that, as agencies learn to use group homes differentially, they may improve, refine and even expand their use of traditional foster family and institution resources. (Gula, 1964, p. 396)

When these conclusions are related to the stage in development of the group home network in Canada, they seem to reflect the same differential use for the employment of the group home as a viable, alternate system to the institution by the various agencies making use of them.

2.7 GENERAL PRINCIPLES FOR THE OPERATION OF A GROUP HOME

There are a number of general principles that can be outlined which are essential elements for the operation of every group home regardless of its objectives or program. The purpose for outlining these principles is to provide a deeper understanding of the concepts involved in a community-based residential setting. These principles also identify more specifically the purpose, and function of the group homes and their difference from the institution and the foster home.

In order to help the adolescent grow up properly and to treat "disturbed" children effectively, "one needs a point of view that encompasses both purpose and means of achieving purpose. Trying to help deeply disturbed families and children without clarity about direction is to frustrate good intentions" (Taylor, Singer, Goldstein, Tsaltos, Kasowski, 1976, p. 19). If success of a child's placement is based in part on:

1. the purpose of the program;
2. the extent and/or feasibility of the planning which had taken place prior to the youth's placement; and
3. whether or not the objectives and admission criteria of the group home meets the needs of the youth;

then it seems essential that the youth must understand the purpose and goals for the placement, as well as the objectives and means of achieving those objectives via the process of the program and the philosophy of the group home. To accomplish such an understanding there must have been prior input and hopefully agreement on the part of the referring agency, the group home and in particular the youth with respect to the the various aspects, reasons, goals and plans as were outlined for his placement (Taylor et al, 1976).

John Gibbs differentiates five main principles relevant to the operation of a group home. They are:

1. acceptance of the child,
2. an opportunity to contribute,
3. an opportunity for growth,
4. an opportunity for fulfillment, and a

5. child sense of being cared for. (1968, p. 12)

Acceptance of the Child

To elaborate, Gibbs points out that acceptance does not mean only being encompassed by the love of another, but rather, having one's contribution accepted by that other person. For the child to assist the staff in the housework, in the planning of an outing, or in drawing up house rules, the child begins to appreciate himself more and establishes a more meaningful bond to the program and the staff. Their sense of acceptance and belonging to the group home is thus enhanced. The adult might well be able to do it faster and more efficiently himself, but it would be a far less meaningful activity. In accordance, a we-they relationship is fruitless, especially since the child is on the receiving end of the relationship. To be a part of the group, the house, and the activity and more importantly to feel a part of his surrounding tends to enhance the commitment and opportunity for optimal growth.

Opportunity to Contribute

People appreciate and value such activities more if they are involved in doing them and to some extent responsible for them. To contribute to the daily life of the group home process is to have a sense of pride and accomplishment in himself and for his environment. The basic predicament of the adolescent "comes about when a person who considers himself important is expected to comply without having the right to contribute" (Mitchell, 1975, p. 8). In many cases the adolescent seems to have been shuffled aside. A sense of achievement, and age

responsible tasks are at times acknowledged in society in a negative connotation. The adolescent being somewhat independent, or at least striving for independence meets with confusing double standards, distrust, and a push-pull phenomena in relation to the extent that he or she is expected to contribute. A sense of belonging, contribution, and achievement are all essential ingredients if the adolescent is to feel accepted.

Opportunity for Growth

The child must have the opportunity for growth within the group home. He must be able to realize his potential and have a conducive environment necessary for him to obtain all that he can. The goal of attaining maturity for every child means different things to each child. It is not a once and for all matter. In order to measure progress of the child, especially in the group home setting, it must be measured against what they would have attained if they had not come into care. More importantly, progress must only be measured in relation to themselves, their abilities, and potential, and definitely not against the 'norm' of other children in or out of care.

As Gibbs states, "If growth is to occur, it must comprehend the possibility of choice, even if the choice may be wrong" (1968, p. 15). The child's judgement, values, and decision-making process must be allowed to take place on a progressive scale of responsibility with only minimal direction especially if he or she is to assimilate these beginning skills into a broader perception of himself in relation to others.

The extent of the direction, in supervision by the child care worker is to a large part reflective not only to the type of program and service offered but of the needs of the child as well.

Ronald Brill has identified the term "structure" which can be used to describe this general principle. He states:

Structure may be defined as a set of elements of the social or educational milieu which help the individual direct his thoughts and behaviors in certain directions rather than others. The higher the structure, the more the elements converge to determine the person's responses. (1979, p. 2)

Brill's statement tends to support Gibbs' previous argument that direction and supervision of the child depends largely on the type of service offered, and the ability of the child to learn within the framework of the structure provided.

Sense of Fulfillment

The child should have experiences and opportunities which will make possible the operation of healing those wounds previously experienced.

Basic to the needs of the adolescent is the desire for affection, love, and esteem from others.

[Over and above these however, are] additional conditions for self-worth. [The adolescent] also needs to engage in what he considers worthwhile activity, contribute to the important events in his environment, be convinced that he makes a difference, and be able to assert himself with confidence [...] [Giving is not enough.] He must go beyond receiving - he must do, create, and build. (Mitchell, 1975, p. 8-9)

In the process of developing his self-worth, the youth must be able to develop his or her inner controls without exposing them to entirely unmanageable strain.

Taken within the confines of the group home, structured programming conducive to the potentials and limitations of the youth is essential for a sense of fulfillment without being exposed to undue stress or strain. The environmental milieu of a good program consists of various components. Non-competitive recreational activities enables the youth to accept his own potentials as a mark of personal achievement and value. "Supportive counteragents against previous wrong life situations" (Redl and Wineman, 1965, p.82), enables the youth to adapt to a world of sharing and compromise. A better understanding of his contribution in group life situations enables him to attain a better sense of importance. Educational programs geared to the youth's potential promotes added confidence.

Youth tend to require some form of structure in order to organize their psychological life; to help them in their interpersonal relationships; to engage in meaningful activities; and even to trust that their expression of anger or tension will not be misinterpreted or viewed as bad or wrong.

As a result, the well planned, appropriately structured program is in fact a viable means toward initiating a better sense of self understanding, tolerance, acceptance, and self-fulfillment of what otherwise has previously been self-defeating experiences.

Sense of Being Cared For

The basic condition of being cared for is in the physical surroundings. For example: adequate and appropriate clothing, bed, shelter, food, and cleanliness of the house. Beyond this however, care in terms

of providing direction, discipline, as well as allowing the child to experience failure or waste as a result of his own decisions is essential for the child's growth and fulfillment.

2.8 ROLES OF A CHILD CARE WORKER

In conjunction with Gibbs' principles of a group home, Hirschbach identified six fundamental roles that a child care worker must carry out in order to be effective. A delimitation of these roles for the group home staff is essential to the understanding of the overall principles of a group home and the essential components necessary for its full utilization. These staff roles are as follows:

1. Homemaker: They must make a home out of the dwelling, not just a shelter or therapeutic setting. The tone and atmosphere should be as tranquil and secure as possible, and assurance that the basic needs of the child are adequately met.
2. Surrogate Parents: They must be able to comfort the child in times of stress and anxiety, and to give assurances to the child who is afraid to leave the security of the home. They must also be able to set firm and consistent limits but only in relation to the child's actual needs.
3. Modeling: The troubled or disturbed child has experienced such adult behaviours in the past that they doubt the existence of stable, mature, compassionate, and consistent adults. As a result, actions speak louder than words. The child imitates what the worker does much more than they listen to what the worker says they ought to do.
4. Team Member: The child care worker having more contact with the child than anyone else, must relate the information he has to all members of the treatment team with clarity and consistency.
5. Teacher: They are held responsible primarily for the wide range of social, cultural, and recreational activities along with many other skills and judgements needed for a successful life in the community.

6. Home Management: They are expected to carry out and operate the home, care for a number of difficult children, and meet their basic needs. Therefore, they must be able to organize and make viable plans. (Hirschbach, 1976, p. 685-686)

Only by seeing their own roles clearly and working together can the child care worker, the social worker, and the agency achieve their task - that of helping, teaching, and guiding the child into adulthood by preparing him for life in the world outside the group home (Hirschbach, 1976).

To coincide with this aspect of the role and responsibility of the child care worker, Hirschbach reiterates that:

regardless of how the parent agency defines therapy and assigns treatment roles, the child care worker plays a vital part in the treatment and program planning of the child. Because he spends a great deal of time and intensive contact with the child he must be involved in all aspects of planning, executing, changing and terminating the treatment program. (1976, p. 686)

2.9 CURRENT RESEARCH

An extensive review of the literature discovered only one similar study which is closely related to this research. Under a grant by National Health and Welfare in 1974, Sally Palmer studied 200 children in the long-term care of two agencies, in which she covered all aspects of the child's progress. One of those aspects was in considering the worker's contribution, qualifications, and performance in relation to the child's progress. Palmer included in her study the preparation and support given to the child during placement. This was measured on a scale ranging from discussion of separation with parents combined with pre-placement visiting at one end, to abrupt separation without discussion by the parents and the worker, at the other (April 1974).

In looking at the preparation of the child for admission, she notes that:

the child should be prepared for the trauma of placement by someone he knows and trusts; also that the transition should be made easier by a preplacement visit to the new home. (Palmer, April 1974, p. 9)

Her findings indicated that 48.5% of 200 cases studied, showed no parental resistance to the placement, but no preparation as well. Some 22% of the placements were by emergency admissions; 16% of the children discussed separation with their parents but did not have any pre-placement visit. Finally, only 5% of the 200 children had a pre-placement visit to the new home (Palmer, 1974).

An examination of these findings and other significant data presented by Palmer, raises the possibility that preparation may depend on the ease with which it can be accomplished and the amount of urgency that the worker feels about placement. Children who are emotionally rejected by their parents prior to removal from the home, are easier to prepare for separation because there has already been some alienation from their family. It has been noted by Palmer and others that parents who are hostile and unmotivated are often not involved in placement and the basis is not laid for a salutary parent-child-agency relationship.

Palmer goes on to state that:

except in matters of life and death, the child is likely to be injured more by a sudden move than by a few more days of a long-standing situation. A gradual, planned move allows the child to reorient himself and to receive the support of his parents in resolving his feelings. (1974, p. 12)

Palmer concludes her study by stating that placement was likely to be made without preparation of the child, and that separation conflicts tended to be ignored in subsequent casework discussions (1974).

Her study reflects not only the importance of planning and pre-placement visiting but also demonstrates that there is inconsistency between the theory that professionals have learned and that of the practicalities when dealing with placing a child in a new home.

Although apparently not clinically researched, Maluccio has also demonstrated that group home placements are done in a haphazard, unplanned manner with no thought or provision given to the importance of the pre-placement and planning phase for the child's imminent move (Maluccio, 1979).

2.10 LEGISLATION

Over the years, the Ontario Government has become increasingly involved in the development and monitoring of the status of group homes throughout the province.

In 1962, the Children's Institutions Act was established to replace and extend the provisions made for the institutional care of children under the Charitable Institutions Act. Additionally, it met "the recognized need for standards for children's homes and for additional financial assistance towards meeting these standards." (Turner, May 1979, p. 16)

Between 1962 and 1974, the Ontario Government increased the cost/share plan to eighty percent (80%) subsidy for the overall operating costs of these group homes (Turner, May 1979).

Whereas the residential facilities under the Children's Mental Health Centres Act was allocated one hundred percent (100%) funding due to the extent of their program for the treatment of the emotionally

disturbed child, those institutions under the Children's Institutions Act were maintained at eighty percent (80%). Since referrals from the Children's Aid Societies were reduced, beginning in 1975, due to government restraints on CAS budgets, and the subsequent use by the Societies of the facilities under the Children's Mental Health Centres Act, where the cost was assumed by the province, those facilities still under the Children's Institutions Act were left barely surviving.

In 1974, an interministerial committee was established to develop an overview of the growth patterns and needs required for the proper and appropriate utilization of the group home. A second objective of the Committee was to make financial recommendations for the consideration of the Ontario Government to help share the responsibility of ensuring that these new minimum standards were being met, thus maintaining the continuation of the differential use of the group home concept. Although this report (Anderson Report) cited many of the inconsistencies in residential services, philosophies, standards, funding policies, and criteria, it was not released until 1977 - some three years later. However at the same time as the release of the Anderson Report, the Government announced a comprehensive plan to consolidate all children's services under one Ministry (Turner, May 1979). In June 1979, changes in the Children's Institutions Act were to enable the integration of this act with the Ministry's long-range plans for standards and funding in all children's residential services. All licensing and standards would then come under the new Children's Residential Services Act for all residential facilities while funding provision would remain within the Children's Institutions Act under which those facilities were previously licensed (Turner, May 1979).

In 1979, the Ontario Government continued its policy shift towards a comprehensive and unified children's residential act and repealed the Children's Boarding Homes Act and replaced it with the Children's Residential Services Act. This act was to provide a statutory base for the establishment and regulation of all residential care programs for troubled children. It was enacted as the first essential step towards a more uniform set of standards in children's services. The new Children's Residential Services Act provides for registration and inspection of the group home through licensing, and is designed to cover those service operations providing residential care to three or more persons (Turner, May 1979).

The Children's Boarding Home Act provides for licensing and supervision, but not funding. Where such homes have in the past, relied heavily on Children's Aid Societies' referrals, a financial crisis has occurred and many of the group homes are now unable to rely on such referrals. Consequently, pressure to maintain adequate funding is borne by the individual group home. In the long run this pressure can lead to a less effective program (Social Planning and Research Council of Hamilton and District, November 1976).

The Ministry of Community and Social Services also funds some group homes directly at eighty percent (80%) of the per diem costs. The Children's Institutions Act is the authority for this funding which covers self-referrals, parental placements and referrals by social agencies. The remaining twenty percent (20%) of the group home's costs must come through fees to the parents, municipal grants, United Way, or private donations (Social Planning and Research Council of Hamilton and District, November 1976).

In carrying out child welfare services, the procedure is that children, in need of protection; are made wards of the Children's Aid Society by the Court and one hundred percent (100%) of the group home placement costs are borne by the Society.

On the other hand, when a child is made a ward of the Province by the Juvenile Court, the care of these wards is the financial responsibility of the Ministry. In the area of group home placements, the Ministry has arranged "contract beds". This funding arrangement attempts to ensure that vacancies always exist when the bed is required.

Another funding procedure is for juveniles who are on probation but who are not wards. Placements in the individual group homes are done through the Court, who in turn makes an "Order of Maintenance" against the municipality. To cover these orders, the municipality of Windsor and Essex County have spent some \$124,702.52 a total of 3803 days in care for 1980, for approximately 36 children (Residents information, Dept. of Social Services, City of Windsor, 1980). This cost is supposed to include the per diem rate as well as all sundry and miscellaneous items the youth may need. However, there are usually no provisions made in the amount of funding given the group home for these "extra" costs (City of Windsor Social Services, 1981, Note 4).

The difference in the funding procedures, is that under most acts the city of Windsor pays only twenty percent (20%) of the child's placement cost. However, when an order of maintenance is made on the municipality, the cost/share percentage is increased to fifty percent (50%). If the court was to make the child a ward of either the Children's Aid Society or a ward of the province then the municipality would save some

thirty percent (30%). The decision however, for the type of wardship, placement, and ultimately the funding allocations seems to be largely up to the Juvenile and Family Court Judge.

Due to the variation in funding patterns, different group homes have been affected differently by constraints on their budgets. Two of the five group homes in this study are members of the United Way. As such, there is a community commitment to support these group homes. As a general rule, group homes under the Children's Boarding Home Act, or under the Children's Institutions Act are more adversely affected by constraints than other components of the social service delivery system (Social Planning and Research Council of Hamilton and District, November 1976).

The auspices and funding jurisdictions of the five group homes in this study are as follows:

	Legislation	Funding
Group Home 1:	Children's Residential Services Act	Children's Residential Services Act or by an Order of Maintenance
Group Home 2:	Children's Residential Services Act	Children's Residential Services Act or by an Order of Maintenance
Group Home 3:	Children's Residential Services Act	Children's Institutions Act also a member of the United Way
Group Home 4:	Children's Residential Services Act	Children's Institutions Act
Group Home 5:	Children's Residential Services Act	Children's Institutions Act also a member of the United Way

2.11 CHAPTER SUMMARIZATION AND CONCLUSIONS

While there is a great deal in the literature about rehabilitation, very little has been written about the potential development of open, long-term, non-treatment oriented group homes providing the child with social supports and growth opportunities that are needed in the natural course of their development (Handler, 1974).

Community based services must be viewed as environmental supports necessary to sustain and promote the natural efforts of the youth to function, to cope, and to grow while remaining in the community. It has

been generally accepted by professionals, that the group home phenomena is a concept rather than an entity. As a result, the various types and uses of the group home are dispersed across a continuum of service with the large institution at one end and the foster home at the other. In lieu of this diverse continuum of service the type of youth suitable to a specific group home must be defined simply within the parameters of each group home's philosophy, objectives, and program. In this respect, the child seems to have to fit into the structure of the group home rather than the structure being flexible to fit the needs of the child. On the surface, the diversity of the group home along this continuum of service appears to accommodate the various needs of the youth. What is needed however, are services that provide for the specific needs of particular youths. Up to this point, there appears to be little planning to fill these gaps in needs. There are however, general common elements in the type of youth suitable for a group home that most experts appear to agree upon and that are consistent throughout the various group homes in operation today.

Beyond the issue of availability of resources, the literature reflects concern that the service delivery system is insufficiently coordinated causing not only gaps in service but the duplication of service. In order to meet this problem, the Ontario Government, in 1979, began to establish a number of Children's Services Committees in various municipalities throughout the province to begin addressing these issues locally.

A serious problem however, is that there is little clarity or agreement among professionals as to the criteria for placement, and

guidelines for adequate programming for the needs of various types of youth. To meet this problem, the Ontario Government has developed a number of standards outlining several proposed guidelines for the placement planning, admissions, programming, and licensing procedures for all children's residential facilities in the province.

The literature also reflects the confusion regarding the standards and procedures for the admission criteria of the group home versus what actually takes place. There has also been a limited amount of consideration towards any comparative effectiveness evaluation of group home placements throughout the literature. The policy of the Ontario Government in this respect, appears to be clear and precise although broad in perspective.

Maluccio explains the importance of these aspects to placement planning when he says that a delineation of criteria for placement is essential, since at present, many placements in residential services are made on the basis of imprecise criteria, poor planning, or emergency reasons (Maluccio, 1979). The rationale for placing the child and the objectives to be achieved during placement must be thoroughly assessed and appropriately utilized by all concerned if optimal growth is to be obtained through the use of the group home.

In conclusion, it is believed that only after careful planning in relation to the special needs of the child and the objectives to be achieved through the diversification of the group home's program, can the use of the group home bring maximum effectiveness.

Chapter III

METHODOLOGY

3.1 INTRODUCTION

As the review of literature indicated, the concept of using group homes as a means of intervening in the patterns of behavior learned by children throughout their development, has mushroomed into a most unwieldy service network. In the past, numerous group homes have sprung up in a haphazard, unplanned manner. There has been little commitment in the past, by both government and society, to providing "across the board" services designed to meet the youth's essential needs. In consequence, processes intended to delineate, monitor and evaluate these services have not yet been fully established. Therefore, little forethought has gone into developing the admission criteria, operational policies and service programming of most group homes prior to opening their doors for business.

It wasn't until 1975 that the Ontario Provincial Government began to develop guidelines, standards and regulations with the hope of reversing this haphazard trend. Their aim was to provide a framework from which effective, efficient, and appropriate use of the group home could be monitored.

The Ministry of Community and Social Services' "Policy Statement on Standards for Children's Residential Care Facilities" September 1980, addresses, among other topics:

1. legal rights of the child
2. licensing
3. basic care programming standards
4. specialized programming standards
5. admission policies, and
6. organization and management standards

Numerous other policy statements have been distributed to all children service facilities in the province which seems to indicate the Ontario Government's commitment toward ensuring that group homes are acceptably managed and appropriately used. Within the next few years, the Government of Ontario plans to have developed standards for every service available to children. These standards will require a monitoring system, to ensure compliance from all facilities, if they are to remain in operation (Whalen-Griffin, September 1980).

The scope of the literature actually addressing the extent of planning for the placement of the child is at best sketchy. Only one similar research study was located as a result of a review of the Canadian literature. The Canadian articles underscoring the importance of the admission stage in the child's placement are also extremely limited as is evidenced in the bibliography.

3.2 OBJECTIVES FOR THE STUDY

With the previous information in mind, the decision was made to explore the extent of planning for the placement of the youth in five group homes located in Essex County. More specifically, the objectives of this research were to determine:

1. The rationale and objectives of the referring agency for the placement of the youth at the time of referral.
2. The understanding by the group home, of the rationale and objectives of the referring agency at the time of referral.
3. The understanding by the youth, of the rationale and objectives of the referring agency at the time of referral.
4. The admission and discharge criteria of the group home at the time of referral.
5. The understanding by the referring agency, of the admission and discharge criteria of the group home at the time of referral.
6. The understanding by the youth, of the admission and discharge criteria of the group home at the time of referral.

The above objectives have been collapsed into two main objectives for doing this research. They are as follows:

Objective A

To explore whether there was communication and understanding of the rationale and objectives for the placement of the youth among the referring agency staff, the group home staff, and the youth at the time of referral.

Objective B

To explore whether there was communication and understanding of the admission and discharge criteria for the placement of the youth among the group home staff, the referring agency staff, and the youth at the time of referral.

By incorporating the above objectives into three separate questionnaires, the authors planned to determine the degree of congruency and communication during the planning phase within the triadic system, which consists of the referring agency, the group home staff, and the youth. This triadic concept was devised by the authors based on the require-

ments for the placement of a child in a residential facility as outlined in the Ministry's Policy Statement on "Standards for Children's Residential Care Facilities", 1980, which has been previously referred to in chapter II section 2.2.

The authors agree with, and accept the position of the Ministry in relation to the standards they have developed and have therefore incorporated these into the questionnaires of this study. The basis for these standards is that all the people involved in signing an agreement of service, must also be actively involved in the planning stage of the placement. Although it is usually the group home director or his designate who is responsible for the pre-admission procedures, extensive knowledge of, and acceptance of, the various decisions being made must also include the group home staff simply because they are the ones responsible for operationalizing the plans made for the youth. The only acceptable exception to this triadic-team approach is that of the parents, who, depending on the legal status of the child may or may not be involved in making decisions with the child either as a self-referral or in conjunction with the referring agency.

3.3 FOCUS OF THE RESEARCH

This study was centered on the extent of placement planning for the youth entering a group home. In doing so, the authors were interested in examining the results of questionnaires distributed to the youth who, at the time of the study, were residents in the five group homes; the worker from the referring agency who placed these residents; and the group home staff. Specifically, the authors were interested in deter-

mining whether there was thorough communication and significant placement planning, between the three parties involved, prior to the actual admission of the youth to one of the group homes in the study.

3.4 CLASSIFICATION OF THE RESEARCH

In classifying this study, the classification system developed by Tripodi, Fellin, and Meyer (1979) was used.

The major type category used in this study is called quantitative-descriptive research. Tripodi et al, describes quantitative-descriptive research as:

empirical research investigations which have as their major purpose the delineation or assessment of characteristics of phenomena, program evaluation, or the isolation of key variables. These studies may use formal methods as approximations to experimental design with features of statistical reliability and control to provide evidence for the testing of hypothesis. All of these studies use quantitative devices for systematically collecting data from populations, programs, or samples of populations or programs. They employ personal interviews, mailed questionnaires and/or other rigorous data gathering devices and survey procedures. (Tripodi et al 1979, p. 38)

Tripodi et al further delineates the quantitative-descriptive study into four sub-types based on the primary purpose of the investigation.

These sub-types are:

1. hypothesis testing
2. program evaluation studies
3. population description studies, and
4. variable relationship studies. (Tripodi et al, 1979, p. 38)

The classification of this study is described as quantitative-descriptive, sub-type population description.

3.5 THE RESEARCH QUESTION

The research question in this study is based on the current Government policy regarding pre-placement planning; the findings presented by Palmer and Maluccio in particular; the content in the review of the literature; as well as the professional experiences of the authors.

The research question used in this quantitative-descriptive study reads as follows:

Are child placements in group homes made in a planned and thorough manner with the co-ordination of goals and plans being well established prior to the actual time of placement?

3.6 OPERATIONAL DEFINITIONS

In order to investigate the previously stated objectives of this study, and to test the research question in a reliable manner and provide the opportunity for replication, the basic concepts used in this study were operationally defined.

Group Home

For the purpose of this project the Ministry definition will serve as a basis for identifying a group home in Essex County.

A group home is a single housekeeping unit in a residential dwelling in which three to ten unrelated residents live as a family under responsible supervision consistent with the requirements of its residents. The home is licensed or approved under the Provincial Statute in compliance with municipal by-laws. (Group Homes: Location and Distribution Report, March 30 1978, p. 3)

Adolescent

Although there are various definitions of an adolescent, the authors have decided to use a simple definition in terms of age. For the purpose of this study an adolescent has been defined to be a person between the ages of 12 and 17 years. This age range was selected based on two main criteria:

1. The admission policies of the five group homes in this study do not include the child under the age of 12 years.
2. The youth over the age of 17 years is generally working toward full independence and as such is usually not expected, by these group homes, to be fully active in their program.

Throughout this study the terms 'child', 'adolescent', or 'youth' have been used interchangeably with the intention of always referring to the stage of childhood known as adolescence.

Referring Agency

This is an agency mandated either under the Ministry of Community and Social Services, the Ministry of Corrections, or as an agency involved in the consumer sector which serves as an advocate to the youth in need of special services. They are usually primary service delivery facilities which make outside referrals to help in the treatment or readjustment of the youth back into the community.

Triadic Team Approach

The triadic team is composed of the group home staff, the referring agency worker, and the youth working together in the placement plans. The terms 'triad', 'triadic concept', and 'triadic system', are used interchangeably with the intention of referring to the same three members involved in the placement.

Rationale for the Placement

This term refers to the reasons why the referring agency (social worker or individual) has decided to place the youth in the care of a particular group home.

Objectives of the Placement

The term 'objectives' refers to the goals as outlined by the referring agency and the group home with respect to the particular needs of the youth in question.

Admission Criteria

The admission criteria for each group home refers to those standards and policy statements which must be satisfied before a youth is admitted to the group home. The limitations of the program, as well as the kinds of behavioural problems the home is able to manage, as well as the type of program they are designed to offer should also be delineated.

Discharge Criteria

The discharge criteria of each group home refers to those standards and policy statements which outline the procedures which must be followed prior to removal of the youth from the group home. The criteria should indicate the kinds of behaviour which the group home is unable to accept, procedures for removal of the youth, and their follow-up responsibility. It should also outline the goals which are to be accomplished by the youth for a successful graduation from the group home.

Planning

The term 'planning' refers to the extent to which both the referring agency and the group home prepare themselves and the youth for the placement of that youth. Planning includes the goals and objectives for the youth, and the program the group home can offer.

It must be noted that the issue of the youth's separation from his home environment was assumed to have been previously dealt with successfully by the child and his worker. Consequently, the process of such separation was not considered a part of the planning phase for the admission to a group home. The only reference to the separation process was made in respect to emergency placements and the numerous implications which may arise from such a situation.

3.7 SAMPLE POPULATION AND SAMPLING PROCEDURES

In view of the authors' professional experiences and the fact that the review of literature reflect that effective placements require consistent congruency of information sharing, knowledge of pertinent material, and open communication between the youth, his worker, and the group home staff, this interchange was focused upon in the development of the questionnaires. Such a triadic system for communicating the planning of the placement is seen as an integral part in the successful 'team approach' to establishing a strong foundation for the imminent placement of the youth and ultimately to help ensure a more effective utilization of the service offered by the group home.

Group Home Sample

The total number of residential facilities in Essex County for children was sixteen; ten of these are classified as group homes in relation to the criteria previously cited. Of these ten group homes, five were not included in this research. Four of the five group homes not included in the study, were under the jurisdiction of the two Children's Aid Societies in Essex County. The decision was made not to include these group homes as they were mandated by law through the Child Welfare Act, 1978, to provide a service to the child in need of protection. The rationale for this decision was primarily based on the fact that the authors wished to look into the extent and use of planning that the referring agency undertakes when having to purchase a service from an outside facility. The assumption being, that a certain level of accountability and quality of service would be expected, both from the group home and the referring agency.

The remaining one group home not included in the study used houseparents as a method of supervision rather than using a staffing system.

Consequently, the sample population of the group homes in Essex County used in this study consisted of five group homes. The following criteria is the basis for the selection of these five group homes:

1. All five group homes are privately operated with either a board of directors or advisory board to govern their operation.
2. All five group homes operate on a staffing system rather than using houseparents.
3. All five group homes provide a service for the adolescent with either behavioral problems or who are in trouble with the law.
4. All five group homes provide a service to the community for a fee.
5. All five group homes have a "non-treatment" orientation and consequently are not under the jurisdiction of the Mental Health Act.

As a result, the group homes selected provided a thorough cross section of the type of services offered the adolescent in Essex County.

The group homes selected were:

1. Briarwood
2. Renaissance Homes - boys and girls
3. Leone Residence
4. The Inn of Windsor
5. New Beginnings

Referring Agency Sample

In determining the sample population of workers from the referring agencies, the authors were able to obtain the name of the youth's worker directly from the youth's questionnaire. These workers were then contacted through their referring agency to request their participation in the study by completing the questionnaire.

A total of 12 agencies participated in this study. To ensure anonymity of the individual workers, the following is a list of the agencies that had a child placed in one of the five group homes.

1. Roman Catholic Children's Aid Society for the County of Essex
2. The Children's Aid Society of Essex County
3. Juvenile Probation and After Care Services, Ministry of Community and Social Services
4. Birthright of Greater Windsor
5. City of Windsor, Social Services Department
6. Probation and Parole Services (Adult), Ministry of Correctional Services
7. Reaching Out, Windsor
8. Legal Assistance of Windsor
9. Windsor Board of Education
10. A Windsor Law Firm
11. Children's Aid Society of the city of Sarnia and the County of Lambton
12. Maryvale, Windsor

Child Sample

The sample population under study consisted of adolescent boys and girls between the ages of 12 and 17 years of age, who were referred by an agency to the group home, and who were residents in the selected group homes at the time of this study. Twelve to 17 year old persons are not only capable of understanding the process of being placed, but also, are at the developmental stage of trying out their own decision-making abilities, making their concurrence important if they are to be emotionally committed to the overall plans and goals of their placement (Erikson, 1969).

3.8 METHOD OF DATA COLLECTION

The authors contacted the five group homes by letter (Appendix A), asking them to participate in the study. A brief explanation of the purpose of the study was included in the letter. The group home directors were subsequently contacted by telephone to confirm the date and time for the distribution of the questionnaires to their staff and the youth in the group home.

A similar procedure was carried out for the referring agencies. The questionnaires were mailed to the executive director of each agency for distribution to the appropriate individual. On completion, the questionnaires were returned to the referring agency director at which time arrangements were made by the researchers to pick them up. Covering letters were included with the questionnaires, as well as instructions for completing these forms (Appendix B, C).

The use of a "child identifier code" enabled the authors to link the youth with his referring agency worker and the group home without requiring any further identifying information, in order to safeguard the anonymity of the youth.

The questionnaires were colour coded: the youth's questionnaire was yellow; the group home staff questionnaire was green; and the referring agency questionnaire was on white paper. The purpose of this procedure was to assist the authors in the analysis of the data and to avoid any possible misfiling of the data.

3.9 THE RESEARCH QUESTIONNAIRES

For economic reasons as well as the time factor involved in carrying out this study, the questionnaire was selected as the most appropriate method of data collection. Seltiz, Wrightsman, Cook, 1976, offers other advantages for the use of the questionnaire over the interview. They are:

1. Questionnaires can be administered to large numbers of individuals simultaneously;
2. Respondents may have greater confidence in their anonymity, and thus feel free to express their viewpoint more honestly;
3. Questionnaires may place less pressure on the respondent for immediate response allowing ample time for a more accurate, complete answer;
4. Questionnaires require much less skill to administer than an interview;

The questionnaire developed for each sample group was standardized in that the significant topics for each of the three questionnaires were homogeneous, and were presented in the same order for all the respondents. In this way, the researchers were assured that all of the respondents replied to the same questions (Selltiz et al, 1976, p. 309). As a result, the reliability of the data was increased by decreasing a number of biases which might result from questions worded differently.

The questionnaires were comprised of "fixed alternative" or closed questions in which the responses of the participants were limited to stated alternatives (Selltiz et al, 1976, p.310). Selltiz et al goes on to discuss some advantages of the fixed alternative question. They are:

1. It is simple to administer and quick and relatively inexpensive to analyze.
2. It may help to ensure that the answers are given in a frame of reference that is relevant to the purpose of the enquiry and in a form that is usable in the analysis.
3. Sometimes the provision of alternative replies helps to make clear the meaning of the questions.

Although there are disadvantages to the use of the fixed alternative question, the authors were conscious of these drawbacks and made every effort to minimize them. Selltiz et al (1976) discusses these major disadvantages as follows:

1. One of the major drawbacks of the closed question is that it may force a statement of opinion on an issue about which the respondent does not have any opinion.
2. In the closed question, the reply is taken at face value.

3. Even when a respondent has a clear opinion, a fixed-alternative question may not give an adequate representation of it because none of the choices corresponds exactly to the respondent's position, or because they do not allow for qualifications.
4. Omission of possible alternative responses may lead to bias. Even when a space is provided for "other" replies, most respondents limit their answers to the alternatives provided.
5. The fact that the wording of questions is the same for all respondents may conceal the fact that different respondents make different interpretations, some of which may be quite different from those intended by the interviewer. (p. 314-316)

In order to minimize the above drawbacks, the researchers designed the questionnaires with the following in mind:

1. The questionnaires were designed to elicit responses in which the opinions were of an issue and important to each of the three sample populations.
2. The researchers were interested in analyzing the responses on a face value basis. Space was provided for a 'please explain' section for those respondents wishing to do so. This was limited to the group home sample population and the referring agency sample population only.
3. The questionnaires were composed so that questions were presented clearly and were structured so that the necessary choices were available to each of the three sample populations.
4. No control could be established for the omission of possible alternative responses, although space was provided for 'other' replies.

5. The questions were stated clearly and were clarified during their administration to both the group home sample population, and the youth sample population. The referring agency sample population had their questionnaires distributed to them via the mail with a brief covering letter of instructions for completion of the questionnaire.

A further precaution taken by the researchers, was to carefully pretest each of the three questionnaires as described in the next section.

3.10 THE PRETEST

The use of a pretest for each group of questionnaires was carried out prior to the study. Seltiz et al discusses the pretest and its purposes as follows:

The pretest is a try-out of the questionnaire to see how it works and whether changes are necessary before the start of the full-scale study. The pretest provides a means of catching and solving unforeseen problems in the administration of the questionnaire, such as the phrasing and sequence of questions, or its length. It may also indicate the need for additional questions or the elimination of others (Seltiz et al, 1976, p. 545).

In administering the pretest for the referring agency, M.S.W. students who have had previous experience in placing children in group homes were used. The pretest on the youth's questionnaire and the group home staff's questionnaire, was accomplished through the cooperation of the Roy J. Bondy Centre from the Roman Catholic Children's Aid Society for the County of Essex, where both staff and children completed the questionnaires.

As a result, the people involved in the pretests were similar in characteristics and age to those who were participating in the actual study (Selltiz et al, 1976, p. 545).

An analysis of the results of the pretests, led to further editing of the three questionnaires used in this study. Samples of the final questionnaires are found in appendix D, E, F.

3.11 LIMITATIONS

This study was limited to five group homes located in Essex County. The group homes included in the study represented the total number of group homes as classified by the previously stated criteria in chapter III, section 3.7. The study limited itself to those group homes providing a service for a fee rather than those mandated by law to provide a service.

The study was also limited to adolescents living in these group homes with an age range of 12 to 17 years, and who were referred by an agency worker.

3.12 CHAPTER SUMMARIZATION

A quantitative-descriptive research design was chosen as the most appropriate method of examining the research question, which was:

Are child placements in group homes made in a planned and thorough manner with the co-ordination of goals and plans being well established prior to the actual time of placement?

The study was limited to group homes in Essex County and was centered on the aspect of placement planning for children in group homes. Specifically, the authors were interested in determining the

extent to which placement planning took place prior to the actual placement of the youth in a group home.

The method of data collection was by means of questionnaires. The questionnaires were distributed to the youth in each of the group homes; the youth's worker (referring agency); and the group home staff from the five group homes used in the study.

The authors pretested each of the questionnaires by using a group of individuals who were similar in characteristics and ages to those that would actually be participating in the study.

Chapter IV
RESEARCH FINDINGS

4.1 INTRODUCTION

This chapter represents a report of the description of the research findings, as a result of the input data from the questionnaires. The chapter has been divided into three sections.

Section I serves as a brief introduction to this chapter.

Section II represents the presentation of the demographic characteristics of the three sample populations. An univariate analysis consisting of the mean, mode, frequency, and percentage was used in describing the referring agencies, group home staff, and the youth involved in the study.

Section III relates to the six objectives of the research study, which can be found in chapter III, section 3.2. Each objective has been presented along with the questions from the questionnaires which relate to that specific objective. The analysis of this data has been performed within the context of the triadic team approach to placement planning. Most of the variables used in the study were of the nominal level measurement. The most appropriate statistic for comparing similarities between three sample groups, using nominal level variables, is by the use of percentages and looking at the percentage difference between those groups. Therefore, the extent of the planning for the placement with respect to the communication between the referring agency

worker, the group home staff, and the youth sample populations, have been described in terms of the mean, mode, frequency distributions, and percentages.

4.2 CHARACTERISTICS OF THE SAMPLE POPULATIONS

Five group homes from Essex County were involved in the study. Four of the group homes were located in Windsor, the remaining one group home was located in Essex County. Of the four group homes in Windsor, two were in residential communities, one was on the fringe of a residential community tending more toward a commercial zone and the other was located on the periphery of the downtown core of the city. The fifth group home which was located in the county, was on the outskirts of a small town.

Two of the group homes were for adolescent girls; one group home was for adolescent boys; one group home was co-ed; and the fifth group home had both boys and girls which were separated into two buildings with both having the same program, admission and discharge criteria, and objectives.

The maximum capacity in the five group homes ranged from a low of six, to a high of 12, with a total population of 49 adolescents living in the group homes at the time the study was conducted. As can be seen in table 1, of the 49 adolescents, a total sample population of 33 adolescents were used in the study. The difference of 16 was due to self-referrals, over-age or improperly completed questionnaires, all of which were not included in the study.

TABLE 1

Population Frequency with Sample Population Frequency

	N	n	PERCENT
GROUP HOME 1	11	4	36.36
GROUP HOME 2	10	9	90.00
GROUP HOME 3	12	9	75.00
GROUP HOME 4	7	6	85.71
GROUP HOME 5	9	5	55.56
TOTAL	49	33	

In the five group homes, there were a total of 23 staff, and 4 directors who completed the questionnaires.

Of all the agencies in Windsor and Essex County, 11 agencies had referred at least one youth to the group homes at the time of the study. One agency was located outside of Essex County. Of the 12 agencies, there were 29 individual workers contacted to participate in the study. Of these 29 workers, 27 (93.10%) returned the questionnaires and were subsequently used in the study. These 27 workers referred a total of 33 children to the group homes.

It is coincidental that the number of referring agency workers participating in this study is the same as the number of group home staff.

As can be seen in Chapter III, section 3.6 (referring agency sample), the type of agencies actually participating in the study varied in their orientation to the child, their mandate, and their terms of reference for becoming involved in making the referral to the group home.

Child Sample

Age

Of the 33 adolescents in the five group homes, the mode, or most frequently occurring age was 15. The mean age was 15.09 with a low of 12 years and a high of 17 years of age. Thus the age range was 5 years as can be seen in figure 2.

AGE YEARS		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
12	**	1	1	3.03	3.03
13	**	1	2	3.03	6.06
14	*****	5	7	15.15	21.21
15	*****	15	22	45.45	66.67
16	*****	9	31	27.27	93.94
17	****	2	33	6.06	100.00

Figure 2: Distribution of age for child sample

mode=15

Sex

Figure 3 shows that, of the 33 adolescents, there were 11 males (33.33%) and 22 females (66.67%). The mean age for the male adolescents was 14.91 years, and the mean age for the female adolescents was 15.18 years.

SEX		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
MALE	*****	11	11	33.33	33.33
FEMALE	*****	22	33	66.67	100.00

 | 5 10 15 20
 FREQUENCY

Figure 3: Distribution of sex for the child sample

mode=female

Number of Youth in each Group Home

Figure 4 describes the number of adolescents in each group home at the time of the study. The figure does not show the true N for each group home but rather the sample population (n) for those adolescents used in the study.

Group homes 2 and 3 each had nine (27.27%) of the adolescents in the home who were appropriate for inclusion in the study. The second highest distribution was that of group home 4 which had six (18.18%) of the sample population.

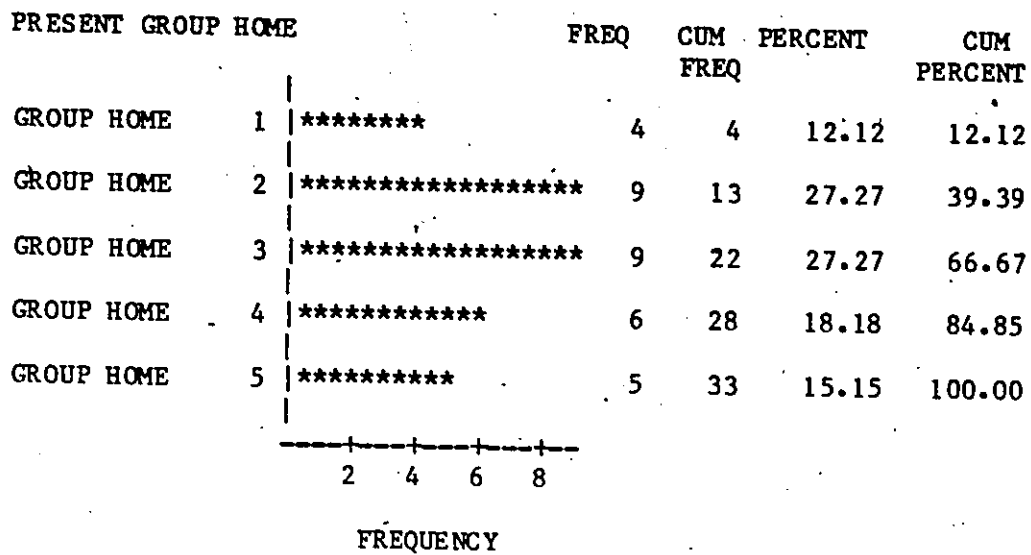


Figure 4: Distribution of youth by group home

bimodal=2 and 3

Catchment Area

To determine the catchment area for the adolescents in need of residential care, each child was asked where they lived prior to coming to the group home. Figure 5 shows that of the 33 adolescents, 25 or (75.76%) previously lived in the City of Windsor. Six (18.18%) came from Essex County, and two (6.06%) came from outside the County of Essex.

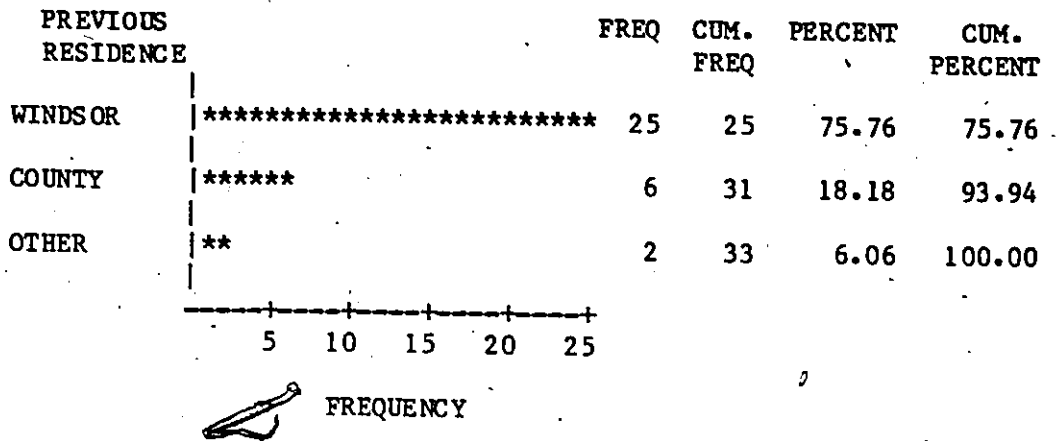


Figure 5: Previous residence of the youth

mode=Windsor

Previous Placements

When the child was asked whether they had been previously placed in a group home or another facility prior to their current placement, a significant variation occurred. Figure 6 gives a graphic illustration of the distribution of the number of children by their previous experience with being placed in another facility. Twelve of the 33 adolescents (36.36%) had not experienced any previous placement away from their biological families. For these 12 adolescents, this was their first exposure to residential care. Seven of the 33 adolescents came from various facilities in this area such as: Windsor Group Therapy (1), Maryvale (2), Detention (1), Foster Home (1), Bridge Avenue (CAS-1), and the Roy J. Bondy Centre (RCCAS-1). The graph also shows

that 4 (12.1%) were previously living in Briarwood, while 2 (6.06%) had previously lived in The Inn of Windsor or Leone Residence prior to coming to their present group home.

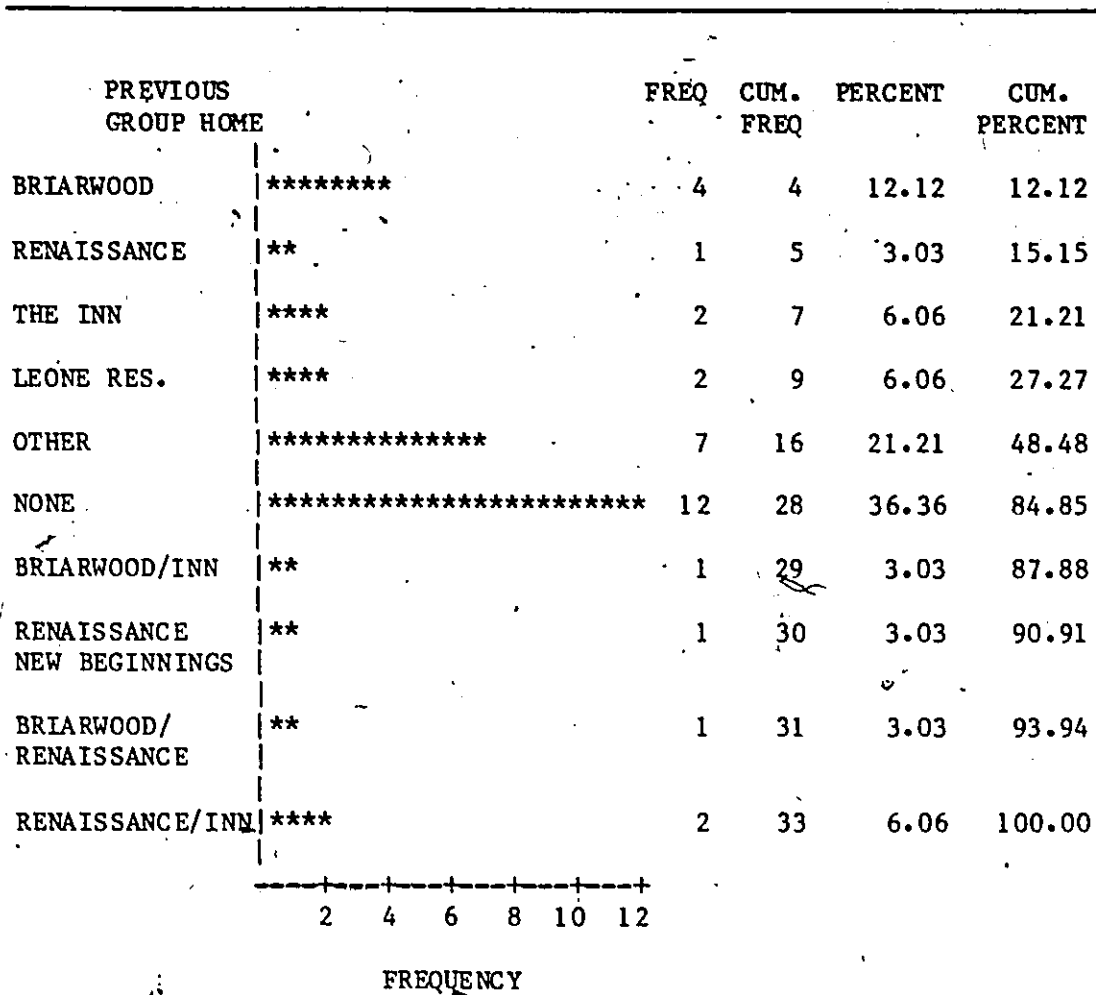


Figure 6: - Group homes child sample were previously placed in

mode=None

Fourteen of the 33 adolescents (42.42%) had lived in at least one or two of the five group homes selected for inclusion in the study. This indicates that the use of the group home seems to respond to two prime needs. One is for the adolescents who for first time are away from their home; and two, as a less structured setting for those adolescents moving towards a re-integration or readjustment back into the community from the more structurally closed setting.

Referral Source

Of the 12 referring agencies who had placed adolescents, the mode or the agency which made the most frequent referrals was the Essex County Children's Aid Society by placing 8 or (24.24%) of the 33 children. The agency which initiated the next most frequent number of referrals was the Roman Catholic Children's Aid Society for Essex County with 7 (21.21%) of the 33 adolescent being placed. Figure 7 demonstrates this frequency of which agencies placed youth in the group homes. Although the review of the literature explains that Children's Aid Society's budgets are limited, and that referrals to private residential facilities have declined in recent years, figure 7 shows that of the 33 adolescents, 15 (45.45%) of the placements involved the two Children's Aid Societies in Essex County.

Of the 33 adolescents only two were placed from the City of Windsor Social Services at the time that the study was done. No financial figures were available for the cost/share plan for these two adolescents but as the review of the literature demonstrated, the City of Windsor was responsible for fifty percent (50%) of the daily cost instead of the

REFERRING AGENCY	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
R.C.C.A.S. *****	7	7	21.21	21.21
E.C.C.A.S. *****	8	15	24.24	45.45
JUV. PROB. *****	4	19	12.12	57.58
BIRTHRIGHT ****	1	20	3.03	60.61
SOCIAL SERVICES *****	2	22	6.06	66.67
ADULT PROB. ****	1	23	3.03	69.70
REACHING OUT ****	1	24	3.03	72.73
LEGAL ASSISTANCE ****	1	25	3.03	75.76
EDUCATION *****	5	30	15.15	90.91
LAW FIRM ****	1	31	3.03	93.94
SARNIA CAS. ****	1	32	3.03	96.97
MARYVALE ****	1	33	3.03	100.00

1 2 3 4 5 6 7 8
 FREQUENCY

Figure 7: Agencies involved in deciding child placements

mode=E.C.C.A.S.

prescribed twenty percent (20%) as set out in the legislation governing wards of the crown.

Present Length of Stay

At the time of the study, 16 (48.48%) of the adolescents had been living in the group home for less than three months, while 24 (72.73%) had lived in the group home less than six months. Subsequently, only nine (27.27%) of the adolescents had been living in the group home longer than six months which appears to be widely accepted by professionals as being long-term care in a residential setting. Of these nine, two (6.06%) had been there longer than one year. Figure 8 demonstrates this frequency distribution by the length of time the adolescent had been living in their current group home.

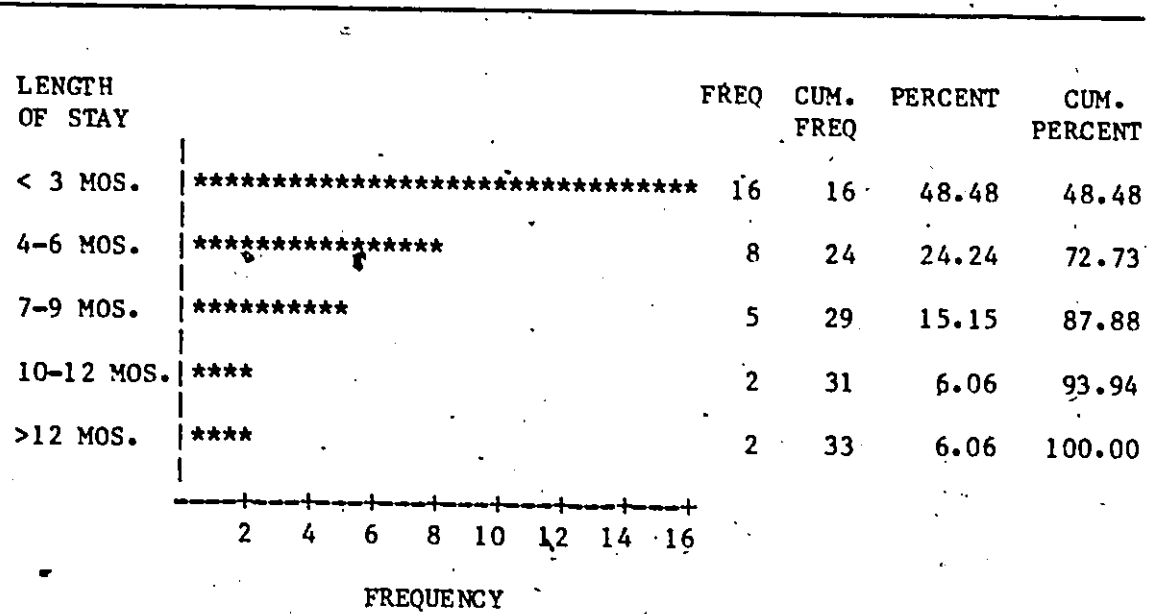


Figure 8: Length of time child has been living in group home

mode = < 3 months

Expected Length of Stay

Figure 9 shows the length of time the adolescent expected to remain in that particular group home. Of the 33 adolescents, nine (27.27%) expected to stay less than three months, with a total of 17 (51.52%) who expected to stay less than six months. Nine (27.27%) expected to stay between six months and one year, while seven (21.21%) of the adolescents expected to stay longer than twelve months. Subsequently, a total of 16 (48.48%) of the adolescents expected to stay longer than six months which is considered long term care. Although 24 of the 33 (72.73%) of the adolescents have lived in their current group home less than six months (see figure 8), almost 50 percent expected to stay longer than six months, and a clear 21.21 percent expected to stay longer than 12 months. Figure 8 and figure 9 demonstrate this aspect and seem to reflect the need for long term care of the adolescent in need of a residential setting. This is demonstrated by comparing that at present, only nine of the 33 adolescents have been living in the group home more than 6 months, but 16 or almost 50 percent of the youth sample population expected to be there longer than 6 months.

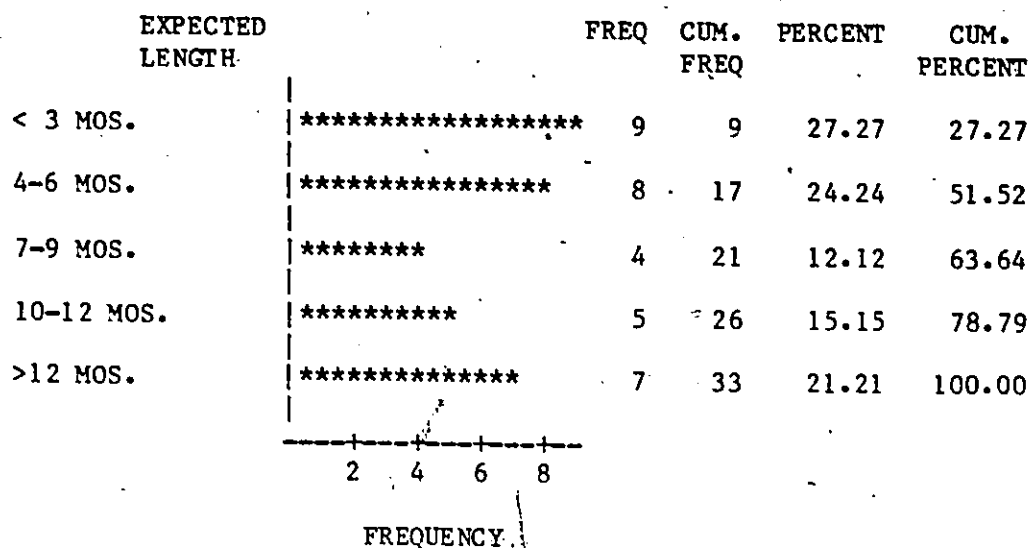


Figure 9: Length of time child expected to stay in the group home

mode= < 3 months

Group Home Staff Sample

Sex

The study included responses from a total of 27 group home staff. This represented a sample population of 79.41%. Of the 27, 16 (59.26%) were female; while 11 (40.74%) were male. The modal sex in this sample was female as can be seen in figure 10.

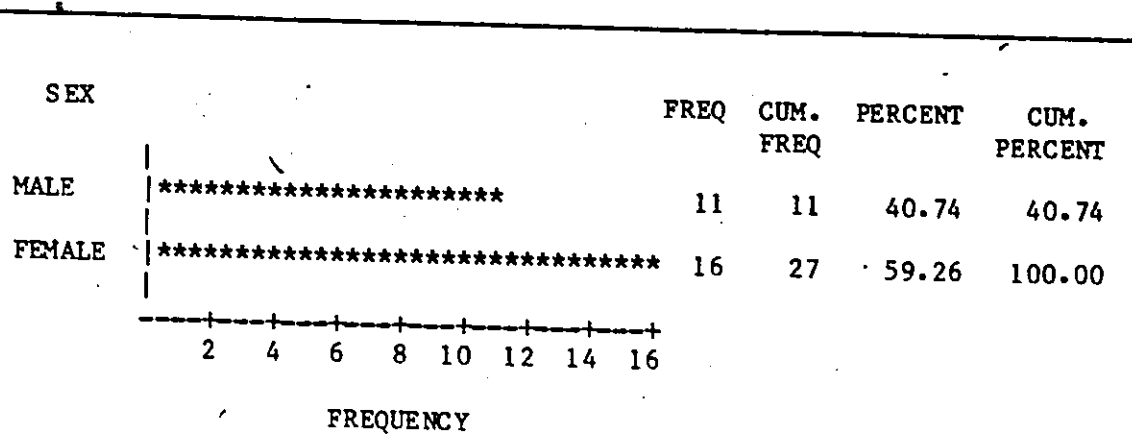


Figure 10: Sex distribution of the group home sample

mode = Female

Age

The mean age for the group home staff was 35.29 years, based on a total of 21 responses. The ages ranged from a low of 22 years to a high of 61 years. The range therefore was 39 years.

Of the 27 group home staff, six did not respond to this question.

AGE (YEARS)	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT	
20-24	*****	4	4	19.05	19.05
25-29	*****	4	8	19.05	38.10
30-34	*****	5	13	23.81	61.91
35-39	*****	2	15	9.52	71.43
40-44	****	1	16	4.76	76.19
45-49		0	16	0.00	76.19
50-54	*****	4	20	19.05	95.24
55-59		0	20	0.00	95.24
60-64	****	1	21	4.76	100.00

1 2 3 4 5
 FREQUENCY

Figure 11: Age distribution of the group home sample

mean = 35.29

Marital Status

The group home staff questionnaire provided 4 categories of marital status as shown below:

- single
- married
- separated/divorced
- widowed

Of the 27 group home staff who participated in this study, 3 did not respond to this question.

The bimodal frequency of the marital status for the group home staff was 10, which indicated that both the categories, single and married accounted for 83.33 percent of the sample population, as can be seen in figure 12.

MARITAL STATUS	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
SINGLE	10	10	41.67	41.67
MARRIED	10	20	41.67	83.33
SEP./DIVORCED	2	22	8.33	91.67
WIDOWED	2	24	8.33	100.00

Figure 12: Distribution of marital status for group home sample

bimodal = Single and Married

Employment Status

Of the 27 group home staff, a total of 26 responded to this question. Twenty-three of 26 respondents (88.46%) were full time staff, while 3 (11.54%) were part time staff as can be seen in figure 13.

EMPLOYMENT STATUS	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
FULL TIME	23	23	88.46	88.46
PART TIME	3	26	11.54	100.00

FREQUENCY

Figure 13: Present employment status for the group home sample

mode = Full time

Present Job Position

Of the 27 group home staff who participated in this study, a total of 26 responded to this question. Four (15.38%) were supervisors; 6 (23.08%) were child care workers; 4 (15.38%) were directors; and, the remaining 12 (46.15%) were classed as "other". This is graphically presented in figure 14.

Under the "other" classification, the following positions were listed:

- social work trainee;
- residence counsellor;
- housemother;
- assistant director;
- counsellor in group home;

- teacher.

JOB POSITION	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
SUPERVISOR	4	4	15.38	15.38
C. C. WORKER	6	10	23.08	38.46
DIRECTOR	4	14	15.38	53.85
OTHER	12	26	46.15	100.00

-----+-----+-----+-----+-----+-----+
 2 4 6 8 10 12
 FREQUENCY

Figure 14: Distribution of job position for group home sample

mode = Other

Length of Present Job

Of the 27 group home staff, 22 (81.48%) responded to this question.

Eight (36.36%) of the staff indicated 1 year of experience in their present position. Four (18.18%) indicated 2 years experience. Six (27.27%) of the staff had 7 years experience. The mean length of experience in their present job for the group home staff was 4.045 years as can be seen in figure 15.

Aside from the directors, the majority (54.55%) of the staff had two years or less experience in their present position.

LENGTH OF EMPLOYMENT (YEARS)	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT	
1	*****	8	8	36.36	36.36
2	*****	4	12	18.18	54.55
3	****	1	13	4.55	59.09
4	****	1	14	4.55	63.64
7	*****	6	20	27.27	90.91
11	****	1	21	4.55	95.45
13	****	1	22	4.55	100.00

Figure 15: Length of employment in present position

mode = 1 year mean = 4.045 years

Five of the group home staff did not respond to this question. This could be accounted for since all the respondents with less than 6 months experience were not included in this portion of the analysis. Anyone with 6 months experience and over was rounded to the nearest full year.

Previous Experience

Of the 27 group home staff who participated in this study, a total of 26 responded to this question.

Twelve (46.15%) of the 26 respondents indicated that they had previous experience from other positions in placing children in group homes. A total of 14 (53.85%) indicated that they did not have any previous experiences in planning for the placement, as can be seen in figure 16.

PREVIOUS EXPERIENCE	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
YES	12	12	46.15	46.15
NO	14	26	53.85	100.00

FREQUENCY

Figure 16: Previous experience in placing children

mode = No

Length of Previous Experience

Of the 12 group home staff that indicated previous experience from other positions in placing children in group homes, figure 17 illustrates the length of such experience in months.

The mean length of previous experience in placing youth in group homes, for the 12 group home staff was 75.5 months or 6.29 years with a range of 12 to 360 months, and a mode of 36 months.

LENGTH OF PREVIOUS EXPERIENCE (MONTHS)	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
12	2	2	16.67	16.67
24	1	3	8.33	25.00
36	3	6	25.00	50.00
48	1	7	8.33	58.33
60	1	8	8.33	66.67
72	1	9	8.33	75.00
90	1	10	8.33	83.33
120	1	11	8.33	91.67
360	1	12	8.33	100.00

FREQUENCY

Figure 17: Length of previous experience in placing children

mode = 36 months mean = 75.5 months

Job Qualifications

Of the 27 group home staff that responded to this question, 14 (51.85%) indicated that they had some type of qualifications related to their present job. A total of 13 (48.15%) indicated that they did not have any such qualifications as can be seen in figure 18.

QUALIFIED	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
YES	14	14	51.85	51.85
NO	13	27	48.15	100.00

FREQUENCY

Figure 18: Job qualifications for the group home sample

Type of Job Qualification

Of the 14 group home staff that had some type of qualifications, 10 (71.43%) had a university degree related to their job, 3 (21.43%) had a certificate related to their job, and one (7.14%) had a diploma related to their job as can be seen in figure 19.

TYPE OF JOB QUALIFICATION	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CERTIFICATE	3	3	21.43	21.43
DIPLOMA	1	4	7.14	28.57
DEGREE	10	14	71.43	100.00

FREQUENCY

Figure 19: Type of job qualifications for the group home sample

mode = Degree

Referring Agency Sample

Sex

The study included responses from a total of 27 of 29 (93.10%) of the possible referring agency staff population. The sample population consisted of 27 individuals from 12 agencies. Of the 27, a total of 19 (70.37%) were female; a total of 8 (29.63%) were male. The modal sex in this sample was female as can be seen in figure 20.

SEX	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
MALE	8	8	29.63	29.63
FEMALE	19	27	70.37	100.00

FREQUENCY

Figure 20: Sex distribution for the referring agency sample

mode = Female

Age

Of the 27 referring agency staff, three did not respond to this question.

The mean age in this sample was 34.13 years based on a total of 24 responses. The modal age interval was 25-29 years with an age range of 35 years, from a low of 22 years to a high of 57 years. An interesting fact is that there is only one individual between 40 and 49 years as can be seen in figure 21.

AGE (YEARS)	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
20-24	3	3	8.33	12.50
25-29	7	10	29.17	41.67
30-34	5	15	20.83	62.50
35-39	4	19	16.67	79.17
40-44	0	19	0.00	79.17
45-49	1	20	4.17	83.33
50-54	2	22	8.33	91.67
55-59	2	24	8.33	100.00

FREQUENCY

Figure 21: Age distribution for the referring agency sample

mean = 34.13

Marital Status

The referring agency staff questionnaire provided 4 categories of marital status as shown below:

- single
- married
- separated/divorced
- widowed

Of the 27 referring agency staff, 2 did not respond to this question.

The modal frequency of the four categories was 16, which indicated that married was the most common category. This accounted for 64% of the sample population as can be seen in figure 22.

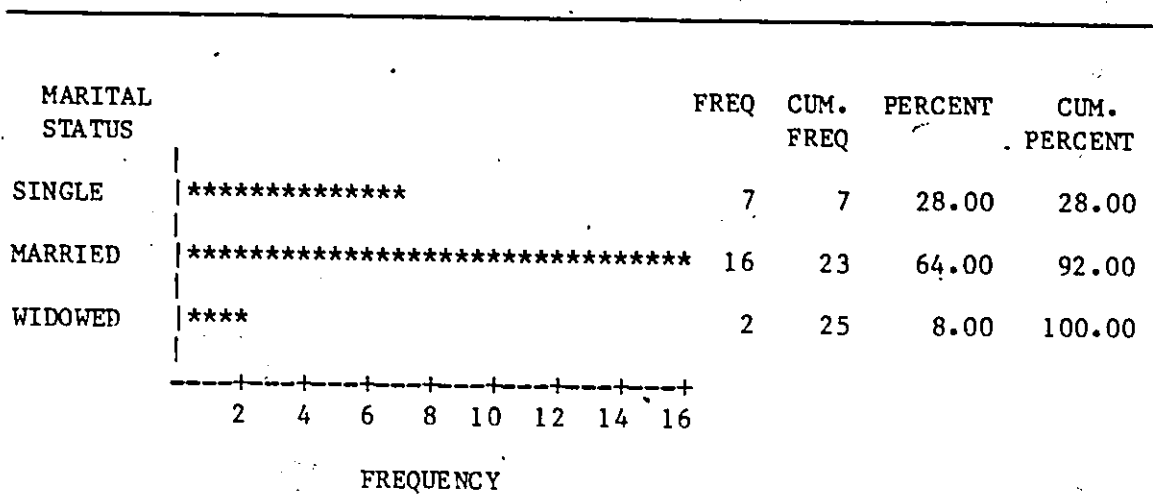


Figure 22: Marital status for the referring agency sample

mode = Married

Employment Status

Of the 27 referring agency staff who participated in this study, a total of 23 (85.19%) reported they were full time staff; while 4 (14.81%) of the sample population reported they were part time staff as can be seen in figure 23.

EMPLOYMENT STATUS		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
FULL TIME	*****	23	23	85.19	85.19
PART TIME	****	4	27	14.81	100.00

FREQUENCY

Figure 23: Employment status for the referring agency sample

mode = Full time

An explanation for the rather high percentage of part time staff, was that, 3 of the four respondents were fourth year B.S.W. students who had placed children during their field placement term at their respective agency. These students worked 2 full days a week and received regular field supervision by a designated professional in their agency. They were classified as part time staff in this study.

Present Job Position

The present job positions of the referring agency staff was broken down into the following categories:

- social worker;
- probation and after-care;
- group home worker;

- other.

A total of 20 of 27 respondents (74.07%) indicated they held the position of a 'social worker'; 5 (18.52%) indicated 'other'; 2 (7.41%) indicated 'probation after-care worker'. None answered the category 'group home worker'.

As can be seen in figure 24, 'social worker' was the most frequent occurring position cited of the 27 respondents.

An explanation for the relatively high number of responses under the 'other' category was that the study included a number of local agencies that did not classify their staff in the same manner that this study had. For example: lawyers, teachers, and counselors had made referrals to the various group homes.

PRESENT POSITION	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
SOCIAL WORKER	20	20	74.07	74.07
PROB. AFTER CARE	2	22	7.41	81.48
OTHER	5	27	18.52	100.00

FREQUENCY

Figure 24: Present position of the referring agency sample

mode = Social worker

Length of Present Position

Of the 27 referring agency staff who participated in this study, 26 responded to this question.

Of the 26, a total of 8 (30.77%) had one year experience in their present job; 4 (15.38%) had 8 years experience in their present job; 3 (11.54%) had 2 years experience. The remainder of the sample population was distributed, as can be seen in figure 25.

The mean length of work experience in their present job for the referring agency staff was 5.5 years, with a range from 1 year to 31 years experience.

The relatively high number of respondents with 1 year experience included the B.S.W. students. Respondents with less than 6 months experience were not included in this portion of the analysis. Anyone with 6 months experience and over was rounded to the nearest full year.

LENGTH OF EMPLOYMENT (YEARS)	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
1	8	8	30.77	30.77
2	3	11	11.54	42.31
3	2	13	7.69	50.00
4	2	15	7.69	57.69
5	1	16	3.85	61.54
6	1	17	3.85	65.38
7	2	19	7.69	73.08
8	4	23	15.38	88.46
13	1	24	3.85	92.31
14	1	25	3.85	96.15
31	1	26	3.85	100.00

FREQUENCY

Figure 25: Length of employment in present position

mean = 5.5 years

Previous Experience in Placing Youth

Of the 27 referring agency staff who participated in this study, a total of 15 (55.56%) of the sample population indicated that they did not have any previous experience in placing youth in group homes. A

total of 12 (44.44%) of the sample had indicated previous experience in placing children in group homes.

The rather high percentage without previous work experience included responses from the three B.S.W. students. Figure 26 demonstrates this distribution.

PREVIOUS EXPERIENCE	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
YES	12	12	44.44	44.44
NO	15	27	55.56	100.00

FREQUENCY

Figure 26: Previous experience in placing children

mode = No

Length of Previous Experience

Of the 12 referring agency staff that indicated previous experience in placing youth in group homes, 11 responded to the question indicating the length of their previous experience.

The mean length of previous experience from other positions in placing children in group homes was 84 months or 7 years. The range was from 12 to 240 months and the modal frequencies occurred at 12, 60, and 144 months as can be seen in figure 27.

LENGTH OF PREVIOUS EXPERIENCE (MONTHS)	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT	
12	*****	2	2	18.18	18.18
24	*****	1	3	9.09	27.27
36	*****	1	4	9.09	36.36
60	*****	2	6	18.18	54.55
72	*****	1	7	9.09	63.64
120	*****	1	8	9.09	72.73
144	*****	2	10	18.18	90.91
240	*****	1	11	9.09	100.00

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FREQUENCY

Figure 27: Length of previous experience, in placing children

mean = 84 months

Job Qualifications

Of the 27 referring agency staff who responded to this question, 24 (88.89%) indicated that they had some type of qualifications related to their present job.

A total of three (11.11%) indicated that they did not have any qualifications related to their present job. Again, this was partially due to the three B.S.W. students involved in the sample population that

QUALIFIED		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
YES	*****	24	24	88.89	88.89
NO	***	3	27	11.11	100.00

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FREQUENCY

Figure 28: Job qualifications for the referring agency sample

mode = yes

did not have their degrees at the time of this study. This can be seen by referring to figure 28.

Type of Job Qualification

Of those 24 referring agency staff that indicated they had qualifications related to their present job, 23 (95.83%) had university degrees. The other respondent reported having a diploma for qualifications as shown in figure 29.

TYPE OF JOB QUALIFICATION	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
DIPLOMA	*	1	4.17	4.17
DEGREE	*****	23	95.83	100.00

FREQUENCY

Figure 29: Type of job qualifications for the agency sample

mode = Degree

Previous Use of the Group Homes

Of the 27 referring agency staff who participated in this study, all responded to this question.

A total of 4 (14.81%) indicated that they had not previously used any of the five group homes. This could possibly be accounted for by the three B.S.W. students that were included in the sample population.

A total of four (14.81%) had used The Inn of Windsor and Leone Residence previously; 3 (11.11%) had used Renaissance Homes, The Inn of Windsor, New Beginnings, and Leone Residence previously; the remainder of the sample population had previously used a combination of the five group homes as can be seen in figure 30.

PREVIOUS USE OF GROUP HOMES	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT	
RENAISSANCE	*****	2	2	7.41	7.41
LEONE RES.	*****	1	3	3.70	11.11
ALL	*****	1	4	3.70	14.81
THE INN/LEONE	*****	4	8	14.81	29.63
N. BEGINNINGS/ LEONE RES.	*****	1	9	3.70	33.33
INN/LEONE/ NEW BEGINNINGS	*****	2	11	7.41	40.74
RENAISSANCE/ INN/LEONE RES.	*****	2	13	7.41	48.15
RENAISSANCE/LEONE N. BEGINNINGS/INN	*****	3	16	11.11	59.26
NONE	*****	4	20	14.81	74.07
RENAISSANCE/LEONE BRIARWOOD/INN	*****	2	22	7.41	81.48
RENAISSANCE/INN N.B./BRIARWOOD	*****	1	23	3.70	85.19
N. BEGINNINGS/INN	*****	1	24	3.70	88.89
RENAISSANCE/N.B./ BRIARWOOD	*****	2	26	7.41	96.30
RENAISSANCE/LEONE	*****	1	27	3.70	100.00

1	2	3	4
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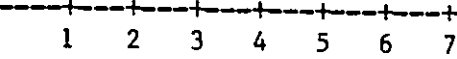
FREQUENCY

Figure 30: Previous placement of children in group homes

Present Use of the Group Homes

Of the 27 referring agency staff that responded to this question, 6 (22.22%) used Renaissance Homes; 7 (25.93%) used The Inn of Windsor; 4 (14.81%) used New Beginnings; 4 (14.81%) used Leone Residence; the remainder of the sample population used a combination of the five group homes as can be seen in figure 31.

PRESENT USE/ GROUP HOMES	FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
RENAISSANCE	6	6	22.22	22.22
THE INN	7	13	25.93	48.15
NEW BEGINNINGS	4	17	14.81	62.96
LEONE RES.	4	21	14.81	77.78
BRIARWOOD/ LEONE RES.	1	22	3.70	81.48
BRIARWOOD/ NEW BEGINNINGS RENAISSANCE	3	25	11.11	92.59
INN/LEONE	1	26	3.70	96.30
RENAISSANCE/ INN	1	27	3.70	100.00



 1 2 3 4 5 6 7
 FREQUENCY

Figure 31: Present use of group homes by referring agency sample

mode = the Inn of Windsor

4.3 DESCRIPTION OF THE FINDINGS RELATED TO THE OBJECTIVES

This section relates to the six objectives for doing the research which involved examining the results of the questionnaires distributed to the youth who, at the time of the study, were residents in the five group homes; the worker from the referring agency who placed the youth; and the group home staff. (Chapter III, section 3.2)

Part B in each of the three sets of questionnaires involved various questions which were aimed at gathering information on the similarities among the three sample population groups in terms of the placement planning stage.

Percentages and percentage differences were used for comparing the three sample population groups due to the majority of the variables falling under the nominal level of measurement.

Responses from both the referring agency sample population and the group home sample population were categorized such that all the responses answered as 'sometimes' were treated as a 'no' response in the analysis. The rationale for this procedure was that the study concerned itself with either a 'yes' or 'no' response and that a 'sometimes' response was considered as noncommittal. Therefore throughout the analysis, the researchers focused on the number of 'yes' or positive responses to the questions. All other responses were then categorized as 'no'.

The first three objectives for doing the research read as follows:

Objective 1

The rationale and objectives of the referring agency for the placement of the youth at the time of referral.

Objective 2

The understanding by the group home, of the rationale and objectives of the referring agency at the time of referral.

Objective 3

The understanding by the youth, of the rationale and objectives of the referring agency at the time of referral.

These three objectives were then incorporated into the following main objective:

OBJECTIVE A

To explore whether there was communication and understanding of the rationale and objectives for the placement of the youth among the referring agency staff; the group home staff; and the youth at the time of referral.

The last three objectives for doing the research read as follows:

Objective 4

The admission and discharge criteria of the group home at the time of referral.

Objective 5

The understanding by the referring agency, of the admission and discharge criteria of the group home at the time of referral.

Objective 6

The understanding by the youth, of the admission and discharge criteria of the group home at the time of referral.

These three objectives were then incorporated into the following main objective:

OBJECTIVE B

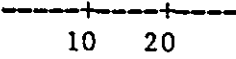
To explore whether there was communication and understanding of the admission and discharge criteria for the placement of the youth among the group home staff; the referring agency staff; and the youth at the time of referral.

The responses relating to those two main objectives have been described below with respect to the pre-placement planning phase for the youth entering the five group homes involved in this study.

Involvement In The Planning For The Placement

Figure 32 is a graphic representation of the involvement in the planning for the placement among the three sample populations. Of those that responded to this question, there was a very clear indication that the child sample population and the referring agency sample population answered in the same fashion. The percentage for the child sample population was 84.85 percent answering 'yes'; while 81.25 percent of the referring agency sample population answered 'yes'. The group home sample population responded to this question somewhat less positive, with 70.37 percent answering 'yes'. Overall, this question was responded to quite positively by all three sample populations as can be seen in figure 32.

	PLACEMENT PLANNING		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	YES	*****	28	28	84.85	84.85
	NO	***	5	33	15.15	100.00
GROUP HOME	YES	*****	19	19	70.37	70.37
	NO	****	8	27	29.63	100.00
REFERRING AGENCY	YES	*****	26	26	81.25	81.25
	NO	***	6	32	18.75	100.00



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 FREQUENCY

Figure 32: Involvement in the planning for the placement

Responses To The Child Having The Choice For Placement

This question related strictly to the child sample population and the referring agency sample population. As such, the question was not included in the group home questionnaire.

Figure 33 shows a graphic presentation as to how the two sample populations responded to the question relating to the child having the choice for placement into the group home.

There was a major difference in the way in which respondents answered this question. As can be seen in figure 33, the child sample population responded much higher (83.87%) under 'yes' than did the referring agency sample population (48.48%).

CHOICE FOR PLACEMENT			FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	YES	*****	26	26	83.87	83.87
	NO	***	5	31	16.13	100.00
REFERRING AGENCY	YES	*****	16	16	48.48	48.48
	NO	*****	17	33	51.52	100.00

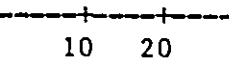
Figure 33: Responses to the child having the choice for placement

Discussion Of The Placement Prior To Moving In

Figure 34 shows a graphic presentation as to how the three sample populations responded to the question relating to whether or not there was some discussion of the placement prior to the child moving into the group home.

The child sample population and the group home sample population responded to this question almost identically. Figure 34 indicated that the child sample population and the group home sample population answered (66.67%) and (65.22%) to 'yes', respectively. The major difference was from the referring agency sample, which responded much more positively to 'yes' (81.82%).

	PLACEMENT DISCUSSION		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	YES	*****	20	20	66.67	66.67
	NO	*****	10	30	33.33	100.00
GROUP HOME	YES	*****	15	15	65.22	65.22
	NO	****	8	23	34.78	100.00
REFERRING AGENCY	YES	*****	27	27	81.82	81.82
	NO	***	6	33	18.18	100.00



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 FREQUENCY

Figure 34: Discussion of the placement prior to moving in

Explanation Of Reasons Why The Child Was Placed

Figure 35 shows a graphic presentation of whether there was any explanation of reasons why the youth was placed in the group home.

The child sample population responded to this question with the lowest amount of agreement, as (72.73%) answered 'yes'. The referring agency sample population responded to this question with agreement being at (87.50%); and the group home sample population responded to this question with agreement being at (95.83%) as can be seen in figure 35.

	REASONS EXPLAINED		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	YES	*****	24	24	72.73	72.73
	NO	*****	9	33	27.27	100.00
GROUP HOME	YES	*****	23	23	95.83	95.83
	NO	*	1	24	4.17	100.00
REFERRING AGENCY	YES	*****	28	28	87.50	87.50
	NO	**	4	32	12.50	100.00



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 FREQUENCY

Figure 35: Explanation of reasons why the child was placed

Explanation Of Goals For The Child During Placement

Figure 36 shows a graphic presentation as to how the three sample populations responded to the question relating to whether or not there was some explanation of goals for the child during placement in the group home.

The child sample population responded to this question with the least amount of agreement as (66.67%) answered 'yes'. The referring agency staff sample population responded to this question with agreement being (84.85%) as 'yes'. The group home sample population responded to this question with total agreement (100.00%) answering 'yes'.

	GOALS EXPLAINED		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	YES	*****	22	22	66.67	66.67
	NO	*****	11	33	33.33	100.00
GROUP HOME	YES	*****	25	25	100.00	100.00
	NO		0	25	0.00	100.00
REFERRING AGENCY	YES	*****	28	28	84.85	84.85
	NO	***	5	33	15.15	100.00

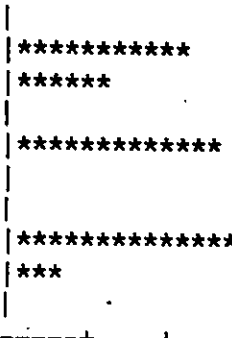


Figure 36: Explanation of goals for the child during placement

Feelings Regarding Placement Planning Involvement

Figure 37 shows a graphic presentation as to how the three sample populations responded to the question relating to how they felt about being involved in the placement planning phase.

The feelings were measured on a five point scale with the numeric values representing the following feeling levels:

1. very satisfied
2. satisfied
3. unsure
4. dissatisfied
5. very dissatisfied

As figure 37 shows, the child sample population covered the whole scale. A total of 27 of the 33 youth sample population responded to this question.

Three (11.11%) were very satisfied; ten (37.04%) were satisfied; seven (25.93%) were unsure; four (14.81%) were dissatisfied; three (11.11%) were very dissatisfied.

The group home sample population responded as follows: three (18.75%) were very satisfied; twelve (75.00%) were satisfied; one (6.25%) was unsure. Only 16 of 27 group home staff answered this question. None answered in a negative manner.

The referring agency sample population responded to this question as follows: thirteen (59.09%) were very satisfied; nine (40.91%) were satisfied. Only 22 of a total of 33 responses were given to this question. Again, there were no negative answers given by this sample population.

FEELINGS ABOUT INVOLVEMENT			FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	V. SATISFIED	***	3	3	11.11	11.11
	SATISFIED	*****	10	13	37.04	48.15
	UNSURE	*****	7	20	25.93	74.07
	DISSATISFIED	****	4	24	14.81	88.89
	V. DISSATISFIED	***	3	27	11.11	100.00
GROUP HOME	V. SATISFIED	***	3	3	18.75	18.75
	SATISFIED	*****	12	15	75.00	93.75
	UNSURE	*	1	16	6.25	100.00
	DISSATISFIED		0	16	0.00	100.00
	V. DISSATISFIED		0	16	0.00	100.00
REFERRING AGENCY	V. SATISFIED	*****	13	13	59.09	59.09
	SATISFIED	*****	9	22	40.91	100.00
	UNSURE		0	22	0.00	100.00
	DISSATISFIED		0	22	0.00	100.00
	V. DISSATISFIED		0	22	0.00	100.00

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FREQUENCY

Figure 37: Feelings regarding placement planning involvement

Responses To The Main Reason For The Placement

Figure 38 shows a graphic presentation as to how the three sample populations responded to the question relating to the main reason the child was placed in the group home.

The main reasons were given descriptive values in figure 38 which represent the following categories:

1. school attendance

2. conflict with the law
3. difficulty controlling temper
4. need to learn independent living skills
5. difficulty accepting direction and/or discipline
6. family relations
7. other

Of the 33 possible responses, 25 youth actually responded to this question.

As figure 38 shows, the child sample population gave (2) conflict with the law (36.00%) and (6) family relations (36.00%) as the most frequent occurring main reasons for the placement. These two categories included a total of 72.00 percent of the child sample population responses.

The group home sample population gave (2) conflict with the law (33.33%) and (6) family relations (46.67%) as the most frequent occurring main reasons for the placement. These two categories included a total of 80.00 percent of the group home sample population responses. Only 15 of the 27 group home sample population responded to this question.

The referring agency sample population gave (6) family relations (50.00%) as the most frequent occurring main reason for the placement of the child. This category included a total of only 50.00 percent of the referring agency sample population. There was a more even distribution for other main reasons in the referring agency sample populations responses than there was from the other two sample populations.

	MAIN REASON		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	SCHOOL	****	4	4	16.00	16.00
	LAW	*****	9	13	36.00	52.00
	TEMPER		0	13	0.00	52.00
	INDEPENDENCE	*	1	14	4.00	56.00
	DIRECTION	*	1	15	4.00	60.00
	FAMILY	*****	9	24	36.00	96.00
	OTHER	*	1	25	4.00	100.00
GROUP HOME	SCHOOL		0	0	0.00	0.00
	LAW	*****	5	5	33.33	33.33
	TEMPER		0	5	0.00	33.33
	INDEPENDENCE	*	1	6	6.67	40.00
	DIRECTION	*	1	7	6.67	46.67
	FAMILY	*****	7	14	46.67	93.33
	OTHER	*	1	15	6.67	100.00
REFERRING AGENCY	SCHOOL	**	2	2	7.69	7.69
	LAW	**	2	4	7.69	15.38
	TEMPER	**	2	6	7.69	23.08
	INDEPENDENCE	***	3	9	11.54	34.62
	DIRECTION	***	3	12	11.54	46.15
	FAMILY	*****	13	25	50.00	96.15
	OTHER	*	1	26	3.85	100.00

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 FREQUENCY

Figure 38: Responses to the main reason for the placement

Responses To The Main Goal During Placement

Figure 39 shows a graphic presentation as to how the three sample populations responded to the question relating to the main area or goal the child needed to work on while placed in the group home.

The main goals were given descriptive values in figure 39 which represent the following categories:

1. school attendance
2. conflict with the law
3. difficulty controlling temper
4. need to learn independent living skills
5. difficulty accepting direction and/or discipline
6. family relations
7. other

As figure 39 shows, the child sample population gave (6) family relations as the most frequent main goal (44.00%), and (2) conflict with the law (24.00%) as the next most frequent occurring main goal. These two categories accounted for 68.00 percent of the responses by the child sample population, with the remainder of the categories distributed as shown in figure 39.

The group home sample population gave (6) family relations (29.41%) and (2) conflict with the law (23.53%) as the two most frequent occurring categories for main goal. These two categories accounted for 52.94 percent of the responses by the group home sample population, with the remainder of the categories distributed as shown in figure 39.

The referring agency sample population gave (6) family relations (23.08%) and (4) need to learn independent living skills (23.08%) as the most frequent occurring main goals. The next most frequent occurring main goals were (1) school attendance (19.23%) and (3) difficulty controlling temper (19.23%). These accounted for a total of 84.62 percent of the responses by the referring agency sample population with the remainder of the categories distributed as shown in figure 39.

The distribution of the major goals to be achieved varies significantly when looking at the responses from the referring agency sample population as opposed to those of the other two sample populations.

	MAIN GOAL		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	SCHOOL	*****	4	4	16.00	16.00
	LAW	*****	6	10	24.00	40.00
	TEMPER	**	1	11	4.00	44.00
	INDEPENDENCE	****	2	13	8.00	52.00
	DIRECTION	**	1	14	4.00	56.00
	FAMILY	*****	11	25	44.00	100.00
	OTHER		0	25	0.00	100.00
GROUP HOME	SCHOOL		0	0	0.00	0.00
	LAW	*****	4	4	23.53	23.53
	TEMPER		0	4	0.00	23.53
	INDEPENDENCE	*****	3	7	17.65	41.18
	DIRECTION	*****	3	10	17.65	58.82
	FAMILY	*****	5	15	29.41	88.24
	OTHER	****	2	17	11.76	100.00
REFERRING AGENCY	SCHOOL	*****	5	5	19.23	19.23
	LAW	**	1	6	3.85	23.08
	TEMPER	*****	5	11	19.23	42.31
	INDEPENDENCE	*****	6	17	23.08	65.38
	DIRECTION	****	2	19	7.69	73.08
	FAMILY	*****	6	25	23.08	96.15
	OTHER	**	1	26	3.85	100.00

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 FREQUENCY

Figure 39: Responses to the main goal during placement

Responses To Having Had A Pre-placement Visit

As figure 40 demonstrates, 31 of the 33 youth responded to this question of whether or not they had a pre-placement visit prior to their placement. Of the 31 respondents, 17 (54.84%) youth answered negatively to having had a pre-placement visit.

This is inconsistent with the group home staff where only 7 (29.17%) have stated that the youth presently living in the group home did not have a pre-placement visit.

The referring agency staff were also inconsistent with what both the youth and the group home staff believe to be true. Where 33 youth were placed in the five group homes by 27 individual referring agency workers, 12 (37.50%) of the youth they had placed did not have a pre-placement visit.

	HOME VISIT		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	YES	*****	14	14	45.16	45.16
	NO	*****	17	31	54.84	100.00
GROUP HOME	YES	*****	17	17	70.83	70.83
	NO	*****	7	24	29.17	100.00
REFERRING AGENCY	YES	*****	20	20	62.50	62.50
	NO	*****	12	32	37.50	100.00

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 FREQUENCY

Figure 40: Responses to having had a pre-placement visit

Responses To Having Had An Overnight Pre-placement Visit

As figure 41 point out, 23 of 31 youth (74.19%) stated that they did not have an overnight visit prior to their placement. This is fairly consistent with the group home staff where 16 (69.57%) responded that the youth did not have an overnight visit at the group home.

There was an inconsistency in this area however, with what the youth's worker believes to be true.

The referring agency staff stated that 19 of the 32 (59.38%) youth did not have an overnight visit prior to their placement.

Since the response could only be that the youth did or did not have an overnight visit, the discrepancy between the youth and their worker of approximately 15 percent was significant.

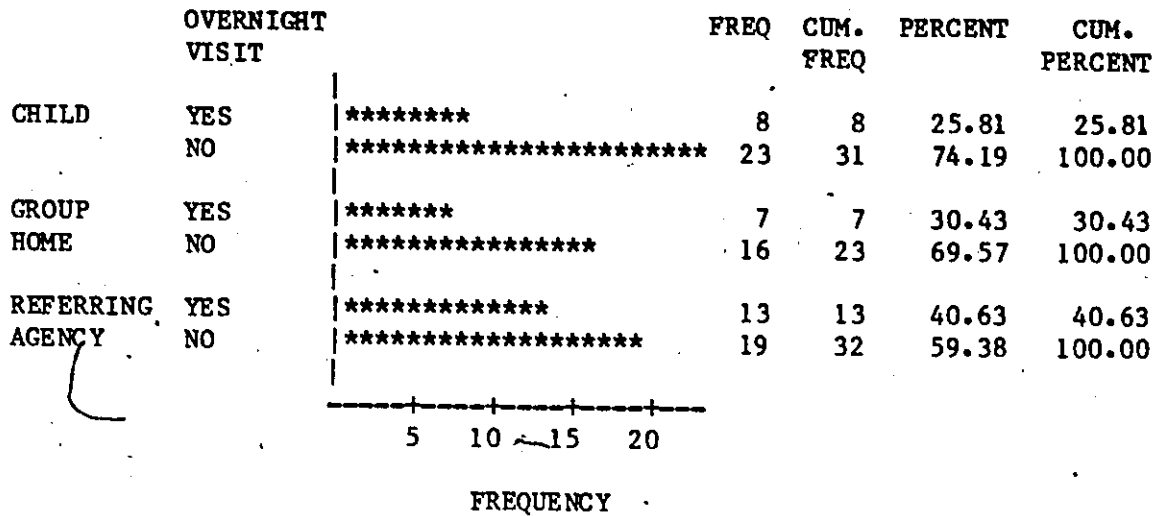


Figure 41: Responses to having had a pre-placement overnight visit

Responses To Having The Rules And Programs Explained

As figure 42 demonstrates the responses between the youth and the group home staff was consistent, as 22 (70.97%) of the youth and 16 (66.67%) of the group home staff stated that the rules and program were explained to the youth upon admission.

There was an inconsistency in this area however, with what the youth's worker believes to be true.

The referring agency staff stated that 28 of the 32 (87.50%) youth had the rules and programs explained to them.

	RULES AND PROGRAMS		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	YES	*****	22	22	70.97	70.97
	NO	*****	9	31	29.03	100.00
GROUP HOME	YES	*****	16	16	66.67	66.67
	NO	****	8	24	33.33	100.00
REFERRING AGENCY	YES	*****	28	28	87.50	87.50
	NO	**	4	32	12.50	100.00

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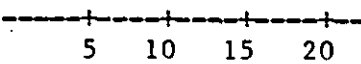
Figure 42: Responses to having the rules and programs explained

Responses To Having The Admission And Discharge Criteria Explained

As figure 43 illustrates, there is a wide discrepancy between the three sample populations with respect to whether or not the reasons and procedures for the admission and discharge of the youth were explained to them.

Sixteen (51.61%) of the youth stated that the admission and discharge criteria and procedures were not explained to them, while only 7 (29.17%) of the group home staff, and 10 (31.25%) of the referring agency staff stated that these procedures were not explained to the youth. This discrepancy indicates a lack of understanding and communication among the triadic system.

ADMISSION AND DISCHARGE CRITERIA		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT	
CHILD	YES	*****	15	15	48.39	48.39
	NO	*****	16	31	51.61	100.00
GROUP HOME	YES	*****	17	17	70.83	70.83
	NO	*****	7	24	29.17	100.00
REFERRING AGENCY	YES	*****	22	22	68.75	68.75
	NO	*****	10	32	31.25	100.00



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FREQUENCY

Figure 43: Responses to admission/discharge criteria explained

Responses By The Triad Regarding Placement Planning

As figure 44 illustrates, the responses from each of the three sample populations were fairly consistent with one another. Twenty of 33 youth (60.61%) stated that they were involved in the placement planning.

Thirteen of the group home staff (52.00%) indicated that the youth were involved in the placement planning. However, the referring agency staff were more in agreement with the youth's than those of the group home staff's responses.

Twenty-two of the referring agency staff (68.75%) indicated that the youth were involved in the actual planning for their placement.

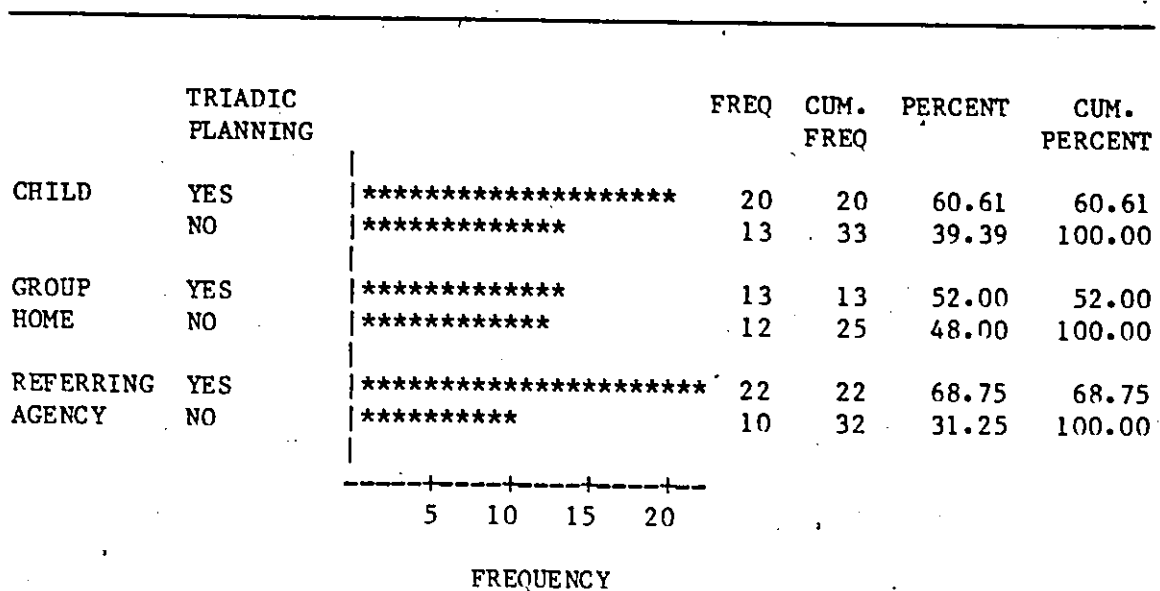


Figure 44: Responses by the triad regarding placement planning

Future Planning And Programing Responses By The Triad

As figure 45 illustrates, there was consistency among the three sample populations regarding the involvement of the youth with respect to their future plans and program changes.

Of the 32 youth 20 (62.50%) stated that they were involved in their future plans, while 12 of the 32 (37.50%) indicated they were not involved.

Of the 25 group home staff who responded to this question, 17 (68.00%) indicated that the youth was involved, while 8 of the 25 (32.00%) percent indicated that the youth were not involved in their future planning and/or program changes.

Of the 31 referring agency staff who responded to this question, 19 (61.29%) indicated the youth was involved, while 12 (38.71%) stated that they did not involve the youth in their future planning and/or program changes during their placement in the group home.

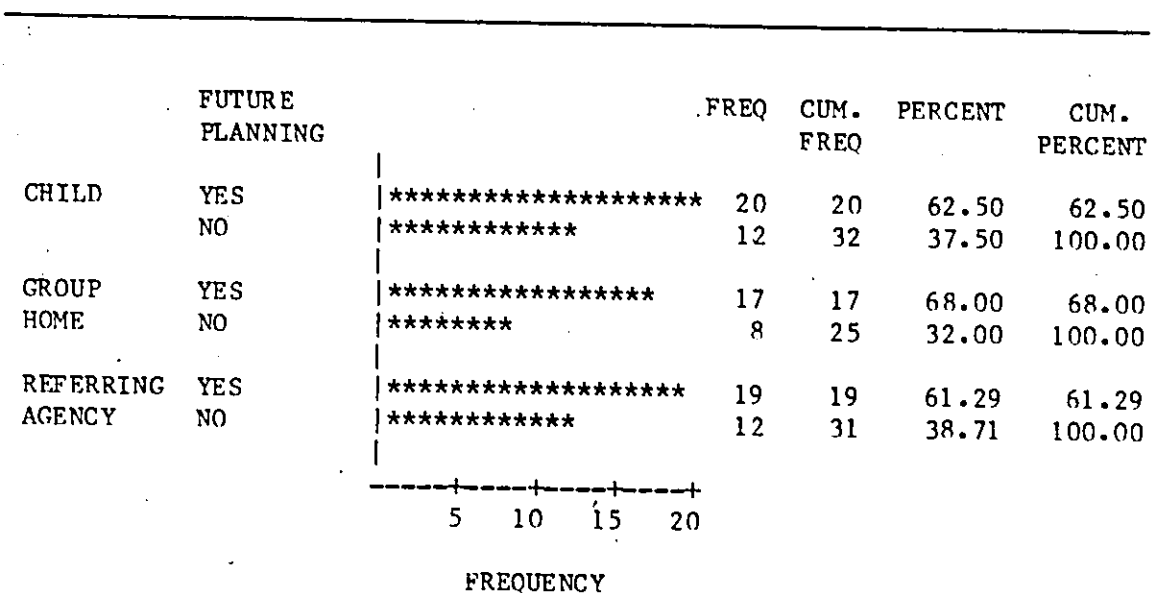


Figure 45: Future planning and programing responses by triad

Feelings Regarding Future Planning Involvement

As figure 46 illustrates, there is a fair amount of disagreement between the feelings of each sample population with respect to having the youth involved in their own future planning.

For the youth sample population, 15 of the 22 responses (68.18%) indicated that they felt positive about the manner in which they were involved in their future plans. Three (13.64%) were unsure, while 4 (18.19%) of the 22 responses did not feel satisfied with the involvement they had regarding their own future plans.

For the group home sample population, 18 of the 19 responses (94.74%) indicated that they felt satisfied with having the youth involved in their own future plans, while one respondent was unsure.

The referring agency staff also felt extremely positive about having the youth involved in their future plans. Of the 22 respondents 21 (95.45%) felt good about the youth's involvement, while one was unsure.

	FUTURE PLANNING FEELINGS		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT
CHILD	V. SATISFIED	*****	5	5	22.73	22.73
	SATISFIED	*****	10	15	45.45	68.18
	UNSURE	***	3	18	13.64	81.82
	DISSATISFIED	*	1	19	4.55	86.36
	V. DISSATISFIED	***	3	22	13.64	100.00
GROUP HOME	V. SATISFIED	*****	6	6	31.58	31.58
	SATISFIED	*****	12	18	63.16	94.74
	UNSURE	*	1	19	5.26	100.00
	DISSATISFIED		0	19	0.00	100.00
	V. DISSATISFIED		0	19	0.00	100.00
REFERRING AGENCY	V. SATISFIED	*****	11	11	50.00	50.00
	SATISFIED	*****	10	21	45.45	95.45
	UNSURE	*	1	22	4.55	100.00
	DISSATISFIED		0	22	0.00	100.00
	V. DISSATISFIED		0	22	0.00	100.00

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5 10
FREQUENCY

Figure 46: Feelings regarding future planning involvement

Reasons For Not Discussing The Placement With The Youth

This question was specific to the referring agency staff and the group home staff only. The responses were categorized into the following areas:

1. emergency placement
2. direct placement through the court system

3. child would not cooperate
4. not necessary
5. other
6. emergency placement and/or other
7. emergency placement, direct placement, child would not cooperate, and/or it was not necessary
8. emergency placement, direct placement, and/or other

As figure 47 illustrates, only 3 of the 27 group home staff sample population responded to this question. One respondent indicated that the youth was placed on emergency; one respondent stated that the youth was placed directly through the court system. The third respondent indicated 'other' but did not elaborate further.

Only 5 of the 27 referring agency staff sample population responded to this question. Of the 5 responses, 3 indicated that the reason for not discussing the placement with the youth was because they were (2) direct placements made through the court system. The other two respondents indicated that the youth was placed on (6) emergency placement and/or other, and (7) emergency placement, direct placement, child would not cooperate. This is shown in figure 47.

	REASONS FOR NO DISCUSSION		FREQ	CUM. FREQ	PERCENT	CUM. PERCENT	
GROUP HOME	1	*****	1	1	33.33	33.33	
	2		0	1	0.00	33.33	
	5	*****	1	2	33.33	66.67	
	6		0	2	0.00	66.67	
	7		0	2	0.00	66.67	
	8	*****	1	3	33.33	100.00	
	REFERRING AGENCY	1		0	0	0.00	0.00
		2	*****	3	3	60.00	60.00
5			0	3	0.00	60.00	
6		*****	1	4	20.00	80.00	
7		*****	1	5	20.00	100.00	
8			0	5	0.00	100.00	
			FREQUENCY				

Figure 47: Reasons for not discussing placement with youth

4.4 CHAPTER SUMMARIZATION

This chapter has presented the factual data received from each of the participating sample groups.

The following chapter represents an analysis of these findings. The review of the literature is also used to either support or contradict the findings. A number of questions were then posed which refer to the analysis, and should be considered as possible explanations for the material presented.

Chapter V
ANALYSIS OF THE FINDINGS

5.1 INTRODUCTION

This chapter represents a detailed analysis and discussion of the research findings which were described in chapter IV.

The format for the analysis of the findings consists of three sections. The first section relates to the six objectives that were developed for this research study. An analysis of the findings as they relate to the data as well as the review of literature are used in this analysis. Section two relates to the two main objectives for doing this research. The variables associated with each objective and the comparison between these variables have been described in relation to the actual findings. Section three analyzes the entire data with respect to the research question. The review of the literature is then utilized to either support or contradict the findings of this study.

Table 2 demonstrates schematically the process which the authors have utilized in order to analyse the data. The six initial objectives of the research study were collapsed to form two main objectives, A and B. These two objectives have then been combined to form the research question.

The final analysis of the data has been reported in terms of the overall research question which reads as follows:

Are child placements in group homes made in a planned and thorough manner with the co-ordination of goals and plans being well established prior to the actual time of placement?

The extent of the communication and understanding among the three groups of people involved in the planning for the placement of the youth has been interpreted in terms of the frequency and percentage differences.

Certain questions had low response rates, while others had extremely high response rates from the sample populations. The reasons for such differences were difficult to explain, but have been commented upon in the conclusions.

Efforts were made to use terminology which could be understood by the youth, yet remain consistent and precise with respect to the other two sample groups, and to the information sought by the researchers.

The majority of the questions were either 'yes' or 'no' answers. Questions by the youth, regarding any of the questions were immediately clarified by the researchers, who were present during the administration of the questionnaires. Finally, with the anonymity of the respondents safeguarded, the assumption was made that each respondent answered honestly, and to the best of their ability. Consequently, the difference in the analysis among each of the sample groups were presumed to have been a result of a lack of communication and/or understanding among the triadic team.

TABLE 2: Process In the Analysis of the Objectives

<u>OBJECTIVE</u>	OBJECTIVE A	<u>RESEARCH QUESTION</u>
1. The rationale and objectives of the referring agency for the placement of the youth at the time of referral.	To explore whether there is communication and understanding of the rationale and objectives for the placement of the youth among the referring agency, the group home staff, and the youth at the time of referral.	Are child placements in group homes made in a planned and thorough manner with the coordination of goals and plans being well established prior to the actual time of placement.
2. The understanding by the group home, of the rationale and objectives of the referring agency at the time of referral.	OBJECTIVE B	
3. The understanding by the youth, of the rationale and objectives of the referring agency at the time of referral.	To explore whether there is communication and understanding of the admission and discharge criteria of the group home among the group home staff, the referring agency, and the youth at the time of referral.	
4. The admission and discharge criteria of the group home at the time of referral.		
5. The understanding by the referring agency, of the admission and discharge criteria of the group home at the time of referral.		
6. The understanding by the youth, of the admission and discharge criteria of the group home at the time of referral.		

5.2 UNDERSTANDING OF THE RATIONALE AND OBJECTIVES

The purpose of research objective A was:

To explore whether there was communication and understanding of the rationale and objectives for the placement of the youth among the referring agency worker, the group home staff, and the youth at the time of referral.

Variables Related To Objective A

Of the variables selected in this study, eight have been used to address the issue of whether there was communication among the three sample populations regarding the rationale and objectives for the placement. All eight have been discussed with respect to objective A.

Question 1(A) in part B of the questionnaire regarding involvement in the planning for the placement, was posed to all three sample populations in order to obtain the extent to which all three sample groups agreed. As figure 32 illustrates, the level of agreement was high among the youth and the referring agency workers.

The group home staff's lower response could be seen as an indication that some of the group home staff were not equally knowledgeable about the planning for the placement of the youth.

There appears to be a discrepancy then, in terms of the level of involvement in the planning for the placement among the group home staff. This question may have been viewed as not being part of their role in the placement plans.

Overall, there are signs that there is communication and understanding among the three sample populations with respect to this question.

Question 1(f) in part B of the questionnaire refers specifically to the responses of the youth and their worker, with respect to the youth having the choice for placement. As figure 33 illustrates, the level of agreement was very low.

This could be explained by the fact that the youth may have interpreted the question differently than the referring agency staff.

The fact remained however that there was considerable disagreement in response to this question, thus indicating a rather low level of communication and understanding between the youth and their worker in regards to this question.

Question 2(a) refers to the discussion of the placement prior to moving in to the group home by all three sample groups. As figure 34 illustrates the referring agency sample responded much more positively to this question than did the group home sample and the youth sample.

Figure 47 illustrates that 5 of the 6 referring agency staff that answered 'no', had placed children without discussing the placement with them. The indication then was that the referring agency sample population felt that the discussion of the placement prior to moving in was being done almost all of the time.

Perhaps this was answered positively by the referring agency sample population because they saw this as part of their role more so than did the group home sample population.

The amount of disagreement is worth noting. The discrepancy between the members in the triad as to whether there was discussion of the placement with the youth prior to moving in indicated a lack of communication among the triad with respect to this question.

Question 4(a) refers to the responses to the explanation of the reasons why the youth was placed in that particular group home as illustrated in figure 35.

As can be seen, there is high agreement among the three sample populations.

It appears that the group home sample population perceived this as a part of their role more so than did the referring agency staff.

As can be seen by looking at figure 34, the group home sample population increased their positive responses by 30.61 percent once the youth was placed in their group home.

Although the youth responded more positively, they did so by only 6.06 percent. The responses by the youth still indicated the lowest amount of agreement among the three members.

Based on these results, the youth was the most vulnerable or least informed member of this triadic system, in terms of why they were placed in that particular group home.

Question 2(a) refers to the responses by the triad regarding placement planning among the three sample groups. Figure 44 illustrates these responses.

As can be seen in figure 44, the referring agency workers have the highest agreement among the three sample groups with a total of 22 (68.75%). The youth indicated 20 (60.61%) were in agreement whereas the group home staff indicated that 13 (52.00%) were involved or had knowledge of the pre-placement plans.

One explanation for the discrepancy between the group home staff and that of the referring agency workers could be that it was seen as being the role or responsibility of the referring agency worker to initiate this part of the placement plan.

Regardless of the possible reasons for the relatively low amount of agreement among the three sample groups, there were indications that this part of the planning phase showed a lack of understanding and communication among the triadic system.

Question 2(b) refers to the feelings about the placement planning involvement among the triad. Figure 37 illustrates these feelings.

As can be seen, the referring agency workers and the group home staff were in complete agreement indicating 'very satisfied' and 'satisfied' as their responses (with the exception of 1 group home staff responding 'unsure').

The youth were again in least agreement in terms of their responses to this question, indicating that they were the least satisfied with their involvement.

A possible reason for the youth's more negative response to this question can be explained by reviewing their responses to four other key questions regarding the extent of their involvement as shown in figure 34; figure 35; figure 36; and figure 44.

In each of these questions, the youth showed a low amount of agreement and/or involvement, indicating a lack of communication among the triadic system. Indeed, a total of 7 youth responded that they were 'unsure' about their feelings regarding the extent of their involvement with respect to this question.

Question 4(b) refers to the main reason for the placement among the triad, as is illustrated in figure 38.

As can be seen, the one main reason given by all three sample populations was (6) or family relations. The next main reason given by the group home staff was consistent with that of the youth's responses which was (2) or conflict with the law.

There is quite a difference of opinion among the referring agency workers which tended to think that (4) and (5) or the need to learn independent living skills and, difficulty accepting direction and/or discipline, were more important reasons.

Again, this suggests a breakdown in communication among the triadic members with respect to this question.

Question 5(a) refers to the main goal during placement which is illustrated in figure 39. As can be seen in figure 39, the one main goal given by all three sample populations was (6) or family relations. The next main goal given by the group home staff and the youth was (2) or conflict with the law which was consistent with the previous question regarding the main reason for the placement.

There is however, quite a difference of opinion among the referring agency workers, who indicated such goals as: (4) or the need to learn independent living skills, (1) or school attendance, (3) or difficulty controlling temper, and (5) or difficulty accepting direction and/or discipline, which appeared to be more important goals to work on, according to the referring agency workers.

Again, this suggests inadequate communication among the triadic members with respect to this question.

5.3 UNDERSTANDING OF THE ADMISSION AND DISCHARGE CRITERIA

The purpose of research objective B was:

To explore whether there was communication and understanding of the admission and discharge criteria for the placement of the youth among the group home staff, the referring agency workers, and the youth at the time of referral.

Variables Related To Objective B

Of the variables selected in this study, eight have been used to address the issue of whether there was communication among the three members with respect to the admission and discharge criteria of the group home. All eight have been discussed as they relate to objective B.

In terms of admission, the variable placement planning, (figure 32), has been delineated into several key components. These components are deemed to be essential in the overall emotional commitment by the youth, and to help in the greater possibility of a successful graduation from the group home.

As can be seen in figure 32, each of the three sample groups were more or less in agreement with the question which referred to whether the youth was involved in the placement planning. The difference of approximately 10 to 15 percent among the three members can be explained by the possibility that the decision by the referring agency to make the initial decision to place the youth in that particular group home was their responsibility. The ensuing steps in this process were then considered as a means to achieve an easier placement.

When the variables were individually identified however, evidence of inconsistency, inadequate communication, and/or a lack of actual involvement by the youth in their placement planning materialized.

Question 1(a) of part B of the questionnaire asked whether the youth visited the group home with their worker before moving in. Figure 40 illustrates that there was a high discrepancy between the three groups. Almost 45 percent of the youth indicated they had a visit before they moved in. On the other hand, almost 70 percent of the group home staff indicated the youth had a visit. The difference of approximately 25 percent could possibly be explained in two ways. First, the group home staff may have assumed that every child, where possible, has had a pre-placement visit (according to the admission policies of the group homes). If the staff was not working at the time of the placement, then this assumption would be valid. Second, the opportunity for a pre-placement visit may not have been available for a number of reasons. For example: an emergency placement, or an uncooperative youth. The researchers were not able to accept this explanation howev-

er, as only 8 of a possible 54 people indicated that there may have been extenuating circumstances for not involving the youth (see figure 47).

If indeed approximately 45 percent of the youth had a visit, yet approximately 70% of the group home staff stated they had a visit, then the discrepancy appears to have been as a result of either a lack of consistency in the group home's admission procedures or there was a lack of communication between the staff themselves.

Finally, the discrepancy of almost 20 percent between the youth and their worker, to such a specific question, simply cannot be acceptably explained.

Question 1(c) asked whether the youth and their worker discussed the rules and program of the group home with the group home staff before the youth moved in. As figure 42 demonstrates, 22 of the 31 youth (70.97%) indicated they had talked with the staff. The worker however, indicated a much higher percentage (87.50%).

The most obvious explanation was that the youth had forgotten about this part of the placement planning phase. An interesting fact however, is that the group home staff responded almost identically to that of the youth. As a result, one would tend to think that although the worker had talked with the staff, he did not include the youth at this time, and may have assumed that this was the role of the group home. If indeed this was the case, then there would appear to be a lack of communication between the referring agency worker and the group home staff in relation to their roles and responsibility. For the worker to assume that this was the responsibility of the group home and not a joint

effort tends to limit the enhancement of the overall understanding of the placement by all three sample groups. Consequently, this approach would appear to be a less effective method of ensuring consistent and thorough communication within the triadic team approach to planning the placement.

To support the view that all three members should be actively involved in the placement plans, figure 6 demonstrates that of the 33 youth, 12 (36.36%) had never experienced a move to a residential facility before moving to this particular group home. The remaining youth, had been placed in a variety of facilities including some of the ones in this study. Consequently, group homes in Essex County appear to be used differentially, both as a first placement and as a setting providing less structure than that of the larger institution. These findings are consistent with the review of the literature in relation to the utilization of the group home. In order to ease the trauma of a first placement or to draw comparisons between the present group home and the previous one, there should be a triadic communication system which would enhance the overall understanding and possible commitment of the youth to the program.

Question 1(b) asked whether the youth had an overnight visit at the group home before moving in. As figure 41 illustrates, 8 of the 31 (25.81%) of the youth indicated they had an overnight visit. On the other hand, 7 (30.43%) of the group home staff indicated the youth had an overnight visit, while 13 (40.63%) of the referring agency workers indicated the youth had an overnight visit.

The major difference is between the youth and that of their worker. The discrepancy of almost 15 percent could possibly be explained in several ways. Since some agencies making referrals are not usually involved in the youth's actual placement plans (see figure 7), nor are they necessarily aware of the essentiality of such plans, they may have assumed that this aspect of the referral was the responsibility of the group home to initiate such a request. This explanation is somewhat weakened however, by the fact that of the 33 youth placed at the time of this study, 24 or almost 75 percent had workers who were professionals in a primary social work or counselling setting. To support this view even further, 20 of the 27 referring agency workers indicated their present position as a social worker (see figure 24, figure 28, and figure 29). This finding is also supported by Palmer when she indicated that although planning and pre-placement visiting was important, inconsistencies between the theory that professionals learn and the practicalities of placing a child, tend to limit a salutary move by the youth.

Another possible explanation for this discrepancy is that the experience of being placed in a new setting may have been so traumatic to the youth that he may have forgotten that he indeed, had an overnight visit. When looked at more closely however, the group home staff responded within 5 percent of what the youth had, which would tend to negate the idea of the youth forgetting due to the trauma at the time.

None of the above explanations appear to adequately account for the approximately 15 percent discrepancy. The result, therefore, is that one must question why there was such a discrepancy to having had an overnight visit.

Question 1(d) asked whether the admission and discharge criteria and the procedures were explained to the youth and the worker before the youth moved in. Figure 43 illustrates that both the group home staff 17 (70.83%) and the referring agency worker 22 (68.75%) were in agreement in answering this question. The major discrepancy lies in the responses from the youth, where only 15 (48.39%) stated they were told of the reasons for admitting and/or discharging them from the group home.

The most obvious explanation for this discrepancy was that the youth had forgotten. Another possibility was the fact that many of the youth were confused and did not understand the terms 'admission' and 'discharge'. Although all their questions were clarified at the time, confusion was still possible, which may have accounted for part of this discrepancy.

If indeed the youth understood the terminology in the question, then the responsibility for discussing these procedures would clearly be that of the group home staff.

Question 3(a) asked whether the group home staff, the referring agency worker, and the youth discussed future planning and programing after the youth had been placed. As figure 45 illustrates, there was agreement among the three sample groups in responding to this question. As a result, one could deduct that there was significant communication, understanding, and involvement among the triad involved in the youth's placement.

An interesting question however, is, why would 12 (37.50%) of the youth not be involved in their future plans? One explanation may be

that the youth was uncooperative and consequently not included in the planning phase. Another explanation for such a high percentage difference was that some workers find it easier to develop a treatment plan without the youth's input, at least until the plans have been significantly developed. This explanation can be supported by referring to figure 34, where 10 (33.33%) of the youth were not even involved in discussing the placement, their plans, or their goals. Figure 34 further demonstrates that there was nearly a 15 percent discrepancy between the perception of how the youth saw their involvement, and that of how their worker viewed the youth's involvement in deciding their future plans. Nearly eighty percent of the workers indicated that the youth they had placed, were involved in the pre-placement plans. One explanation takes into account this difference in perception by considering what each individual believes to be an appropriate degree of involvement. As a result, the extent to which the youth was involved in their future plans, and his feelings towards that involvement, would tend to be based on individual expectations. One may deduct that the planning for the youth, from the point of view of the referring agency, is considered not only easier but more efficient if the youth is not initially involved.

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Question 3(b) asked the three sample groups to rate their feelings regarding the youth's involvement on a scale from 'very satisfied' to 'very dissatisfied'. Figure 46 illustrates the various responses from within each sample group.

Of the 22 youth who answered this question, 15 (68.18%) felt satisfied about the extent to which they were involved in their future plans. Eighteen (94.74%) of the group home staff were satisfied, while 21 (95.45%) of the referring agency workers were satisfied. The major discrepancy was found in the number of youth's responses who indicated they were not satisfied with the amount or type of involvement they had in making their future plans. Four (18.19%) of the 22 youth indicated they were dissatisfied. If the three youth who were 'unsure', were also categorized in the dissatisfied range of the scale, then some 7 (31.83%) of the youth could be considered as having dissatisfied feelings about their involvement.

One explanation could be that these youth were totally uninvolved in making their future plans, as figure 45 points out. Figure 47 also supports this explanation, as 5 workers have indicated that they did not involve the youth in the discussion of their placement.

Question 5(a) asked if the worker explained to the youth what goals the worker felt the youth had to work on while living in the group home.

As figure 36 illustrates, there was a high degree of discrepancy among all three sample groups. The youth indicated that 22 (66.67%) had the goals explained to them, while 28 (84.85%) of the youth's workers stated they explained the goals to the youth. Interesting enough are the responses from the group home staff where of the 25 that responded, all, (100.00%) indicated that the goals were explained to the youth.

This discrepancy could be explained in terms of the role responsibilities that the group home staff, and the referring agency worker perceive as being within their jurisdiction.

It appears obvious that the group home staff considers the explanation of the goals as part of the admission procedures with respect to setting up an appropriate program for the youth.

The 5 workers who did not explain the goals to the youth could possibly be from those agencies not normally involved in placing youth. This could account for part of the difference (15.15%) between the referring agency worker and the group home staff.

A possible explanation for the difference (33.33%) between the youth and the group home staff could be related to the youth disagreeing to the goals which were explained, or to the fact that the youth may have forgotten.

Question 1C(b) asked the group home staff and the referring agency worker to indicate the reasons why the youth was not involved in discussing the placement.

As figure 47 illustrates, only 3 group home staff responded, while only 5 workers responded to this question. Although the number of responses does not provide for adequate analysis, it should be pointed out that the referring agency workers stated that the main reason for not discussing the placement with the youth was because of a direct placement through the court system. The responses given by the 3 group home staff indicated that an emergency placement, a direct placement through the court, and a combination of all the possibilities given them in the questionnaire were the reasons for not thoroughly discussing the placement with the youth.

The findings related to this question, in themselves, do not provide significant insights into the reasons why the youth were not more involved in the planning of their placement.

5.4 ARE PLACEMENTS THOROUGHLY PLANNED—AN ANALYSIS

This section discusses the analysis of the research question which reads as follows:

Are child placements in group homes made in a planned and thorough manner with the coordination of goals and plans being well established prior to the actual time of placement?

Reference to the data analysis and to the review of the literature will serve as a foundation for answering this research question.

In the previous section a number of key components were identified and analysed as being essential to the planning phase of the placement for the youth entering a group home in Windsor and Essex County.

The authors have identified several of these components, or variables, from their research, which they believe to be both significant in finding, as well as identifiable with the research question.

The Extent of Youth Involvement

The following variables were deemed essential in determining the extent of the youth's overall involvement in his placement plans.

- Was there discussion of the placement before moving into the group home?
- Did the youth have the choice to decide whether or not to move into the group home?
- Did the youth visit the group home before moving in?
- Did the youth have an overnight visit in the group home before moving in?

The government document entitled "Standards for Children's Residential Care Facilities" outlines those people who are to be involved in the planning for the placement of the youth:

1. the child of 16 or over, and in particular the child who is 12 and over having the right under the guidelines of the Ministry to have their opinions heard and to be included when any decisions are being made affecting their life;
2. the operator of the residence or a program staff person;
3. the child's parents or legal guardian with whom the child normally resides; and
4. a representative of the agency having care, custody and control of the child. (Whalen-Griffin, September 1980, SS BCPS-02.4., P. 98)

The above documentation requires that the planning and goal setting for the placement of the child over the age of 12, in a group home must include the child, the group home staff, and the referring agency (or parent).

The results from the analysis indicated that there was a considerable amount of disagreement (16.60%) between the youth and the group home staff, with that of the youth's worker, in relation to discussing the placement before moving in. Adequate explanations for this discrepancy are difficult to ascertain. However, both the youth 10 (33.33%) and the group home staff 8 (34.78%) indicate that the youth did not have a chance to discuss the placement before moving in.

The results from the analysis as to whether or not the youth had a choice to move into the group home, indicated that there was a significant amount of disagreement between the youth and their worker. With 16 (48.48%) of the workers indicating the youth had a choice in deciding the placement, and 26 (83.87%) of the youth thinking they had a choice, one obvious explanation was that the youth may have been allowed to believe that he or she had a choice for the placement when in fact they did not.

The results from the analysis as to the youth having a visit to the group home before moving in, indicated that there was a high discrepancy among the three sample groups. Only 14 (45.16%) of the youth stated they had a pre-placement visit, while 17 (70.83%) of the group home staff, and 20 (62.50%) of the referring agency workers stated the youth had a pre-placement visit. Adequate explanations for these inconsistencies are difficult to determine and accept.

Palmer in the review of the literature states however, that unless the child is in immediate life and death danger, then the planning for their move should be done slowly and thoroughly. Since there will be significant trauma involved in moving to a new setting, the child should be prepared as thoroughly as possible to help ease the anxiety and fear.

[...] the transition should be made easier by a pre-placement visit to the new home. (Palmer, April 1974, p. 9)

In relation to the youth having an overnight visit prior to moving in, the analysis indicated that again there was a fairly high discrepancy between the youth 8 (25.81%) and their worker 13 (40.63%). This discrepancy could not be fully and adequately explained.

Although the review of the literature does not indicate the necessity for an overnight visit, Palmer states that the placement should be done with the intent to ease the "trauma". An overnight visit would therefore appear to be beneficial in the pre-placement planning phase.

5.5 THE EXTENT OF TRIADIC COMMUNICATION

The following variables were deemed essential in determining the extent of triadic communication and involvement in the placement planning for the youth into the group home.

- Was there triadic discussion about the rules and programs offered in the group home?
- Was there triadic discussion and planning for the placement into the group home?
- Which best describes your feelings about this kind of involvement in the placement planning?
- Was there triadic discussion for future planning and programing after the youth had been placed into the group home?
- Which best describes your feelings about being able to take part in future planning and programing needs?
- Were the reasons explained to the youth for placement into the group home?
- What were the main reasons for the placement?
- Were the goals explained while living in the group home?
- What were the main goals to be achieved during the placement?

The results of the analysis indicated a discrepancy between the youth and the group home responses, to that of the referring agency responses, in relation to discussions about the rules and programs offered in the home.

This discrepancy indicates that the triadic team approach to discussing the rules and programs offered in the home were not done consistently.

The results of the analysis indicated a relatively low amount of agreement among the three sample populations, in relation to the triadic discussion and planning for the placement into the group home. This indicates that the triadic team approach in discussing the planning for the placement into the group home was not done in a consistent manner.

The results of the analysis indicated that there was high agreement between the referring agency sample and that of the group home sample, in terms of their feelings about this kind of involvement in the planning for the placement. The youth were in least agreement among the triad, indicating a greater dissatisfaction with respect to their feelings about this kind of involvement.

The results of the analysis indicated that there was significant communication among the triad in terms of discussion for future planning and programing once the youth had been placed in the group home.

The results of the analysis indicated that there was overall satisfaction among the triad in describing their feelings about being able to take part in future planning and programing needs. There was however, a major discrepancy in that the youth's responses were less satisfied than those of the referring agency and group home staff, with respect to their feelings about this kind of involvement.

The results of the analysis indicated that there was overall high agreement among the triadic system in terms of the reasons explained to the youth for placement into the group home. The results indicated that the youth had the lowest amount of agreement when compared to that of the referring agency and the group home responses.

The results of the analysis indicated that there was some agreement among the triadic system in terms of what the main reasons were for the placement.

All three sample populations gave 'family relations' as the main reason for the placement. The second most frequent reason given by the group home staff was consistent with that of the youth which was 'conflict with the law'.

The second most frequent reason given by the referring agency workers were not consistent with those of the youth and the group home, indicating a lack of communication among the triadic members.

The results of the analysis indicated that there was overall agreement among the triadic members in terms of whether the goals were explained while living in the group home. The results indicated however, that the youth was least in agreement when compared to the group home and referring agency responses, indicating a lack of communication among the triadic system.

The results of the analysis indicated that there was some agreement among the triadic members in terms of what the main goals were to be achieved during the placement.

The main goal given by all three sample populations was 'family relations'. The second most frequent goal given by the group home staff was consistent with that of the youth, which was 'conflict with the law'. The secondary goals, given by the referring agency workers, were not consistent with those of the youth and group home staff, indicating a lack of communication among the triadic system.

As was discussed in the review of the literature, it is essential that there be prior input and hopefully agreement on the part of the referring agency, the group home, and in particular the youth with respect to the reasons, goals, and plans for their placement into the group home (Taylor et al, 1976).

Furthermore, the required documentation as discussed in the Whalen-Griffin report requires that the planning and goal-setting must include the child of 12 years or older, the group home staff, and the referring agency staff (Whalen-Griffin, September 1980, SS BCPS-02.4, p.98).

Of the variables which were used to discuss the extent of triadic communication, there appears to be some indication that certain areas were discussed and communicated better than others among the triadic system. The indications appear to be that certain roles and responsibilities were not clearly defined among the triadic system as well as they should have been. Therefore the researchers have included an anal-

ysis of such roles and responsibilities in the following section of this chapter.

5.6 ROLES AND RESPONSIBILITIES

The following variables indicate some of the roles and responsibilities within the triadic team approach to placement planning.

- Was there triadic discussion about the rules and programs in the group home before the youth moved in?
- Were the reasons explained to the youth for placement into the group home?
- Were the admission and discharge procedures explained before moving in?
- Was there triadic discussion for future planning and programming after the youth had been placed in the group home?

The analysis of these components to the pre-placement planning phase have already been interpreted. For the purpose of this section, the roles and responsibilities within the triadic team are described. As the analysis has indicated, these variables have shown some degree of role confusion with respect to the planning for the placement of the youth. The intention is to present the material from the review of the literature in relation to some of the various roles that each member of the triadic team should consider as being their responsibility.

In order for the youth to understand the purpose and goals for the placement, as well as the objectives and means of achieving those objectives via the program of the group home, the youth must have had prior input and hopefully agreement to the rationale and objectives for the placement (Taylor et al, 1976).

The responsibility for pointing out the goals and objectives would clearly be that of the referring agency worker. This responsibility appears to have been accepted by the worker, as the data has indicated. There is confusion however, among the triad, when secondary and subsequent goals were identified by the three sample groups. All the group home staff (100.00%) indicated that, once the youth had been placed, they had discussed the goals, plans, and objectives to the youth.

The fact that only 22 (70.97%) of the youth indicated that they had the rules and program explained to them, seems to indicate that there is some role confusion among the triad. This would appear to be a definite responsibility of the group home staff. The validity of the youth's response to this question is supported by the fact that only 16 (66.67%) of the group home staff stated that the youth had the rules and program explained to them before moving into the group home.

Both the rules and program as well as the admission and discharge procedures of the group home should involve the input from the child care staff if the placement is to be enhanced. Hirschbach supports this view when he states that:

Because [the child care worker] spends a great deal of time and intensive contact with the child he must be involved in all aspects of planning, executing, changing and terminating the treatment program. (Hirschbach, 1976, p. 686)

These roles do not appear to be effectively communicated, both between the staff of each group home as well as among the members in the triad.

Planning for the Placement: An Overview

The question was asked of each of the three sample groups whether they were involved in the actual planning for the placement of the youth entering the group home. The results of this question indicated that all three groups were actively involved in this phase of the placement. However, when more specific questions were posed, evidence of inconsistency, lack of communication, role confusion and dissatisfied feelings towards the extent of the youth's involvement were identified.

There is evidence that each of the key components of the planning phase were used by the triadic team members to some degree. The results of this study indicate however, that the extent of the use of these components was not done as thoroughly as was suggested in the literature.

If group homes are to be fully utilized to their maximum potential, then effective communication and joint planning among the triadic members is considered essential.

5.7 SUMMARIZATION OF ANALYSIS BY EACH SAMPLE GROUP

Referring Agency

The following represents a summary of the analysis for the referring agency group:

- 26 (81.25%) reported that they had some involvement in the planning of the placement for the youth.
- 16 (48.48%) reported that they allowed the youth to have the choice for placement in the group home.

- 27 (81.82%) reported that they were involved in the discussion of the placement prior to the youth moving in to the group home.
- 28 (87.50%) reported that they were involved in the explanation of the reasons why the youth was placed.
- 22 (68.75%) reported that they were involved in the placement planning among the triad.
- 22 (100.00%) reported that they were 'very satisfied' or 'satisfied' with respect to their feelings regarding placement planning involvement.
- 13 (50.00%) reported that 'family relations' was the main reason for placing the youth. The second most frequent reason for placing the youth, 3 (11.54%), was 'the need to learn independent living skills' and 3 (11.54%), 'difficulty accepting direction and/or discipline'.
- 6 (23.08%) reported that 'family relations', and 6 (23.08%) reported that 'the need to learn independent living skills' were the main goals for the youth to work on during placement. The second most common goal reported by the referring agency, 5 (19.23%), was 'school attendance', and 5 (19.23%), 'difficulty controlling temper'.
- 20 (62.50%) reported that the youth had a pre-placement visit.
- 28 (87.50%) reported that the rules and programs of the group home were explained before the youth was placed.
- 13 (40.63%) reported that a pre-placement overnight visit had taken place prior to the youth being placed.

- 22 (68.75%) reported that the admission and discharge criteria was explained to the youth prior to the placement.
- 19 (61.29%) reported that the youth were involved in their future planning and programing needs.
- 21 (95.45%) reported that they were 'very satisfied' or 'satisfied' with respect to their feelings regarding future planning involvement among the triad.
- 28 (84.85%) reported that they explained goals to be worked on, to the youth, while they lived in the group home.
- Of the referring agency group, only 5 reported that they did not discuss the reasons for the placement with the youth.

Group Home Staff

The following represents a summary of the analysis for the group home responses:

- 19 (70.37%) reported that they were involved in the planning for the placement.
- 15 (65.22%) reported that they were involved in the discussion of the placement prior to the youth moving into the group home.
- 23 (95.83%) reported that they were involved in the explanation of reasons why the youth was placed in the group home.
- 13 (52.00%) reported that they were involved in the placement planning among the triad.
- 15 (93.75%) reported that they were 'very satisfied' or 'satisfied' with respect to their feelings regarding placement planning involvement.

- 7 (46.67%) reported that 'family relations' was the main reason for the youth's placement. The second reason for the youth's placement was reported as being 'conflict with the law'.
- 5 (29.41%) reported that 'family relations' was the main goal for the youth to work on during placement. The second most common goal for the youth to work on was reported as being 'conflict with the law'.
- 17 (70.83%) reported that the youth had a pre-placement visit.
- 16 (66.67%) reported that the rules and programs of the group home were explained before the youth was placed.
- 7 (30.43%) reported that a pre-placement overnight visit had taken place prior to the youth being placed.
- 17 (68.00%) reported that the youth were involved in their future planning and programing needs.
- 18 (94.74%) reported that they were 'very satisfied' or 'satisfied' with respect to their feelings regarding future planning involvement.
- 25 (100.00%) reported that they explained the goals to be worked on to the youth while they lived in the group home.
- Of the group home sample, only three responded, indicating that they did not discuss the reasons for the placement with the youth.

Youth

The following represents a summary of the analysis for the youth sample group:

- 28 (84.85%) reported that they were involved in the planning for the placement.
- 20 (66.67%) reported that they were involved in the discussion of the placement prior to moving into the group home.
- 24 (72.73%) reported that they had the reasons explained why they were involved in the placement planning.
- 13 (48.15%) reported they were 'very satisfied' or 'satisfied' with respect to their feelings regarding placement planning involvement.
- 9 (36.00%) reported that 'family relations' and 9 (36.00%) reported that 'conflict with the law', were the main reasons for their placement.
- 11 (44.00%) reported that 'family relations' was the main goal to be worked on during placement. The second most common main goal for the youth to work on was 'conflict with the law' reported by 6 (24.00%) of the youth.
- 14 (45.16%) reported that they had a pre-placement home visit.
- 22 (70.97%) reported that they had the rules and program of the group home explained to them before being placed.
- 8 (25.81%) reported that they had a pre-placement overnight visit.
- 15 (48.39%) reported that the admission and discharge criteria was explained to them prior to the placement.
- 20 (62.50%) reported that they were involved in their future planning and programing needs.
- 15 (45.45%) reported that they were 'very satisfied' or 'satisfied' with respect to their feelings regarding future planning involvement.

- 22 (66.67%) reported that they had the goals to be worked on explained to them while they lived in the group home.
- 26 (83.87%) reported that they had a choice for the placement in the group home.

Chapter VI

CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

6.1 INTRODUCTION

This study has presented a detailed review of the literature focusing on the various planning aspects for the youth being placed in five group homes located in Windsor and Essex County.

Certain provincial legislation, guidelines, and standards were presented in relation to the planning for the placement of the youth entering a group home. An attempt was made to determine the parameters for the utilization of group homes as well as a delimitation of group homes including various components, roles, and concepts which appear to be essential in the effective operationalization of this service.

The central theme throughout the study involved the use of a triadic team approach to the planning phase for the placement of the youth entering a group home in Windsor and Essex County.

A description of the research design, instrumentation, and the ~~method of data~~ collection was presented in order to promote clarity of the process as well as the opportunity for replication.

A presentation of the findings as well as an analysis of those findings as they relate to the research objectives and research question of this study was also described.

This chapter focuses on the conclusions and recommendations of the study based on the analysis of the data as well as the material presented in the review of the literature.

6.2 CONCLUSIONS

In formulating the research study, six primary objectives were stated. These objectives were then combined into two main research objectives and one research question.

The first research objective (objective A), for this study reads as follows:

To explore whether there was communication and understanding of the rationale and objectives for the placement of the youth among the referring agency staff, the group home staff, and the youth at the time of referral.

Of the eight variables that were used to analyze this objective, the following conclusion was made.

The findings indicated that there was generally inadequate communication among the triadic team with respect to the rationale and objectives of the referring agency for placing the youth in that particular group home. The findings also indicated that there was a lack of understanding among the group home staff and the youth, with respect to the reasons for the placement.

The second research objective (objective B), for this study reads as follows:

To explore whether there was communication and understanding of the admission and discharge criteria for the placement of the youth among the group home staff, the referring agency staff, and the youth at the time of referral.

Of the eight variables which were used to analyze this objective, the following conclusion was made.

The findings indicated that there was generally inadequate communication among the triadic team with respect to the admission and

discharge criteria and procedures of the group homes in Windsor and Essex County. Evidence of inadequate communication was also found between the group home staff themselves, in relation to the procedures having been carried out prior to the youth being placed. The findings indicated that there was generally a lack of understanding among the triadic team in relation to the various criteria and procedures of the group home before the youth moved in.

The findings indicated that the pre-placement planning procedures were carried out adequately and appeared to be congruent among the triadic team.

In drawing conclusions regarding the research question, the findings from this study as well as certain material presented in the review of the literature were used.

The research question reads as follows:

Are child placements in group homes made in a planned and thorough manner with the co-ordination of goals and plans being well established prior to the actual time of placement?

The findings indicate that, child placements in group homes located in Windsor and Essex County were generally not done in a planned and thorough manner in that there was a lack of consistent, high level co-ordination of the planning for the placement of the youth. There was some indication that the goals and plans for the youth had been well established prior to the actual placement. The understanding of those goals and plans however, did not appear to be congruent among the members in the triad.

Almost one-half of the youth placed in the five group homes had never experienced residential care prior to moving into their present

group home. The remaining youth had been placed in at least one other residential facility. The need for a thorough explanation of the program, its goals, and the admission and discharge criteria is of utmost importance in order to ease the transition of the youth into the program with as little difficulty as possible.

The five group homes in this study are used both as an initial placement for the youth who are unable to live at home as well as a setting for the youth who requires a less structured program than is available in the larger institution. These findings are consistent with the review of the literature on the utilization of group homes in that Hirschbach indicates that the type of youth most suitable for a group home includes among other characteristics, the child who has such close ties to his family that they are unable to accept a substitute family; and the child who has been discharged from a large institution and in need of a setting for readjustment into the community (page 31).

Almost one-half of the placements were referred by the Children's Aid Societies. Although the literature indicated that their budgets were severely cut-back and that there was a decline in the use of community group homes by the Children's Aid Societies, the findings indicated that these five group homes appear to rely heavily on this type of referral.

The findings indicated that the five group homes in this study were primarily used as long-term facilities for youth having family relationship problems or who have been in conflict with the law as is evidenced in the data (page 117).

The findings indicated that once the youth had been placed in the group home, there was significant communication, understanding, and involvement among the members in the triad regarding the youth's future plans and goals (page 126).

While an overview of the analysis indicates that the referring agencies and the group homes involved in this study are meeting the basic requirements as set out by the Ministry of Community and Social Services, the extent to which the youth plays in the decision-making process of his placement is somewhat questionable based on the frequency of inconsistencies and incongruencies found in the responses among the members in the triad.

More specific conclusions are drawn on the following variables associated with the concept of a triadic team approach to the placement planning phase.

Almost 55% of the group home staff had less than two years experience in their present job (page 88). The findings also indicate that almost 50% of the staff did not have any job related qualifications (page 92), and, almost 55% did not have any previous experience in planning for the placement of the youth into group homes (page 92). We conclude that group homes are hiring unqualified, inexperienced personnel in positions of front line work with youth.

We also conclude that there must be considerable staff turn-over, since over 50% have been employed two years or less.

We question why this policy of hiring unqualified, inexperienced personnel is so prominent among the group homes studied. We must also question what it is about the nature of the job and/or the environment

which seems to promote a high turn-over of personnel. We wonder whether the lack of job satisfaction in both the group homes and the referring agencies tend to promote such a high rate of turn-over among the staff.

The findings indicate that there is a significant discrepancy between the youth and his worker with respect to the reasons for the youth's placement. Thirty-six percent of the youth believe they are in the group home because of a "conflict with the law" when only 7% of the referring agency workers state that this was the reason for the youth's placement (page 117).

We conclude that agency workers are either not adequately explaining the reasons for the placement to the youth, or that they have misrepresented the reasons, or at least have not clarified the youth's misinterpretations.

Palmer and others have indicated that the youth should have a pre-placement visit before moving to a new home (page 42). Our findings indicate that only 45% of the youth had a pre-placement visit, while 70% of the group home staff and 62% of the workers stated the youth had a pre-placement visit (page 121).

We conclude that pre-placement visits do not occur on a regular basis. This is supported by Maluccio where he has indicated that little thought or planning is given to the importance of the pre-placement phase (page 43).

Only 25% of the youth stated that they had an overnight visit prior to moving in to the group home, while 40% of the youth's worker stated the youth had an overnight visit. The literature does not reflect the need for such a visit but Palmer does indicate that pre-placement visits are important in order to ease the transition to a new home (page 42).

We conclude that the referring agencies and the group homes do not consider an overnight visit as being important enough to the placement of the youth to ensure a more regular use of this procedure.

The findings indicate that 30% to 40% of the youth were not involved in the initial placement plans or their future plans (pages 125, 126). The fact that the mean age of the youth was 15 years, suggests that they should be more involved in the decision-making process affecting their immediate future, as they are nearing the legal age of adulthood.

We conclude that this number is sufficiently large to suggest that this practice is not consistent with the requirements of the Ministry of Community and Social Services (Children's Services Division), which is, that each child be involved in their placement plans and sign an agreement for service (page 17).

Only 50% of the youth felt satisfied about the amount and type of involvement they had in the placement planning, while 94% and 100% of the group home and referring agency workers were satisfied about the youth's involvement (page 114).

A similar pattern is found with respect to the feelings about the involvement of the youth in their future plans. The findings indicate that although 60% to 70% of the youth were involved in their own plans, the degree of satisfaction regarding the amount of their involvement is primarily lower than the other two sample groups (page 128).

We conclude that the degree of the youth's involvement is determined by either the group home staff or the referring agency worker and is not to the satisfaction of the youth.

Only three of the 27 group home staff and only five of the 27 referring agency workers responded to the question of why there would be extenuating circumstances for not discussing the reasons for the placement with the youth (page 129). In contrast, the findings indicated that only one (4%) of the group home staff and four (12%) of the referring agency workers did not explain to the youth why he was placed (page 111).

We conclude that the sensitivity of these two questions inhibited the respondents from answering honestly or that they did not consider the questions important to the placement.

6.3 LIMITATIONS

The scope and parameters of this study have given rise to certain limitations.

Not all children's residential facilities in Windsor and Essex County were included in this study. However, 100% of the group homes covered by the criteria cited in the review of the literature have been

used. Five group homes were selected based on a number of criteria, definitions and assumptions (page 68).

The number of participants within each sample population was not conducive to individualizing the results for each group home. The analysis was carried out in relation to the total of each of the three sample populations with respect to the concept of a triadic team approach to the planning for the placement of the youth.

A further limitation was that the study did not focus on the administrative aspects of the management of group homes. Although the literature did reflect the funding allocations of the group homes it did not deal with the various budgeting aspects for each group home.

6.4 RECOMMENDATIONS

The following recommendations are based on the analysis of the data as well as the review of the literature.

It is recommended that the referring agencies, in preparing the youth for placement, should do so by ensuring that thorough explanations for the reasons of the placement and goals to be achieved during the placement itself are effectively and consistently communicated.

It is recommended that the admission and discharge criteria of the group homes, as well as the procedures for the admission be better communicated to the youth and the referring agency worker, and that these procedures be carried out each time placement is to occur.

It is recommended that each group home establish the policy of signing an agreement for service between themselves, the referring agency worker, and the youth in order to coincide with the requirements established by the Ministry of Community and Social Services (Children's Services Division).

It is recommended that this agreement for service be signed by each of the parties involved in the placement; that this agreement be kept on file; and that it be revised on a regular basis with the opinions of each member of the triad explicitly described, as is recommended in the literature.

As evidenced in the analysis of the findings, placements have been made through a direct order from the court system. The cost/share plan to the City of Windsor is greatly increased through this method. In addition, this allowance does not provide for miscellaneous or sundry items to the youth. Group homes then have to cover this extra cost in their budgets.

In light of the above, it is recommended that there be better co-ordination and cooperation among the court system, the City of Windsor Social Service Department and the two local Children's Aid Societies to place these youth as temporary wards of the Children's Aid Society with an appropriate cost/share plan between themselves and the City of Windsor.

It is recommended that this co-ordination of service, be initiated by the Windsor-Essex County Children's Services Committee.

It is recommended that the Windsor-Essex County Children's Services Committee continue with its projected long-range plans to monitor, evaluate the various children's services in this area.

For those agencies not normally involved in placing children in a residential setting, it is recommended that external resources be made available in order to ensure the appropriate utilization of this community resources, and to optimize the placement of the youth.

It is recommended that a task force be established in order to monitor, and evaluate the use of the residential services offered in this community. This would aid in eliminating the duplication of service, or in detecting service gaps in relation to the needs of the child.

It is recommended that the Ministry of Community and Social Services (Children's Services Division) provide the means to monitor and enforce the standards required for all residential care facilities.

Since the majority of the staff are unqualified and inexperienced in dealing with child placements, it is recommended that the board of directors of these group homes provide in-service training opportunities for their staff.

The two main reasons for the placement of the youth are 'family relations' and 'conflict with the law'. Even though these group homes

are classified as non-treatment; it is recommended that the focus for this in-service training be aimed at these two areas, and be included in the budget for each group home.

It is further recommended that the following research be undertaken.

To identify and determine the various components involved in planning for the placement and what effects these various components have upon the success or failure of the placement.

To explore why there is such a high turn-over of front line staff in group homes.

To investigate the overall effectiveness of all children's residential facilities in relation to meeting the needs of the children in this community.

To investigate the efficiency of the group home concept as a viable service design in relation to the cost/benefit ratio.

To investigate the roles and responsibilities of the referring agency worker and the group home staff during the placement phase. This would enhance and ensure a more effective placement.

To investigate how the support services in this community may better serve the youth upon discharge from the group home.

These represent the recommendations that have been drawn from the findings in the study. It is hoped that this study will be beneficial to this community and the various residential facilities in order to develop the special needs of children requiring residential care.

Appendix A

INTRODUCTORY LETTER TO THE GROUP HOME DIRECTOR



Windsor-Essex County Children's Services Committee

Bartlet Building, Suite 304, 76 University Avenue West - Windsor, Ontario N9A 5N7 - (519) 256-2391



ARTHUR VOSSEN
Chairman.

JOHN MacNEIL
Executive Director

February 17, 1981

Dear

The Needs Assessment Task Force of the Windsor-Essex County Children's Services Committee is conducting research into residential services to local children. At this time, we wish to investigate the utilization patterns of group home placements.

The data collected will establish the demands placed on group homes by the service community, and identify additional resources necessary to ensure that the needs of children and youth are effectively met.

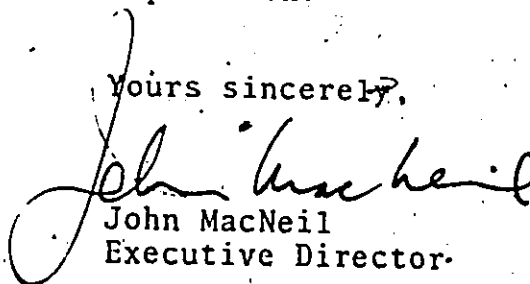
I am requesting your participation in completing this project as one means to enhancing the services of children in this county.

Mr. Ken Akers, M.S.W. student from the School of Social Work at the University of Windsor will be conducting this research under my supervision. He will be assisted by Mr. Charles Martin, also an M.S.W. student at the University of Windsor. The data collected will also assist them in their thesis requirements for the degree, Master of Social Work.

They will be contacting you by the end of the month to arrange an appropriate time to process the survey questionnaire. If you have any questions, please contact either myself or Mr. Akers at 256-2391.

Thank you for your kind cooperation.

Yours sincerely,


John MacNeil
Executive Director

JM/mb

Appendix B

INTRODUCTORY LETTER TO THE REFERRING AGENCY DIRECTOR



Windsor-Essex County Children's Services Committee

Bartlet Building, Suite 504, 76 University Avenue West - Windsor, Ontario N9A 5N7 - (519) 256-2391



The Windsor- Essex County Children's Services Committee is conducting a study on the placement planning and utilization patterns of group homes in Essex County.

We have identified the following social workers from your agency as having one or more children in the group homes studied:

We ask that you forward the enclosed questionnaires to the appropriate worker and have them returned to your office by April 29, 1981. Arrangements will then be made by Mr. Akers to pick them up.

Thank you for your cooperation and assistance in this research study.

Sincerely,

John MacNeil
Executive Director

JM/KA/bv

Appendix C

INTRODUCTORY LETTER TO THE REFERRING AGENCY WORKER



Windsor-Essex County Children's Services Committee

Bartlet Building, Suite 504, 76 University Avenue West - Windsor, Ontario N9A 5N7 - (519) 256-2391



Dear

The Windsor-Essex County Children's Services Committee is conducting a study on the placement planning and utilization patterns of group homes in Essex County.

As part of the study, we are asking you to complete the enclosed questionnaire.

It is our understanding that you are responsible for the placement of a child in the following group homes:

At the top of each questionnaire you will find the child's identifier code. Please answer all the questions in relation to that child and the group home in question.

Example:

FIRST & LAST LETTERS				Sex (M/F)
Surname	Given name	Birthdate		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

It is not necessary to provide any identifying information on the questionnaire. Please return the completed questionnaire to the Executive Director no later than

Thank you for your cooperation and assistance in this research study.

Sincerely,

John MacNeil
Executive Director

JM/KA/bv

Appendix D

GROUP HOME STAFF QUESTIONNAIRE

PART B

1. A) Do you or another worker typically/usually get involved in the actual planning for the placement of the children in your group home?

Yes _____ No _____

B) If you answered Yes to the above, please answer the following:

a) Do the children visit the home before they move in?

Yes _____ No _____ Sometimes _____

If Sometimes, please explain:

b) Do the children have an overnight visit at the home before they move in?

Yes _____ No _____ Sometimes _____

If Sometimes, please explain:

c) Do you talk with the referring agency staff about rules and programs offered in the home before the children move in?

Yes: _____ No _____ Sometimes _____

If Sometimes, please explain:

d) Do you explain what the admission and discharge criteria are at the home before the children move in?

Yes _____ No _____ Sometimes _____

If Sometimes, please explain:

C) i) Do you feel you have a chance to discuss the placement with the children before they move into the group home?

Yes _____ No _____ Sometimes _____

If Sometimes, please explain:

ii) If you answered No, please check the most appropriate reasons:

(1 = least likely to 5 = most likely reason)

(Reasons)

(Rating)

- 1) Emergency Placement 1__2__3__4__5__
- 2) Direct Placement Through Court System 1__2__3__4__5__
- 3) Child Would Not Cooperate 1__2__3__4__5__
- 4) Not Necessary 1__2__3__4__5__
- 5) Other (Please Specify Below) 1__2__3__4__5__

2. A) Do you, the child, and the referring agency staff get together to discuss the planning of the placement into the group home?

Yes _____ No _____ Sometimes _____

If Sometimes, please explain:

B) If you answered yes above, please check that which best describes your feelings about this kind of involvement in the placement planning.

- 1) Very Dissatisfied _____ 2) Dissatisfied _____
- 3) Unsure _____ 4) Satisfied _____ 5) Very Satisfied _____

3. A) Do you, the child, and the referring agency staff get together to discuss future planning and programming now that the child is placed in the group home?

Yes _____ No _____ Sometimes _____

If Sometimes, please explain:

B) If Yes, please check the box that best describes your feelings about this kind of involvement in the future planning and programming of the child.

1) Very Dissatisfied _____ 2) Dissatisfied _____
3) Unsure _____ 4) Satisfied _____ 5) Very Satisfied _____

4. A) Did someone explain to the child the reasons why he was placed in this group home?

Yes _____ No _____

B) If Yes, please rank what you believe to be the main reasons: (1 = most important reason to 7 = least important reason)

(RANK ONLY THOSE THAT APPLY TO YOU)

- a) Truancy _____
- b) Conflict with the Law _____
- c) Difficulty Controlling Temper _____
- d) Need to Learn Independent Living Skills _____
- e) Difficulty Accepting Direction and/or Discipline _____
- f) Family Problems _____
- g) Other (Please Specify Below) _____

5. A) Did someone explain to the child what he needed to work on while living in the group home?

Yes _____ No _____

B) If Yes, please rank what you believe are the areas the child should work on while he is in the group home: (1 = most important area
7 = least important area)

(RANK ONLY THOSE THAT APPLY TO YOU)

- a) Truancy _____
 - b) Conflict with the Law _____
 - c) Difficulty Controlling Temper _____
 - d) Need to Learn Independent Living Skills _____
 - e) Difficulty Accepting Direction and/or Discipline _____
 - f) Family Problems _____
 - g) Other (Please Specify Below) _____
- _____
- _____
- _____

Thank you very much for your cooperation and assistance in this research study.

Appendix E
YOUTH QUESTIONNAIRE

RESEARCH QUESTIONNAIRE

(Please use a check '✓' to indicate your answer)

PART A

- 1) Sex: Male _____ Female _____
- 2) Please indicate your Birthdate: Day _____ Month _____ Year _____
- 3) What is your present age: _____ years.
- 4) In which group home are you presently living:
- a) Briarwood _____
 - b) Renaissance Homes _____
 - c) The Inn of Windsor _____
 - d) New Beginnings _____
 - e) Leone Residence _____
- 5) Where did you live immediately before coming here?
- Windsor _____ County _____
- 6) Please check which group homes you have previously been placed in. (Leave blank if none)
- a) Briarwood _____
 - b) Renaissance Homes _____
 - c) The Inn of Windsor _____
 - d) New Beginnings _____
 - e) Leone Residence _____
 - f) Other (Please specify) _____
- 7) A) Who was involved in deciding your placement?
- a) Roman Catholic Children's Aid Society _____
 - b) Children's Aid Society _____
 - c) Probation and After-Care _____
 - d) Court _____
 - e) Other (Please specify) _____
- B) What was the worker's name: _____
- _____

8) How long have you been living in your present group home?

- a) Less than 3 months _____
- b) Between 4 & 6 months _____
- c) Between 7 & 9 months _____
- d) Between 10 & 12 months _____
- e) Over 12 months _____

9) How long did you expect to stay at your present group home?

- a) Less than 3 months _____
- b) Between 4 & 6 months _____
- c) Between 7 & 9 months _____
- d) Between 10 & 12 months _____
- e) Over 12 months _____



PART B

1. A) Were you involved in the actual planning for the placement to this group home?

Yes _____ No _____

If you answered Yes to the above, please answer the following:

a) Did you visit the home with your worker before moving in?

Yes _____ No _____

b) Did you have an overnight visit at the group home before moving in?

Yes _____ No _____

c) Did you talk with the group home staff about rules and programs offered in the home before you moved in?

Yes _____ No _____

d) Did the group home staff explain to you what the admission and discharge criteria (reasons for admitting and discharging you) were at the group home before you moved in?

Yes _____ No _____

e) Do you feel you had a chance to discuss this placement with your worker before moving in?

Yes _____ No _____

f) Were you given the choice to decide for yourself whether or not to move into the group home?

Yes _____ No _____

2. A) Did you, your worker, and the group home staff get together to discuss the planning of your placement into the group home?

Yes _____ No _____

B) If you answered Yes above, please check that which best describes your feelings about this kind of involvement in the placement planning.

1) Very Dissatisfied _____ 2) Dissatisfied _____

3) Unsure _____ 4) Satisfied _____ 5) Very Satisfied _____

L

3. A) Do you, your worker, and the group home staff get together to discuss future planning and programing now that you are placed in the group home?

Yes _____ No _____

B) If Yes, please check the box that best describes your feelings about being able to take part in your future planning and programing needs:

1) Very Dissatisfied _____ 2) Dissatisfied _____
3) Unsure _____ 4) Satisfied _____ 5) Very Satisfied _____

4. A) Did your worker explain to you the reasons why you were placed in this particular group home?

Yes _____ No _____

B) If Yes, please rank what you believe to be the main reasons: (1 = most important reason to 7 = least important reason)

(RATE ONLY THOSE THAT APPLY TO YOU)

- a) Truancy _____
- b) Conflict with the Law _____
- c) Difficulty Controlling Temper _____
- d) Need to Learn Independent Living Skills _____
- e) Difficulty Accepting Direction and/or Discipline _____
- f) Family Problems _____
- g) Other (Please Specify Below) _____

5. A) Did your worker explain to you what things he felt you needed to work on while living in the group home?

Yes _____ No _____

5. B) If Yes, please rank what you were indicated to be areas that needed work on while living in the group home. (1 = most important area to 7 = least important area)

(RATE ONLY THOSE THAT APPLY TO YOU)

- a) Truancy _____
- b) Conflict with the Law _____
- c) Difficulty Controlling Temper _____
- d) Need to Learn Independent Living Skills _____
- e) Difficulty Accepting Direction and/or Discipline _____
- f) Family Problems _____
- g) Other (Please Specify Below) _____

Thank you very much for your cooperation and assistance in this research study.

Appendix F

REFERRING AGENCY WORKER QUESTIONNAIRE

PART B

1. A) Do you typically/usually have the children involved in the actual planning for the placement to the group home?

Yes _____ No _____

B) If you answered yes to the above, please answer the following:

a) Do you visit the home with the children before they move in?

Yes _____ No _____ Sometimes _____

If sometimes is checked, please explain:

b) Do you arrange for the children to have an overnight visit at the group home before they move in?

Yes _____ No _____ Sometimes _____

If sometimes is checked, please explain:

c) Do you talk with the group home staff about rules and programs offered in the home before the children move in?

Yes _____ No _____ Sometimes _____

If sometimes is checked, please explain:

d) Do the group home staff explain to you what the admission and discharge criteria (reasons for admitting and discharging the child) are at the group home before the children move in?

Yes _____ No _____ Sometimes _____

If sometimes is checked, please explain:

e) Do you give the children the choice to decide whether or not to move into the group home?

Yes _____ No _____ Sometimes _____

If Sometimes is checked, please explain:

C) a) i) Do you feel you have a chance to discuss this placement with the children before they move into the group home?

Yes _____ No _____ Sometimes _____

If Sometimes is checked, please explain:

ii) If you answered No, please check the most appropriate reason:

1 = least likely reason
5 = most likely reason

(Reasons)	(Rating)
1) Emergency Placement	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
2) Direct Placement Through Court System	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
3) Child Would Not Cooperate	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
4) Not Necessary	1 _____ 2 _____ 3 _____ 4 _____ 5 _____
5) Other (Please Specify)	1 _____ 2 _____ 3 _____ 4 _____ 5 _____

2. A) Do you, the child, and the group home staff get together to discuss the planning of the placement into the group home?

Yes _____ No _____ Sometimes _____

If Sometimes is checked, please explain:

B) If you answered yes above, please check that which best describes your feelings about this kind of involvement in the placement planning.

- 1) Very Dissatisfied _____
- 2) Dissatisfied _____
- 3) Unsure _____
- 4) Satisfied _____
- 5) Very Satisfied _____

3. A) Do you, the child, and the group home staff get together to discuss future planning and programming now that the child is placed in the group home?

Yes _____ No _____ Sometimes _____

If Sometimes is checked, please explain:

B) If Yes, please check the box that best describes your feelings about this kind of involvement in the future planning and programming of the child.

- 1) Very Dissatisfied _____
- 2) Dissatisfied _____
- 3) Unsure _____
- 4) Satisfied _____
- 5) Very Satisfied _____

4. A) Do you explain to the child the reasons why he was placed in a particular group home?

Yes _____ No _____

B) If Yes, please rank what you believe to be the main reasons: (1=Most Important Reason to 7=Least Important Reason)

(RANK ONLY THOSE THAT APPLY TO YOU)

- a) Truancy _____
- b) Conflict with the Law _____
- c) Difficulty Controlling Temper _____
- d) Need to Learn Independent Living Skills _____
- e) Difficulty Accepting Direction and/or Discipline _____
- f) Family Problems _____
- g) Other (Please Specify Below) _____

5. A) Do you explain to the child what things you feel he needs to work on while living in the group home?

Yes _____ No _____

B) If Yes, please rank what you indicated to the child to be areas to work on while he is in the group home:
(1 = Most Important Area to 7 = Least Important Area)
(RANK ONLY THOSE THAT APPLY TO YOU)

- a) Truancy _____
 - b) Conflict with the Law _____
 - c) Difficulty Controlling Temper _____
 - d) Need to Learn Independent Living Skills _____
 - e) Difficulty Accepting Direction
and/or Discipline _____
 - f) Family Problems _____
 - g) Other (Please Specify Below) _____
- _____
- _____
- _____

Thank you very much for your cooperation and assistance in this research study.

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VITAE AUCTORIS

Kenneth David Akers was born in Hamilton, Ontario on September 28, 1951. He received all of his education in Hamilton and graduated from Hill Park Secondary School in 1971. In September of that year, Ken enrolled at the University of Windsor where he completed two years in the faculty of science. In 1973, he travelled extensively throughout Europe and the Middle East working on a Kibbutz for six months. In the fall of 1974, he entered the School of Social Work at the University of Windsor. He received his Bachelor of Psychology in October 1975, and his Bachelor of Social Work in May 1977. While attending school, he worked full time as a child care worker for the Children's Aid Society of Essex County for two years. Ken was also president of the Student Social Work Association and a member of the Student Administrative Council of the University of Windsor in 1976. Upon graduation he was employed with the Roman Catholic Children's Aid Society for the County of Essex where he worked in the Children's Services Department for three years.

In September 1980, Ken enrolled in the Master of Social Work program at the University of Windsor, specializing in Administration and Program Evaluation. His field placement was located with the Windsor-Essex County Children's Services Committee.

He is currently employed in Parkhill, Ontario as a program consultant in a residential treatment facility for adolescent girls. He expects to graduate with his M.S.W. in October 1981.

VITAE AUCTORIS

Charles A. Martin was born March 2, 1952. He immigrated to Canada in 1956 from Belgium. He settled with his family in the Kitchener-Waterloo area and attended several schools while living in the area. Charles graduated from grade XII in June 1970 from Grand River Collegiate Institute, Kitchener, Ontario. In September 1971, he entered Conestoga College of Applied Arts and Technology in the Criminology and Law Enforcement program and completed his two year diploma in June 1973. He was employed with the Government of the Northwest Territories, Corrections Services from August 1973 until August 1977. During this time period, Charles held various positions with the Corrections Services. His experience included work in the correctional centres in Yellowknife, Hay River, and Frobisher Bay. In September 1977, he was granted education leave with the Government and enrolled in the B.S.W. program at the University of Windsor. While attending university, Charles and his wife Susanne were group home parents for the Roman Catholic Children's Aid Society for the County of Essex from April 1978 until April 1979. During the summer of 1979 and 1980, Charles returned to work for the Government as a community social services worker, in Fort Smith and Yellowknife. In June 1979, he received his B.A. from the University of Windsor. In May 1980, he received his B.S.W. (honours) degree from the University of Windsor. Charles returned in September 1980 to the M.S.W. program. His field placement during his graduate studies was at the

Roman Catholic Children's Aid Society for the County of Essex. During his academic year he was also a teaching assistant for the fourth year statistics class. Charles plans to graduate in October 1981 and looks forward to returning to full time work with the Government of the Northwest Territories.