THE EFFECT OF GROUP COUNSELING UPON SELECTED PERSONALITY AND BEHAVIORAL VARIABLES IN DELINQUENT ADOLESCENTS

APPROVED:

Graduate Committee:

Edward C. Bond
Major Professor

W. Wesley Espy
Minor Professor

Gary E. Romich
Committee Member

Dwane Lingey
Dean of the School of Education

Robert Todd
Dean of the Graduate School
Williams, Mary Janet, *The Effect of Group Counseling Upon Selected Personality and Behavioral Variables in Delinquent Adolescents*. Doctor of Education (Counseling and Personnel Administration), August, 1971, 87 pp., 15 tables, bibliography, 64 titles.

This study was conducted to investigate the effects of group counseling upon personality and behavior changes in delinquent girls confined in a state training school in Texas. The criteria used to determine change included the California Test of Personality, Intermediate Form, sociometric status (work and play criteria), emotional expansiveness (work and play criteria), number of discipline reports, and academic grades.

The girls selected for this study were randomly selected by living units. The study involved 107 girls assigned to three groups: experimental, placebo, and control. The experimental group received group counseling for one hour each week for ten sessions. The placebo group watched films one hour a week for ten sessions. The control group received no treatment. Pre- and post-tests were given to all subjects.

A simple analysis of variance was used to test the significant difference between the means on all established criteria. The .05 level of confidence was required to accept the hypotheses.
Statistical results showed that group counseling in this experiment was not any more effective than film viewing or no treatment in effecting change in delinquent adolescent girls. All hypotheses were rejected.

Recommendations based on the findings of this study were:

1. More sensitive and appropriate measures should be used to determine personality and behavior change.
2. Group counseling should be conducted more than once a week.
3. State training schools in Texas should be encouraged to re-evaluate their programs in terms of including group counseling as a possible tool toward rehabilitation.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>v</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>- Statement of the Problem</td>
<td></td>
</tr>
<tr>
<td>- Purpose of the Study</td>
<td></td>
</tr>
<tr>
<td>- Hypotheses</td>
<td></td>
</tr>
<tr>
<td>- Background and Significance of Study</td>
<td></td>
</tr>
<tr>
<td>- Definition of Terms</td>
<td></td>
</tr>
<tr>
<td>- Limitations of the Study</td>
<td></td>
</tr>
<tr>
<td>- Treatment of Data</td>
<td></td>
</tr>
<tr>
<td>II. REVIEW OF THE LITERATURE</td>
<td>14</td>
</tr>
<tr>
<td>- Group Counseling in Correctional Institutions</td>
<td></td>
</tr>
<tr>
<td>- Group Counseling with Delinquent Boys</td>
<td></td>
</tr>
<tr>
<td>- Group Counseling with Delinquent Girls</td>
<td></td>
</tr>
<tr>
<td>- Summary</td>
<td></td>
</tr>
<tr>
<td>III. METHODS AND PROCEDURES</td>
<td>33</td>
</tr>
<tr>
<td>- The School</td>
<td></td>
</tr>
<tr>
<td>- Instruments</td>
<td></td>
</tr>
<tr>
<td>- Collection of the Data</td>
<td></td>
</tr>
<tr>
<td>- Selecting the Subjects</td>
<td></td>
</tr>
<tr>
<td>- Procedures</td>
<td></td>
</tr>
<tr>
<td>- Description of Groups</td>
<td></td>
</tr>
<tr>
<td>- Analysis of the Data</td>
<td></td>
</tr>
<tr>
<td>IV. STATISTICAL ANALYSIS OF RESULTS AND DISCUSSION</td>
<td>50</td>
</tr>
<tr>
<td>- Analysis of Data</td>
<td></td>
</tr>
<tr>
<td>- Discussion of Results</td>
<td></td>
</tr>
<tr>
<td>- Summary</td>
<td></td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS</td>
<td>70</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
</tr>
<tr>
<td>Findings</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations</td>
<td></td>
</tr>
<tr>
<td>For Future Research</td>
<td></td>
</tr>
<tr>
<td>For State Schools</td>
<td></td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>78</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>79</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>80</td>
</tr>
<tr>
<td>APPENDIX D</td>
<td>81</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>82</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>Mean Difference in Self Reliance Scores for Three Treatment Groups</td>
<td>51</td>
</tr>
<tr>
<td>II.</td>
<td>Mean Difference in Sense of Personal Worth Scores for Three Treatment Groups</td>
<td>51</td>
</tr>
<tr>
<td>III.</td>
<td>Mean Difference in Sense of Personal Freedom Scores for Three Treatment Groups</td>
<td>52</td>
</tr>
<tr>
<td>IV.</td>
<td>Mean Difference in Feeling of Belonging Scores for Three Treatment Groups</td>
<td>52</td>
</tr>
<tr>
<td>V.</td>
<td>Mean Difference in Withdrawing Tendencies Scores for Three Treatment Groups</td>
<td>53</td>
</tr>
<tr>
<td>VI.</td>
<td>Mean Difference in Nervous Tendencies Scores for Three Treatment Groups</td>
<td>53</td>
</tr>
<tr>
<td>VII.</td>
<td>Mean Difference in Social Standards Scores for Three Treatment Groups</td>
<td>54</td>
</tr>
<tr>
<td>VIII.</td>
<td>Mean Difference in Anti-Social Tendencies Scores for Three Treatment Groups</td>
<td>54</td>
</tr>
<tr>
<td>IX.</td>
<td>Mean Difference in School Relations Scores for Three Treatment Groups</td>
<td>55</td>
</tr>
<tr>
<td>X.</td>
<td>Mean Difference in Sociometric Status--Work Criteria--for Three Treatment Groups</td>
<td>57</td>
</tr>
<tr>
<td>XI.</td>
<td>Mean Difference in Emotional Expansiveness--Work Criteria--for Three Treatment Groups</td>
<td>58</td>
</tr>
<tr>
<td>XII.</td>
<td>Mean Difference in Sociometric Status--Play Criteria--for Three Treatment Groups</td>
<td>58</td>
</tr>
<tr>
<td>XIII.</td>
<td>Mean Difference in Emotional Expansiveness--Play Criteria--for Three Treatment Groups</td>
<td>59</td>
</tr>
<tr>
<td>XIV.</td>
<td>Mean Difference in Grade Average for Three Treatment Groups</td>
<td>61</td>
</tr>
<tr>
<td>XV.</td>
<td>Mean Difference in Number of Discipline Reports for Three Treatment Groups</td>
<td>62</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

One of the major considerations of adolescent correctional institutions has been to aid delinquents in their emotional and social development so that they might assume a more constructive role in society. Extensive social and emotional rehabilitation has often been retarded by insufficient public budgeting, ill-paid clinical resources, and a conflict of opinion as to exactly what incarceration should provide. These correctional institutions often have resources for no more than vocational and educational programs. Programs designed to assist the delinquents to form positive self concepts and establish constructive relationships with society have been neglected.

Cohen (4) states that administrators should be forced to reconsider the basic position of state training schools if their only purpose is to remove the delinquent from society. In looking for more effective and efficient ways of rehabilitation, Cohen says that administrators should often ask the question, "What can group processes contribute to the total training-school program?" Many writers in the field of juvenile delinquency (7, 9, 13, 16, 17, 18, 20) have found that administrators are turning to group counseling as an effective measure of rehabilitation. Achilles summarizes many administrators' feelings.
about group counseling as a treatment tool when he states, "Since juvenile delinquency is primarily a group phenomenon, the most adequate treatment of juvenile delinquents is group therapy" (1, p. 49). Although many writers (5, 10, 12, 16, 17, 19) recognize the importance of utilizing the group concept when working with delinquents, studies of group counseling for the remediation of the delinquents' problems have focused primarily on improvement of academic achievement, interpersonal relations, and self-understanding. Cohen (4) reported that group counseling of delinquent boys in a residential setting helped the boys to understand that school rules work the same for all. Boys also showed improved social relations and better group participation. Davis (6) studied the effects of group counseling and individual counseling on students graded low in citizenship. Both groups showed significant improvement over controls, but the students receiving group counseling showed statistically significant improvement over those receiving individual counseling.

Group counseling has also been employed to increase understanding of self and others. Bryan and Younker (3) counseled six prodelinquent girls and held one group parent conference and twenty individual parent conferences. Evaluation and follow-up of the subjects indicated increased competence in ability to cope with problems.

In terms of both process and change, group counseling provides assistance for students with situational and developmental needs and concerns, some of which cannot be as
effectively examined in a one-to-one relationship (15). Ohlsen (15) states that members of counseling groups talk about themselves and the things that disturb them. They talk about what they can do about these problems to improve their adjustment. Gazda, Duncan, and Meadows (7) agree that the members of the group utilize the group interaction to increase understanding and acceptance of values and goals, to learn or unlearn certain attitudes and behaviors.

There is little doubt that group counseling provides the opportunity for pre-delinquent and juvenile offenders, as group members, to gain a more realistic understanding of themselves through examination of their actions with the members of the group. Group members also have the opportunity to deal openly with their negative attitudes and to attempt to understand and cope with them in their effort to reinstate themselves as constructive members of society.

Statement of the Problem

The problem of this study was to determine the effect of a group counseling program in effecting personality and behavioral change in delinquent, adolescent girls.

Purpose of the Study

The purpose of this study was to determine the personality and behavioral changes that took place in delinquent girls as a result of group counseling.
Hypotheses

The following hypotheses were tested:

I. Subjects who had a minimum of ten weekly group counseling sessions will show significantly greater mean gains than will subjects who had ten weekly group meetings in regard to the following sub-test scores on the California Test of Personality:

A. Self-reliance
B. Sense of Personal Worth
C. Sense of Personal Freedom
D. Feeling of Belonging
E. Withdrawing Tendencies
F. Nervous Tendencies
G. Social Standards
H. Anti-Social Tendencies
I. School Relations

II. Subjects who had a minimum of ten weekly group counseling sessions will show significantly greater mean gains than subjects who had neither group counseling nor group meetings in regard to the following subtest scores on the California Test of Personality:

A. Self-reliance
B. Sense of Personal Worth
C. Sense of Personal Freedom
D. Feeling of Belonging
E. Withdrawing Tendencies
F. Nervous Tendencies
G. Social Standards
H. Anti-Social Tendencies
I. School Relations

III. Subjects who had a minimum of ten weekly group counseling sessions will show significantly greater mean gains on a sociometric rating scale than subjects who had ten weekly group meetings, in regard to the following variables:
A. Sociometric Status—work criteria
B. Emotional Expansiveness—work criteria
C. Sociometric Status—play criteria
D. Emotional Expansiveness—play criteria

IV. Subjects who had a minimum of ten weekly group counseling sessions will show significantly greater mean gains on a sociometric rating scale than subjects who had neither group counseling nor group meetings, in regard to the following variables:

A. Sociometric Status—work criteria
B. Emotional Expansiveness—work criteria
C. Sociometric Status—play criteria
D. Emotional Expansiveness—play criteria

V. Subjects who had a minimum of ten weekly group counseling sessions will show greater mean gains in grade-point averages than (a) subjects who had ten weekly group meetings, and (b) subjects who had neither group counseling nor group meetings.

VI. Subjects who had a minimum of ten weekly group counseling sessions will show a significantly greater mean decrease in number of disciplinary reports received than will subjects who had ten weekly group meetings.

VII. Subjects who had a minimum of ten weekly group counseling sessions will show a significantly greater mean decrease in number of disciplinary reports than will subjects who had neither group counseling nor group meetings.

Background and Significance of Study

Konopka, in developing a rationale for group work with delinquents, writes that,
The group is a power, in either a negative or positive sense, if we regard it from the point of view of society; but in either case it is a strong agent. To every child, belonging to some group and having status with his contemporaries is essential. If this feeling of belonging cannot be found in a socially acceptable group, another one is chosen (14, pp. 1-6).

Konopka goes on to point out that children who are sent into an institution need additional help to find internal security and strength because they must adjust to a new kind of group life.

Although group work has been used comparatively little in institutions for delinquent young women (13), it is apparent that in those settings in which disturbed and emotionally explosive youngsters live together constantly, the use of group counseling is essential (14, p. 2). As early as 1946 the National Conference on Prevention and Control of Juvenile Delinquency stressed the importance of the use of group work in institutions dealing with juvenile delinquents. Those participating in this Conference recognized how important the group is to every youngster, and especially to the delinquent in conflict with the adult world and the world in general (14).

Several writers (1, 13, 14, 16, 17) have expressed the opinion that group work is as important a treatment tool as the case-work process, the educational process, the medical history and vocational opportunities, because it represents a therapeutic channel through which the child develops into
a stronger personality. The group process provides the individual with realistic feedback from his peers that ultimately aids his growth. This view is supported by several research studies on group work with delinquent and juvenile offenders as reported by Shaw and Wursten (19, pp. 28-29). In all studies cited there was marked improvement in freedom of expression, better group participation, and an increased ability to cope with problems.

Gutsch and Bellamy (9) report a study with junior high school pre-delinquent students involved in group counseling. The California Test of Personality, Form AA was one instrument used to measure change. There were no statistically significant differences between the experimental or control groups, but further analysis showed movement in a positive direction in the experimental group. Improvement in social attitude and grade-point average was noted as a result of group therapy.

Grant and Grant (17, p. 49) report an extensive two year study with military delinquents. They postulated that those inmates with higher interpersonal maturity would evidence more personality change in a positive direction after intensive group counseling than would those inmates with lower interpersonal maturity. Their hypotheses were supported and the study led to the extensive use of group counseling with those military delinquents who possessed a sufficient amount of interpersonal maturity.
Reporting on the outcomes of group work with delinquent boys, Pilnick (16) states that the result of group work with delinquent boys will reduce conformity to delinquent peer-determined norms and encourage new behavior patterns which are non-delinquent oriented. In a similar report Achille (1) states that group counseling is used predominantly in the Boscoville Institution. The inmates passed from open hostility toward each other to positive and warm relationships. The Boscoville return rate has decreased from 68 per cent to 21 per cent since the use of group counseling.

An example of the effectiveness of group counseling over individual counseling with fifteen-year-old boys referred for delinquent activities is reported by Higginson (10). In terms of behavior changes all boys who received group counseling passed every course in school, and none had a cumulative grade less than B. After the second month of group counseling, none of the boys were ever involved in further delinquent acts.

D'Angelo (5) hypothesized that institutionalized delinquent girls who receive group psychotherapy would show greater improvement in adjustment than girls who experienced the general institutional program for a corresponding period of time. She found no significant differences between the experimental and control groups and suggested that more intensive therapy was necessary in order to show measurable change because of the subjects' extremely low self-concepts. Although no significant statistical differences were found,
D'Angelo felt that change did occur as a result of group counseling and suggested that more flexible measures of change should be used.

Ketterling (12) reports an attempt to measure the difference between incarcerated women having group counseling and those not having group counseling. No significant difference between the two groups was found. Ketterling states that since it appeared that rehabilitation had not been attempted with the women in the jail, his experiment was tentative in most every respect. He suggested that the behavioral criteria were not sufficient in measuring changes and that other measures should be employed. For example, in terms of gains not measured, four women entered school, seven contacted the placement center in the local vocational center, and eleven others sought help from the counseling center of the same school.

Among the studies mentioned, all agree on the purpose and worth of group counseling. How much of the observed progress or improvement can be attributed to the effects of group counseling for delinquent girls? What part does the special attention that one receives while involved in a group in an institution play in the success of that group? These are critical questions evidenced by the literature in the field today that have not been answered, particularly concerning delinquent girls. Because of lack of pertinent research, lack of a group counseling concept at the state
training school, and lack of an adequate counseling program for delinquent girls, further research is indicated.

**Definition of Terms**

For the purposes of this study, the following definitions were established:

1. **Behavioral change**—Positive gain on specific sub-tests of the California Test of Personality, more times chosen on the sociometric rating scale, improved grade-point averages and fewer discipline reports.

2. **Group counseling**—

   A dynamic, inter-personal process focusing on conscious thought and behavior and involving the therapy function of permissiveness, orientation to reality, mutual trust, caring, understanding, acceptance, and support. The therapy functions are created and nurtured in a small group through the sharing of personal concerns with one’s peers and the counselor(s) . . . ([7, p. 5]).

3. **Group meetings**—Small groups met and were shown films by a school staff member on topics not related to counseling (See Appendix A).

**Limitations of the Study**

This study was limited to young women confined in one correctional institution in Texas.

**Treatment of Data**

Data for each group were treated by simple analysis of variance. When significant F’s were found, a Newman-Keuls
test on difference between pairs of means was utilized to find exactly where the difference existed. The .05 level of confidence was required to accept all hypotheses.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF THE LITERATURE

Literature dealing with group counseling can most readily be divided into three general categories: prevention, remediation, and process (38). Studies have focused on improvement of academic achievement, interpersonal relations, and self understanding. Emphasis is placed on clearing away emotional problems in order for individuals to improve academic and social performances. For those social offenders not yet incarcerated, group counseling has dealt with problems in interpersonal relations in order to increase learning effectiveness and personal worth.

Brach (2) reported that group counseling could result in improved classroom behavior of seventh-grade boys. The boys in his study also contributed to in-class discussions. Caplan (6) reported that group counseling significantly improved citizenship marks of seventeen junior high school boys exhibiting conflict problems with school authorities. Although grades were not affected by group counseling, those who participated had high correlations between self and ideal self. Those who did not have group counseling did not have high correlations between self and ideal self. Crawford (10),
working with a group of school "law breakers," established free discussion periods. The result of those group periods made the "law breakers" responsible for their own actions, and each member remained until he felt that he deserved to be released from the group.

Davis (12) in an experimental study designed to determine the effect of group guidance and individual counseling on citizenship behavior found the following: Group counseling significantly affects citizenship behavior as determined by citizenship grades; individual counseling significantly affects citizenship behavior as measured by citizenship grades; passage of time does nothing to affect behavior in the classroom; group counseling results in greater improvement of behavior as measured by citizenship grades than does individual counseling.

When comparing the effects of group counseling and individual counseling on adolescent boys with adjustment problems, Stockey (42) found significant improvement in adjustment for those who had group counseling. Those who had not participated in group counseling showed no improvement.

Group counseling not only improves deviant or undesirable behavior, it also brings increases in self-understanding which enables subjects to view their problems more objectively and to deal with them more effectively. Bryan and Younker (4) worked with six pre-delinquent girls in a group counseling
situation. In addition to group counseling, Bryan and Younker also held one group parent conference and a total of twenty conferences with individual parents. The project proved to be successful in that the girls were able to handle their problems more effectively and seemed to have an increased ability to cope with problems.

Buchmueller, Porter, and Gildea (5) went a step further than the Bryan and Younker study by forming a group therapy project with parents of children with behavior problems in the public schools. The project resulted in 80 per cent of the children whose mothers attended the therapy groups showing improvement in behavior. Those who failed to improve were shown to have either irreversible personality factors or environmental factors in school or home which this method did not alter.

Gutsch and Bellamy (20) attempted to determine what change occurs when problem students become part of a group counseling approach, and whether those changes are, indeed, a result of group counseling and not other factors. The participants consisted of sixteen male students between the ages of twelve and sixteen. Evaluative instruments utilized during this study were the Behavior Preference Record: Form B, the California Test of Personality: Form AA, and the SRA Youth Inventory: Form A. The analysis of the data yielded information of an improved pattern of behavior. The testing seemed to have
a stabilizing influence on the behavior of those participants who did not participate in group counseling. Further observation of the data seems to indicate that a group counseling setting was instrumental in maintaining a pattern of movement which reflected stability among the experimental group participants during the post-wait period. When testing and group counseling services were combined, there was continued academic improvement as evidenced by the movement of the experimental group toward a higher grade-point average.

Rappoport (34) selected nine boys for a group guidance project with objectives of achieving positive pupil identification with the school, and stimulating group thinking as to future educational and occupational opportunities after graduation. All nine boys had poor marks in both academic and citizenship areas. The results reported that six of the nine boys graduated from junior high school. One received a social adjustment transfer. Two boys did not graduate because of excessive failures or poor citizenship. All graduating group members felt that they would not have graduated without the help of the group guidance program.

Kuntz (29), in evaluating the effect of short-term group counseling with non-conforming adolescents, reports that some changes did occur on some personality traits, and that self-concept changes as measured by the scales of the Minnesota Counseling Inventory and the Tennessee Self-Concept Scale
were changed. His study utilized ninety non-conforming students attending three public junior high schools. The subjects were assigned to fifteen groups of six subjects each. There were three total groups consisting of Experimental, Placebo, and Control. He also found that short-term group counseling with non-conforming adolescents seemed to effect more significant changes on scales related to social or interpersonal behavior than on scales measuring personal, non-social behavior. Short-term group counseling also seemed equally effective with male and female groups. Male groups tended to show more conforming behavior after the treatment period, while female and mixed groups did not. The Placebo group showed minimal change.

Crime and Delinquency Abstracts (15) reports that during the 1964-1965 school year an experiment was conducted in group counseling with delinquency-prone students at a high school in California. The purpose of the program was to allow students to discuss their problems freely with others who might be in a similar situation. Students taking part in the sessions included: 1) all those on probation and parole, 2) all those who attempted suicide, 3) constant truants, 4) persistent trouble makers, and 5) those who expressed a desire to discuss serious personal problems. The groups were limited to ten members each. There was a decided improvement between the first semester and the second
semester in a comparison of the number of absences and in the number of tardies and referrals for discipline. Only two students of the entire group had discipline referrals in the second semester. Two of the students received the same grades each semester. Half of the remainder of the students improved their grades in the second semester, and half got poorer grades. The experiment was considered successful and desirable; therefore, the experiment was continued for the next two years through the 1967 school year. Further results were not reported.

Group Counseling in Correctional Institutions

The effect of group counseling upon attitudinal change, citizenship behavior, self-understanding, and academic achievement of problem adolescents and pre-delinquents seems evident outside correctional institutions. Can group counseling be effective and realistic in the penal plan? Mann (30, p. 50) states: "In its best sense group therapy can be applied successfully because it introduces a natural relationship into custody and punishment which evolves from within the individual as a substitute for artificial pressures from without." Mann further states that group therapy is misused and misapplied and dragged into public view only when visitors' days roll around. He concludes that "... group therapy can become an integral part of the living of the inmate, not something separate and distinct, to be practiced only at certain intervals." A study supervised by Mann (30) for male defective
delinquents sixteen years of age or over concluded that no claim could be made regarding changes in basic personality structures of the subjects, but on the basis of the results observed in the group therapy situations, some trends may be indicated. Restriction and inhibition can be acted upon and released in group therapy, and the defective delinquent responds best to a warm and permissive atmosphere where there is some corrective guidance.

Odenwald (31, p. 50) makes an eloquent plea for group therapy for juvenile delinquents when he states: "Group psychotherapy seems to be an excellent medium of helping juvenile delinquents and criminal offenders to be rehabilitated. As these subjects attack society or a group, the advantage of group therapy is evident." Odenwald (31, p. 53) further states "that even greater success would be achieved by psychiatric group treatment of juvenile delinquents in the early stages of delinquency."

Saari and Vinter (36) echo Odenwald when they state that the use of peer groups as a means of behavioral change is seen as more than useful in closed institutions, minimum security or work camps, courts and street gang programs in open community agencies.

Head (22) further states that the use of sociodrama groups with adolescent delinquents proved to be of considerable value in helping the adolescents achieve changes in attitudes
and insights into behavior problems. Many subjects achieved dramatic changes in their ability to participate adequately in normal adolescent social activities.

Russell (35) goes further to state that group counseling is not only a desirable technique to use with inmates, but also as a staff training tool. Group counseling with both staff and inmates participating affords the staff an opportunity to learn how the inmates really view themselves. The group counseling process accelerates the development of a climate where the prisoner has to think, feel, and react as a person. As the staff member learns of others, he develops a skill in dealing with them.

Group Counseling with Delinquent Boys

Since the idea of group work with delinquents had its inception, the majority of studies to be found are with delinquent boys in detention. Also, little seems to have been done in the area of group counseling. The majority of the studies cited are in the area of group therapy and group psychotherapy.

Slavson states the rationale for group work with delinquent boys when he states:

The adolescent finds it sometimes almost impossible and always difficult to enter into the close and warm emotional relation required in individual psychotherapy. Instead of the transference being basically positive with periodic exacerbations of negative feelings, which is the normal course in psychotherapy, the transference in the treatment of
adolescents tends to be predominantly negative, thus rendering therapy a tenuous and often indifferent experience. Group therapy resolves some of these difficulties because, in a group, the therapist is not the libidinal focus, as is the case in individual treatment. The group provides a milieu of benignly disposed peers in empathic relation, with an element of commonality, sharing, and mutual support (40, p. 11).

Gersten (18) in his study of group work with delinquent boys found that those who participated in the group counseling experience became less inhibited and evasive, more productive, and better able to extend themselves to others in order to form better and more lasting relationships. They also exhibited more inner control. Gersten found that using pre-test and post-test measures of scores on the Wechsler-Bellevue, Stanford Achievement Tests, and Haggerty-Olsen-Wickman tests showed the experimental group changed significantly, and in a positive direction, whereas members of the control group did not change.

Wolk and Reid (45) in a study of group psychotherapy results with youthful offenders found that the statistical results of the quantitative measures of the psychological tests indicated no significant differences between the pre- and post-testing of the experimental group. Qualitative results showed significant and meaningful changes resulting from group psychotherapy. The experimental group became considerably less evasive and had better control over sexual matters. Inner controls became stronger, and defenses assumed the nature of healthy strengths, although no changes
were noted in interpersonal relationships. No changes were apparent in the control group.

Jacobson and Wirt (26) studied the characteristics of improved and unimproved male delinquents in group psychotherapy. They sought to determine the characteristics of effective group structure in their particular setting and to determine the characteristics of the men who most benefit from participation in group psychotherapy. The results of the study showed that the improved group came to show greater maturity reflecting greater growth as a result of group therapy. As therapy progressed, the improved group showed a change of attitude from one of disdain to one of interest, acceptance, and positive feelings about their experience. There was a clear trend for group members to steadily improve in recognition of the consequences of their behavior. The improved group became more accepting, less overtly anxious, more socially oriented, better adapted, and more self exploratory. The unimproved group appeared to have some motivation for self-exploration; but this quickly evaporated, and during the entire course of treatment, those individuals displayed a remarkable lack of interest in looking at themselves.

In a study dealing with institutionalized delinquent Negro boys, Brown (3) cited the following: Group therapy appeared to be more effective than attention; group therapy appeared to be more effective if applied immediately upon
entering detention; attention in the form of library work appeared to be effective as long as the attention was constant; sociometric status changes appeared to be effected when the group was under formal group therapy; however, those changes were not maintained. The results indicated that not only group therapy, but mere attention produces changes in the behavior of children. The growth potential of the individuals in group therapy was maintained indicating that greater provision of therapy facilities in school and other community agencies would be effective in the treatment of delinquents.

Persons and Pepinsky (32) directed an investigation to determine whether convergence would occur with boys who had been incarcerated for their delinquent behavior as a result of group therapy and psychotherapy. The subjects were eighty-two boys between the ages of fifteen and nineteen incarcerated in a state reformatory. Pre-tests and post-tests chosen for the study were Taylor Manifest Anxiety Scale (MAS), Delinquency Scale (DS), Minnesota Multiphasic Personality Inventory (MMPI) and Kuder Preference Record. The results indicated that thirty of the forty-one boys in group therapy had been successfully treated, while only twelve of the control subjects showed improvement. It was also found that of the thirty successfully treated subjects, twenty-nine boys on the MAS, twenty-eight on the DS, and all thirty on the MMPI, converged more toward their therapists than the perceived leaders' test scores or patterns. Twenty of the thirty successfully treated delinquents showed
measured changes toward their particular therapist. Only two of the unsuccessfully treated delinquents showed such a change. No significant or consistent trend was found for the control subjects on a retest or the Kuder Preference Record. It was shown in this study that boys successfully treated in group therapy were more likely to identify with their therapist as indicated by personality measures, vocational interests, scholastic orientation, verbal statements, and physical appearance.

Multiple counseling with juvenile offenders has been reported to be successful by Higginson (24). The group project concerned six seventeen-year-old boys, all of whom were wards of the juvenile court. All had high average to superior I.Q.'s according to the Wechsler Adult Intelligence Scale, and all boys, except one, were failing in their subjects. The battery of tests included the Wechsler Adult Intelligence Scale, Rorschach, Draw-A-Person Projective Test, Thematic Apperception Test, and Sack's Sentence Completion Test. Diagnostic interviews were also held with both boys and their parents. The results in terms of observable behavior were that all boys passed every course in school and none had a cumulative grade less than B. After the second month of group therapy, none of the boys participated in further delinquent acts. A follow-up study conducted two years later revealed that there had been no regression to anti-social behavior and
that all boys were doing well in their respective jobs. Higgons (24, p. 405) stated in conclusion: "Improved attitudes followed by improved behavior come through individual problems of members of the group."

In making a case for total group inclusion in the training schools for delinquent boys, Franklin (16) states that through therapy groups, boys should be encouraged to become involved in a variety of relationships with peers and authority figures in the school. He feels that group therapy actually pressures the boys to observe the ways in which their own negative attitudes lead to difficulties with others. He further states:

As a result of being able to perceive some of the sources of conflict in their interpersonal relationships more realistically, they not only began to feel less threatened by others, and therefore less rejecting of them, but able to feel less helpless and incapable of effectively coping with their difficulties. While these changes are regarded as positive and essential, it is felt that they should be viewed as beginning rather than as end results, if the goal of therapy is that of enabling the group members to achieve beyond the absence of delinquent behavior an ultimately successful life adjustment (16, p. 218).

Shellow, Ward, and Rubenfeld strongly advocate the use of group therapy in institutions housing delinquent adolescents. They state (39, p. 267): "Our experiences with group therapy have led us to believe . . . that group treatment has as yet untapped therapeutic potential, and may, in the long run, be found more appropriate than an individual relationship with adolescent delinquents." They further felt:
Only the group can lend the participants mutual
gang support for their feelings. The boys or
girls do not become paralyzed in the group as
they do in individual therapy because they can
attack other group members and can cope with the
results. In this way they can bypass the
immobilizing fear of direct retaliation on the
part of the therapist (39, p. 267).

In conclusion, these authors emphasize that group therapy
can play a significant role in the treatment of the adolescent
delinquent despite the reluctance of some administrators to
utilize this technique.

Stressing the fact that public budgeting and trained
clinical resources are often inadequate, Cohen (8) points
out that the basic approach of individualization needs to be
re-examined. Cohen stresses the fact that a team approach,
with group therapy as its center, is a workable and helpful
approach in the remediation and rehabilitation of juvenile
delinquents. He stresses the fact that more research and
more experimentation need to be done, but at present, group
therapy has made a considerable difference in the rehabili-
tation efforts of a state training school of which he is head.

Scarpitti and Stephenson (37) point out that group
therapy and the small group technique in working with
delinquents have been made more palatable to traditional
administrators in recent years. Group therapy is the corner-
stone of a project working with delinquents in New Jersey.
They point out that traditional peer-group associations are
used as the vehicle for fostering changes in attitudes, values,
and behavior in delinquents.
Pilnick, while working with the Scarpitti and Stephenson project, points out:

Since many delinquent acts have a social character, and the delinquent's behavior is due in large part to the values and norms of his peer group, treatment which is group-oriented may reduce conformity to delinquent peer-determined norms and encourage new behavior patterns which are non-delinquent oriented (33, p. 41).

Group Counseling with Delinquent Girls

Konopka stresses the need for group counseling and group work in the institutions housing delinquent girls. According to Konopka:

Because of the nature of the delinquent behavior and its underlying hostility, therapeutic groups must be available for all the youngsters if they want to attend them. These groups will be important all during treatment, but they are indispensable and should become a regular part of the institutional setting at the time of entrance and at some time before leaving . . . . The same feelings that will be expressed in individual case interviews will appear in those group discussions, and it will be important to the youngsters to feel that they are not alone and that these problems can be worked with not only in secret gripe sessions in the dormitory or on the playground but can be discussed in the open in the presence of an adult who is willing to listen to them and who can also interpret the point of view of society and of the institution (28, p. 202).

Konopka (1966) goes on to say in her later work that really significant work with girls labeled as delinquent is hampered by lack of knowledge. There seems to be a genuine feeling of bewilderment among the personnel about the girls with whom they work. She states:
Often there was an unusually rigid handling of these girls, a generally unimaginative program for them in institutions. The attitude of the public and of the personnel who worked with delinquent girls was predominantly one of deep resentment. Practices in institutions for delinquent boys were also often cruel and punishing, yet one found frequently an attitude of patience and toleration: "We can work with them, Boys will be boys." I almost never found this philosophy when it came to delinquent girls (27, p. 3).

The decided lack of information concerning delinquent girls that Konopka found in 1966 is still extant today. The scarcity of information applicable to group work with delinquent girls in correctional institutions is startling.

Hersko (23) discusses his ideas on working with delinquents from a psychotherapeutic point of view. He does not present any statistical evidence that group psychotherapy does work, but he does recommend group psychotherapy as a promising method for modifying the disturbed self-concepts and anti-social values of adolescent delinquent girls. His article deals with resistances to therapy, the role of the therapist, session content, level of anxiety, "acting out," transference, and counter-transference.

Truax, Wargo, and Silber (43) undertook a study to test the hypothesis that time-limited group psychotherapy, led by therapists who offer high accurate empathy and non-possessive warmth, would produce significant change in delinquent behavior. The criteria used were that delinquent girls in the experimental group would have the ability to get out and
stay out of an institution during a one-year-follow-up study and there would be changes in delinquency-prone response as measured by the "C" scale of the Minnesota Counseling Inventory. The subjects were randomly assigned to therapy groups and control groups from a total population of seventy female inmates. There were forty in the experimental or therapy group and thirty in the control or non-therapy groups. The experimental group received group psychotherapy twice a week. Four group-therapy groups of ten girls each were formed, and each group met for a total of twenty-four sessions over a three month period. The results showed significant superiority of the treated subjects as compared with the control group as demonstrated in percentage of time spent out of the institution during a one-year-follow-up period as well as scores on the "C" scale of the Minnesota Counseling Inventory, which was designed to differentiate delinquents from non-delinquents. There was also a positive change in self-concepts which increased the congruence between the self and the ideal self. Group psychotherapy also had significant positive effects upon attitudes toward parents and siblings. The authors stated:

The present research does not contradict earlier research suggesting that "average psychotherapy" is ineffective with delinquents; it does indicate that "good psychotherapy," as defined by high levels of therapist-offered accurate empathic understanding and non-possessive warmth,
is both useful and effective in producing positive change in delinquents (43, p. 273).

Grenier (19) reported on a group therapy program with eight delinquent girls in a Canadian institution. The aim of the program was to re-educate and prepare the girls for a successful re-entry into society. The results of the program showed that the girls gained an ability to go beyond preoccupation with their own personal problems. They developed the capacity to act constructively as a member of the group and to participate in more mature and useful ways.

D'Angelo (11) attempted to test the hypothesis that delinquent girls who receive group psychotherapy would show greater improvement in adjustment than girls who experienced only the general institutional program. Pre- and post-test measures used were Barron's Ego Strength Scale, Inventory of Affective Tolerance, Teen-age Opinion Questionnaire, IPAT High School Personality Questionnaire Adjustment Rating Scale, Symptom Rating Scale, and Self-Concept Scale devised by D'Angelo. No significant differences were found, although the trend of the obtained results suggests the institutional program contributes some improvement in adjustment. There was some positive movement of the experimental group, but it was impossible to attribute such change to group psychotherapy.
Summary

The research studies reported in this chapter indicate a movement of some of the more progressive institutions toward group counseling and group work in training schools housing delinquent adolescents. Since the incorporation of group work in the total institution program, effort has been made to include group counseling as part of the basic living style of incarcerated delinquents, and to give them feedback from their peers and non-threatening adults on their behavior and the effects of their actions on themselves, others, and society. Group work in schools and in institutions has been found to be successful in moving deviant behavior toward a positive goal. Attitudinal change, positive self-concepts, and more accepting views of others have also been reported to be a significant aspect of the goal of group counseling.

With the plethora of research in group counseling and group therapy today, particularly in the area of aiding positive citizenship behavior and attitudinal change, it is indeed distressing that the delinquent, adolescent girl has not been the object of thorough research or experimental methodology in rehabilitating her. The reported studies reflect some trend toward correctional institutions using group counseling with delinquent girls, although the results are inconclusive as to how much group counseling or group therapy actually contributed to the change.
CHAPTER BIBLIOGRAPHY


CHAPTER III

METHODS AND PROCEDURES

This study was conducted to investigate the effects of group counseling upon personality and behavior changes in delinquent girls confined in a state training school in Texas. The criteria used to determine change included self-concept, sociometric status including emotional expansiveness, number of discipline reports, and academic grades.

The School

The state training school chosen for this study is one of two state-supported institutions in Texas housing and working with delinquent adolescent girls. Although the school provides no group counseling, it does provide a new and up-to-date vocational training program. Current programs help prepare girls for jobs as nurses aides, beauticians, typists, and switch-board operators. Because the rehabilitation effort is centered around vocational preparation, the school counselor's concern has become one of testing and vocational counseling. Emotional support for the girls is essentially provided indirectly by housemothers, the school
counselor, caseworkers, the resident pastor, and fellow inmates. The girls may request a counseling interview during school hours if they so desire. Some of the girls are enrolled in accredited junior high school and senior high school academic courses while others apply for and are enrolled in vocational courses. They attend school a full day, five days a week, and spend the remainder of their time in their living units engaging in various, planned recreational activities. Approximately 275 girls were housed in the institution at the time of this study. Although there is a predominance of Mexican Americans, the school is integrated.

Instruments

Two instruments were utilized in this study—the California Test of Personality, Intermediate Form for personality adjustment and a sociometric test for sociometric rating and emotional expansiveness. The California Test of Personality is a 180 item test providing sixteen scores (self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, nervous symptoms, total personal worth, social standards, social skills, antisocial tendencies, family relations, occupational relations, community relations, total social adjustment, and total adjustment). Because of their relevance to the correctional institution, the following nine sub-test scores were chosen: self-reliance, sense of personal worth, sense of personal
freedom, feeling of belonging, withdrawing tendencies, nervous tendencies, social standards, anti-social tendencies, and school relations. The Intermediate Form was specifically chosen because of its low level of reading difficulty.

Reliability of the total scores ranges from .918 to .933 based on the split-half method. There are equivalent forms of the test, Form AA and Form BB. These are matched as to difficulty, discriminative power, and internal consistency. The means and standard deviations for the two forms are identical, and the reliability data apply equally to both forms and sexes (3).

Peak (4) applied an internal consistency test to the California Test of Personality using a Likert-type technique. This test indicated satisfactory internal consistency. Peak (4) also reported that the test was not sensitive enough to discriminate between three groups labeled Delinquent, Leader, and Problem. He did, however, find a difference among a group labeled Psychiatric and the other three groups. He found that the sub-test scores were more sensitive in showing differences between groups than were the total scores.

Sims stated in a review of the California Test of Personality that, "All in all, in spite of criticism, as personality tests go, the California test would appear to be among the better ones available" (1, p. 39).

The sociometric test involved the use of two questions concerning two different criteria—social tendencies and one
psychetele. The first question asked, "If you worked in the kitchen everyday, whom would you choose to work with you?" The second question was: "If you could watch television every night, whom would you choose to watch with you?" The girls were told that they could choose as many people as they liked, but that most would probably want to choose one or two or four or five. They were instructed to choose only those residing at the school at that time. When the sociometric tests were hand scored, each student received the following four scores: number of choices given on work criterion, number of choices received on work criterion, number of choices given on play criteria, and number of choices received on play criteria. Choices received constituted one's sociometric status, and choices given constituted one's emotional expansiveness (2). A copy of the sociometric device can be found in Appendix B.

Collection of the Data

Data for this investigation were collected and plans executed according to the following sequence:

1. Approval to do the study was obtained from the superintendent of the training school.

2. An outline of the study was submitted to the Texas Youth Council for approval.

3. A meeting was scheduled for final approval with the superintendent of the training school and the state director of programs.
4. A meeting was held with the school counselor, the assistant superintendent of the training school, and the chairman of the caseworkers to work out scheduled times for both testing and group and film sessions.

5. Pre-tests on all criteria were administered to the entire population of 107 girls selected for this study.

6. The thirty experimental subjects were divided into four groups of not more than ten nor less than four and participated in ten hours of group counseling sessions spread over twelve weeks. The thirty-three placebo subjects were also divided into four groups of not more than ten nor less than four and participated in ten hours of film viewing sessions spread over twelve weeks. The forty-three control subjects were given no counseling or film viewing.

7. The post-tests were administered to all 107 subjects.

8. Data were coded on International Business Machine Cards.

9. Data were processed on an International Business Machine Computer 1620.

Selecting the Subjects

The training school living area is composed of eight units each housing a maximum of forty girls. Each girl is placed in a living unit without design; in other words, she is placed where there is living space. Each unit comprises two cottages, which are joined by a common dining room.
these eight total units, six total units were randomly selected. The six total units chosen were then arbitrarily assigned a number from one to six, and the numbers were placed in a hat. The first four total units drawn from the hat were assigned to the experimental and placebo groups. The remaining two total units were assigned to the control group. The four total units designated for placebo and experimental groups were divided in half and designated Cottages A and B. Each cottage was then divided by half. One half of each cottage became an experimental group and the other half of each cottage a placebo group. There were a maximum of ten and a minimum of four girls from each in the experimental and placebo groups at all times during the study. A ninth unit at the school which houses honor girls was not included in the random selection process. Selection of three-fourths of the living units available resulted in a representative balance of racial and age groupings.

Procedures

With regard to measures of self-concept, sociometric rating, and emotional expansiveness, pre-tests were administered to the entire population of 107 girls one week prior to the first group counseling session. The post-tests were administered the week following the final group counseling session. All tests were administered by the investigator, and an assistant was chosen from the staff of the school.
The course grades for the students were compared in the following manner: Grades for the six weeks prior to the first group counseling session constituted pre-test grades while grades obtained the six weeks ending with the group counseling sessions constituted post-test grades. Each girl had different subject matter areas that comprised her average. Grades were coded by number (A=5, B=4, C=3, D=2, F=1, Incomplete=0). All grades for each student were averaged to obtain a mean pre-test and a mean post-test grade-point average. The mean difference was then computed for each group.

Discipline reports for each girl were counted for the ten-week period prior to the first group counseling session. The number of these reports was recorded and they became the pre-test reports. Discipline reports were again recorded for the first ten weeks during the sessions, and these became the post-test reports. The mean difference was then computed for each group.

There were ten weekly group counseling sessions of one hour for each of the four groups receiving the experimental treatment. There were ten weekly film viewing sessions for each of the four placebo groups, and film sessions ran concurrently with the counseling sessions. The sessions were scheduled from 3:30 to 4:30 Tuesday through Friday. The schedule was as follows:

Tuesday—Experimental Group—group counseling with one-half of Cottage A—Unit I
Placebo Group—film viewing with one-half of Cottage A-Unit I

Wednesday—Experimental Group—group counseling with one-half of Cottage B-Unit I

Placebo Group—film viewing with one-half of Cottage B-Unit I

Thursday—Experimental Group—group counseling with one-half of Cottage A-Unit II

Placebo Group—film viewing with one-half of Cottage A-Unit II

Friday—Experimental Group—group counseling with one-half of Cottage B-Unit II

Placebo Group—film viewing with one-half of Cottage B-Unit II

Students were scheduled at this time to avoid taking them from classes. After the sessions ended, they returned to their cottage for the remainder of the evening.

Regularly scheduled weekly sessions were held if there were as many as four present. Several times during the study, sessions had to be aborted because of girls being on detention, girls attempting escape, and special programs having been scheduled; consequently, the ten sessions spanned twelve weeks.

The counseling sessions took place in a room regularly used for academic classes. The film-viewing took place in the same building in a room regularly scheduled for audio-visual aids. There was no one in the building at that time other than the experimental and placebo groups, the experimenter, and the Assistant Superintendent of the Training School.
At a faculty meeting the staff was informed of the study by the Superintendent of the Training School. Also, each housemother was informed, because the experimental and placebo schedule necessitated late arrival to the cottage one day a week.

At the first meeting of each group the counselor explained to the girls that they would be meeting together once a week for the next ten weeks or for ten complete sessions, which ever came first. They were given an opportunity to ask questions. A majority of the girls expressed excitement over the project. No girl expressed the desire to withdraw, although some girls felt that the counselor was there for the purpose of spying for the administration.

The placebo subjects were told that they would watch films once a week for ten weeks or ten sessions which ever came first. Most of the girls were excited, but many expressed the desire to join the experimental group. The counselor was also approached by girls in the control group and girls not involved in the study at all who expressed interest in joining the group counseling sessions.

The investigator who served as the counselor in the study had the following qualifications: a master's degree in counseling; completion of a Ed. D. in counseling with the exception of the dissertation; a doctoral-level course in group counseling; a master's-level practicum and a doctoral-level internship in counseling; and experience in working in
the training school involved in this study. Her professional experience included teaching at the high school and college levels. She held group counseling sessions with aggressive girls in this training institution for one year prior to the beginning of this study. None of the girls involved in the study were from the group the year before. She also had a year of experience working with elementary children in a clinical setting and a year of experience as a psychometrist for a public school district.

Description of Groups

The experimental group participated in weekly group counseling sessions. These sessions consisted of sharing concerns and problems with the group and the group leader. There were ten sessions, each of which lasted one hour. All groups that engaged in counseling were conducted by the experimenter.

The placebo group participated in film viewing for one hour each week for ten sessions. A list of the films is found in Appendix A. The placebo group was supervised by the Assistant Superintendent of the training school. All four groups viewed the same films. Film sessions were structured to eliminate group discussion.

The control group continued with the regular school program and did not participate in either group counseling sessions or film viewing.
Analysis of the Data

A simple analysis of variance was used to test the significant difference between the means from pre-test and post-test scores among the three groups on none variables of the California Test of Personality, number of reports, grade averages, and sociometric status (work criterion), emotional expansiveness (work criterion), sociometric status (play criterion), and emotional expansiveness (play criterion). When significant F ratios were found, a Newman-Keuls test on differences between pairs of means was utilized to find exactly where the difference existed. The .05 level of confidence was required to accept the hypotheses.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

STATISTICAL ANALYSIS OF RESULTS AND DISCUSSION

Analysis of Data

The purpose of this chapter is to present and analyze the statistical findings of the study. Analyses of the results were made utilizing the analysis of variance technique and Newman-Keuls test for differences among means. The .05 level of significance was established as the basis upon which the hypotheses would be accepted. Means and standard deviations for all subjects are shown in Appendix C.

In Hypotheses I it was predicted that subjects who had a minimum of ten weekly group counseling sessions would show significantly greater mean gains than subjects who had ten weekly group meetings with regard to the following sub-test scores on the California Test of Personality:

A. Self-reliance
B. Sense of Personal Worth
C. Sense of Personal Freedom
D. Feeling of Belonging
E. Withdrawing Tendencies
F. Nervous Tendencies
G. Social Standards

H. Anti-Social Tendencies

I. School Relations

The results of the analyses of variance computed to test this hypothesis are shown in Tables I, II, III, IV, V, VI, VII, VIII, IX. For these tables, the F ratio must equal or exceed 3.09 to be significant at the .05 level of confidence.

**TABLE I**

ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN SELF RELIANCE SCORES FOR THREE TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>5.69</td>
<td>2.85</td>
<td>2.85</td>
<td>.75</td>
</tr>
<tr>
<td>Within Means</td>
<td>395.60</td>
<td>3.80</td>
<td>3.80</td>
<td>.75</td>
</tr>
<tr>
<td>Total</td>
<td>401.29</td>
<td>106.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE II**

ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN SENSE OF PERSONAL WORTH SCORES FOR THREE TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>8.95</td>
<td>4.48</td>
<td>4.48</td>
<td>.75</td>
</tr>
<tr>
<td>Within Means</td>
<td>617.78</td>
<td>5.94</td>
<td>5.94</td>
<td>.75</td>
</tr>
<tr>
<td>Total</td>
<td>626.73</td>
<td>106.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


TABLE III

ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN SENSE OF PERSONAL FREEDOM SCORES FOR THREE TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>23.03</td>
<td>2.</td>
<td>11.52</td>
<td>2.12</td>
</tr>
<tr>
<td>Within Means</td>
<td>565.85</td>
<td>104</td>
<td>5.44</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>588.88</td>
<td>106</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE IV

ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN FEELING OF BELONGING SCORES FOR THREE TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>5.45</td>
<td>2.</td>
<td>2.73</td>
<td>.58</td>
</tr>
<tr>
<td>Within Means</td>
<td>485.45</td>
<td>104</td>
<td>4.67</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>490.90</td>
<td>106</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE V
ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN WITHDRAWING TENDENCIES SCORES FOR THREE TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>3.05</td>
<td>2.</td>
<td>1.52</td>
<td>.22</td>
</tr>
<tr>
<td>Within means</td>
<td>706.37</td>
<td>104.</td>
<td>6.79</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>709.42</td>
<td>106.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE VI
ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN NERVOUS TENDENCIES SCORES FOR THREE TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>15.75</td>
<td>2.</td>
<td>7.88</td>
<td>1.26</td>
</tr>
<tr>
<td>Within means</td>
<td>647.91</td>
<td>104.</td>
<td>6.23</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>663.66</td>
<td>106.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE VII

ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN SOCIAL STANDARDS SCORES FOR THREE TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>5.28</td>
<td>2</td>
<td>2.64</td>
<td>.52</td>
</tr>
<tr>
<td>Within means</td>
<td>526.14</td>
<td>104</td>
<td>5.05</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>531.42</td>
<td>106</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE VIII

ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN ANTI-SOCIAL TENDENCIES SCORES FOR THREE TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>7.11</td>
<td>2</td>
<td>3.55</td>
<td>.54</td>
</tr>
<tr>
<td>Within means</td>
<td>683.55</td>
<td>104</td>
<td>6.57</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>690.65</td>
<td>106</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE IX
ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN
SCHOOL RELATIONS SCORES FOR THREE
TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>32.65</td>
<td>2</td>
<td>16.32</td>
<td>2.50</td>
</tr>
<tr>
<td>Within Means</td>
<td>678.00</td>
<td>104</td>
<td>6.51</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>710.65</td>
<td>106</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It will be noted that the F ratios for the mean gain scores on Self-reliance, Sense of Personal Worth, Sense of Personal Freedom, Feeling of Belonging, Withdrawing Tendencies, Nervous Tendencies, Social Standards, Anti-Social Tendencies, and School Relations did not reach the level of confidence established. Since the obtained F ratios were not significant, further analysis by the Newman-Keuls test on differences among means was not warranted. The data, as revealed in Tables I, II, III, IV, V, VI, VII, VIII, and IX, do not support the hypothesis. This indicates that none of the treatment groups significantly improved in regard to the selected sub-test scores on the California Test of Personality. A possible trend is suggested in Table IX (See Appendix D), in that the experimental group seemed to move toward higher scores on school relations than did the placebo or control groups; however, these results are not statistically significant.
In Hypothesis II it was predicted that subjects who had a minimum of ten weekly group counseling sessions would show significantly greater mean gains than subjects who had neither group counseling nor group meetings in regard to the following sub-test scores on the California Test of Personality:

A. Self-reliance
B. Sense of Personal Worth
C. Sense of Personal Freedom
D. Feeling of Belonging
E. Withdrawing Tendencies
F. Nervous Tendencies
G. Social Standards
H. Anti-Social Tendencies
I. School Relations

The results of the analyses of variance computed to test this hypothesis were shown previously in Tables I, II, III, IV, V, VI, VII, VIII, and IX. Hypothesis II must be rejected since the F ratios were not significant. The statistical analysis did not warrant further treatment by Newman-Keuls test of differences among means. The results of the analysis supported the conclusion that there were no significant differences among the groups in enhancing the scores on the California Test of Personality.

Hypothesis III predicted that subjects who had a minimum of ten weekly group counseling sessions would show significantly
greater mean gains on a sociometric rating scale than subjects who had ten weekly group meetings in regard to the following variables:

A. Sociometric Status—work criteria
B. Emotional Expansiveness—work criteria
C. Sociometric Status—play criteria
D. Emotional Expansiveness—play criteria

The results of the analyses of variance computed to test this hypothesis are shown in Tables X, XI, XII, and XIII. The F ratio must equal or exceed 3.09 to be significant at the .05 level of confidence.

TABLE X

ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN SOCIOMETRIC STATUS--WORK CRITERIA--FOR THREE TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>.08</td>
<td>2</td>
<td>.04</td>
<td>.04</td>
</tr>
<tr>
<td>Within Means</td>
<td>102.57</td>
<td>104</td>
<td>.98</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>102.54</td>
<td>106</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XI

**ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN EMOTIONAL EXPANSIVENESS—WORK CRITERIA—FOR THREE TREATMENT GROUPS**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>14.60</td>
<td>2</td>
<td>7.30</td>
<td>2.59</td>
</tr>
<tr>
<td>Within means</td>
<td>292.69</td>
<td>104</td>
<td>2.81</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>307.29</td>
<td>106</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XII

**ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN SOCIOMETRIC STATUS—PLAY CRITERIA—FOR THREE TREATMENT GROUPS**

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between means</td>
<td>1.12</td>
<td>2</td>
<td>.56</td>
<td>.90</td>
</tr>
<tr>
<td>Within means</td>
<td>64.73</td>
<td>104</td>
<td>.62</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>65.85</td>
<td>106</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It will be noted that F ratios on the four variables tested in this hypothesis did not reach the established level of confidence. It may therefore be concluded that the experimental subjects did not show significant gains over the placebo subjects on sociometric status (work criterion), emotional expansiveness (work criterion), sociometric status (play criterion), or emotional expansiveness (play criterion). Hypothesis III must be rejected. Again, a possible trend is suggested by Table XI (See Appendix D). The placebo group chose more people to work with than did the experimental or control subjects; however, the results are not statistically significant.

Hypothesis IV stated that subjects who had a minimum of ten weekly group counseling sessions would show significantly greater mean gains on a sociometric rating scale than subjects who had neither group counseling nor group meetings in regard to the following variables:
A. Sociometric Status—work criteria
B. Emotional Expansiveness—work criteria
C. Sociometric Status—play criteria
D. Emotional Expansiveness—play criteria

The results of the analysis of variance computed to test this hypothesis were shown previously in Tables X, XI, XII, and XIII. Again, it can be noted that F ratios on the four variables tested in this hypothesis did not reach the significant level. It may therefore be concluded that the experimental group did not show a significant gain over the control group with regard to sociometric status (work criterion), emotional expansiveness (work criterion), sociometric status (play criterion, and emotional expansiveness (play criterion).

Hypothesis V predicted that subjects who had a minimum of ten weekly group counseling sessions would show greater mean gains in grade averages than: (a) subjects who had ten weekly group meetings, and (b) subjects who had neither group counseling nor group meetings. The results of the analysis of variance computed to test this hypothesis are shown in Table XIV. The F ratio for this table must equal or exceed 3.09 to be significant at the .05 level of confidence.

It will be noted that the F ratio is not significant. Therefore hypothesis V was rejected. The analysis supports the conclusion that none of the treatment procedures...
significantly affected grade averages more than any other treatment procedure.

### TABLE XIV

ANALYSIS OF VARIANCE OF MEAN DIFFERENCE IN GRADE AVERAGE FOR THREE TREATMENT GROUPS

<table>
<thead>
<tr>
<th>Kind of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Estimate</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Means</td>
<td>.58</td>
<td>2</td>
<td>.29</td>
<td>.27</td>
</tr>
<tr>
<td>Within Means</td>
<td>107.66</td>
<td>104</td>
<td>1.03</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>108.24</td>
<td>106</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hypothesis VI stated that subjects who had a minimum of ten weekly group counseling sessions would show a significant mean decrease in number of disciplinary reports received than would subjects who had ten weekly group meetings. The analysis of variance computed to test this hypothesis is shown in Table XV.

The F ratio for the variable under consideration in this hypothesis did not reach the established level of confidence. The hypothesis that group counseling would effect a significant decrease in number of discipline reports than would group meetings was therefore rejected.
Hypothesis VII states that subjects who had a minimum of ten weekly group counseling sessions would show a significant mean decrease in number of disciplinary reports than would subjects who had neither group counseling nor group meetings. The results of the analysis of variance computed to test this hypothesis have been shown previously in Table XV.

The F ratio for the variable under consideration in this hypothesis did not reach the established level of confidence; therefore, the hypothesis was rejected.

Discussion of Results

The purpose of this chapter was to present and analyze the statistical findings of this study. The analyses of the results were planned to utilize two statistical techniques—Analysis of variance and Newman-Keuls test for differences among pairs of means. The .05 level of confidence was
established as the basis upon which the hypotheses would be accepted. The thirty experimental subjects did not show significantly greater mean gain on any of the fifteen variables tested than did the thirty-three placebo subjects or the forty-three control subjects.

Discussion of California Test of Personality

It was predicted in Hypotheses I and II that subjects who had group counseling would show significantly greater mean gains than those subjects who had group meetings and subjects who had neither group counseling nor group meetings in regard to selected sub-test scores on the California Test of Personality. These hypotheses were rejected. That group counseling did not prove more effective in changing personality scores than other treatment procedures is generally inconsistent with the literature regarding group counseling with delinquent boys, but it is generally consistent with the literature regarding delinquent girls. Kuntz (3) reported changes on some personality traits and self-concept as measured by the Minnesota Counseling Inventory and the Tennessee Self Concept Scale. Persons and Pepinsky (4) found changes in delinquent boys with regard to The Taylor Manifest Anxiety Scale, The Delinquency Scale, The Minnesota Multiphasic Personality Inventory, and the Kuder Preference Record. Gutsch and Bellamy (2) reported a study with junior high school delinquents that used the California Test of Personality,
Form AA as an instrument to measure change. They noted no change as measured by the California Test of Personality. D'Angelo (1) in working with delinquent girls reported no change in measures used to test personality change. The failure of group counseling to be more effective than other treatment procedures may partially be the failure of the California Test of Personality to measure significant personality change.

Perhaps more appropriate and concrete measures might have shown more change than the California Test of Personality such as length of time spent outside the institution, constructive adjustments to work and school outside the institution, and incorporation of positive vocational plans outside the institution, for example, may have shown one method more effective than the other two. Some of the Mexican-American girls did not read English; therefore, their measured changes may have been affected by language deficits. Even though the test was read to them in English, it is questionable how much actual understanding took place. Because of the educational deprivation of the majority of the girls in this study, it is perhaps unrealistic to expect any paper and pencil test to be an effective measure of personality change. With the rigid expectancies of the girls' behavior, the girls in this study may also have been reluctant to answer the survey as they would like to have.
Rather, they answered the questions as they felt the school leaders would want them to. To show change in attitude and behavior on the California Test of Personality would be threatening, even if the need to reflect change was felt.

Discussion of Sociometric Status and Emotional Expansiveness

Hypotheses III and IV stated that subjects who had group counseling would show significantly greater mean gains on a sociometric rating scale than subjects who had group meetings and subjects who had neither group counseling nor group meetings in regard to sociometric status (work criteria), emotional expansiveness (work criteria), sociometric status (play criteria), emotional expansiveness (play criteria). These hypotheses were not supported. The daily regimentation and regulations of the school could contribute to the lack of positive movement toward sociometric status and emotional expansiveness. Homosexuality at the school, as such, exists more in theory than in actual practice. School regulations are of such a nature as to curtail this practice. Actually, a majority of the girls weave a "family" complex that would include an "old man" (a girl with feminine orientation), various children, appointed aunts, uncles, nephews, nieces, grandmothers, and grandfathers. Few, if any, engage in actual homosexual acts while "on the free." Sociometric status and emotional expansiveness are dependent upon this "family"
orientation, and tend to change only if the "family" changes. Also, leaders tend to remain leaders because of their attitude toward the administration, their physical attractiveness, and/or their reputation as a good friend to have or a bad person to tangle with. To reduce the chance of homosexual practices, to minimize behavioral outbursts and to exercise continued control over physical activities, the school environment inhibits new friendships, thereby making it difficult for girls to seek new friends and different companionship.

**Discussion of Grade Average**

Hypothesis V stated that subjects who had group counseling would show greater mean gains in grade averages than subjects who had group meetings and subjects who had neither group counseling nor group meetings. This hypothesis was not supported. Educational deprivation seems to be the most plausible explanation for the lack of any positive change in grade average. As mentioned in Chapter IV, because of a lack of any consistent remedial program, a majority of the girls have to depend upon learning skills that are already formed. Most of the time skills are well below average. Those with developed learning skills tend to make good grades while those lacking learning and study skills have to struggle and wait until they can be channeled into a remedial program. Grades tend to reflect staff attitudes. A girl with a "poor," disruptive attitude will tend to make poor grades even though
she may exhibit adequate learning skills. Girls who exhibit hostility toward the staff and the administration also tend to spend more time sitting in the office, sitting in their cottage, or spending time in the special treatment center. While girls are placed in the special treatment center, grades tend to drop because of lack of time spent in the classroom. Past learning experiences also tend to be rigidly formed, and while changes may take place in attitudes during a ten week period, changes in grades may take a longer period of time and would be more likely to show improvement in the six week periods following the termination of group counseling.

Discussion of Discipline Reports

Hypotheses VI and VII stated that the subjects who had group counseling would show a significant mean decrease in the number of discipline reports received than would those who had group meetings and those who had neither group counseling nor group meetings. These hypotheses were not supported. Again, staff attitude and strict regulations could account for the lack of change in number of discipline reports. Girls who are viewed as discipline problems have to make an extraordinary effort not to be viewed as such, even though they have ceased to overtly cause trouble. General passivity seems to be the key to good school adjustment.
Summary

Statistical results in Chapter IV have shown that group counseling in this experiment was not any more effective than any other treatment procedure in effecting change in delinquent adolescent girls. Speculations regarding the results, recommendations for further research, and recommendations to correctional institutions are given in the following chapter.


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this study was to determine the personality and behavioral changes that took place in delinquent girls as a result of group counseling. The hypotheses were stated as follows:

I. Subjects who had a minimum of ten weekly group counseling sessions will show significantly greater mean gains than subjects who had ten weekly group meetings in regard to selected sub-test scores on the California Test of Personality.

II. Subjects who had a minimum of ten weekly group counseling sessions will show significantly greater mean gains than subjects who had neither group counseling nor group meetings in regard to selected sub-test scores of the California Test of Personality.

III. Subjects who had a minimum of ten weekly group counseling sessions will show significantly greater mean gains on a sociometric rating scale than subjects who had ten weekly group meetings.
IV. Subjects who had a minimum of ten weekly group counseling sessions will show significantly greater mean gains on a sociometric rating scale than subjects who had neither group counseling nor group meetings.

V. Subjects who had a minimum of ten weekly group counseling sessions will show greater mean gains in grade point averages than (a) subjects who had ten weekly group meetings, and (b) subjects who had neither group counseling nor group meetings.

VI. Subjects who had a minimum of ten weekly group counseling sessions will show a significant mean decrease in number of disciplinary reports received than will subjects who had ten weekly group meetings.

VII. Subjects who had a minimum of ten weekly group counseling sessions will show a significant mean decrease in number of disciplinary reports than will subjects who had neither group counseling nor group meetings.

The subjects were 107 girls confined in a state training school for girls in Texas. The girls were randomly selected and divided into three groups: experimental, placebo, and control. The experimental group participated in ten weekly group counseling sessions while the placebo group viewed films for ten weekly sessions. The control group participated in the regular school program.

All of the subjects responded to a pre- and post-test of the California Test of Personality, Intermediate Form and a
sociometric rating scale that included sociometric status (work criteria), emotional expansiveness (work criteria), sociometric status (play criteria), emotional expansiveness (play criteria).

Course grades were obtained and recorded for each of the 107 subjects for the six weeks prior to the first group counseling session and the six weeks that ended with the last counseling session. Discipline reports were obtained and recorded for each subject for the ten week period prior to the first group counseling session and for the first ten weeks during the counseling sessions.

Following the collection and tabulation of the data, the results were analyzed by analysis of variance and the Newman-Keuls test for differences among means. The statistical analyses of the data revealed the following:

Hypothesis I was not supported. There were no significant differences between the experimental and placebo groups on selected sub-test scores on the California Test of Personality.

Hypothesis II was not supported. There were no significant differences in means between the experimental group and control group on selected sub-test scores on the California Test of Personality.

Hypothesis III was not supported. There were no significant differences between the experimental group and the placebo group regarding sociometric status (work criteria),
emotional expansiveness (work criteria), sociometric status (play criteria), emotional expansiveness (play criteria).

Hypothesis IV was not supported. There were no significant differences between the experimental group and the control group regarding sociometric status (work criteria), emotional expansiveness (work criteria), sociometric status (play criteria), emotional expansiveness (play criteria).

Hypothesis V was not confirmed. There were no significant differences between the groups on grade average.

Hypothesis VI was not supported. There were no significant differences between the experimental group and the placebo group in decrease in number of disciplinary reports received.

Hypothesis VII was not supported. There were no significant differences between the experimental and control group with regard to a decrease in number of disciplinary reports received.

Findings

1. It was found that girls in group counseling:
   a. made no more significant personality changes than did girls in other treatment groups on the California Test of Personality
   b. made no more significant changes in sociometric status and emotional expansiveness than did girls in other treatment groups
c. made no more significant change in grade average than did girls in other treatment groups
d. made no more significant change in number of discipline reports received than did girls in other treatment groups.

2. It was found that girls who participated in group meetings:
   a. made no more significant personality change than did girls in other treatment groups
   b. made no more significant changes in sociometric status and emotional expansiveness than did girls in other treatment groups
   c. made no more significant change in grade average than did girls in other treatment groups
   d. made no more significant change in number of discipline reports received than did girls in other treatment groups

3. It was found that girls who had neither group counseling nor group meetings:
   a. made no significant personality change than did girls in other treatment groups
   b. made no significant changes in sociometric status and emotional expansiveness than did girls in other treatment groups
c. made no significant change in grade average than did girls in other treatment groups
d. made no significant change in number of discipline reports received than did girls in other treatment groups.

Conclusions
It was concluded from this study that group counseling was no more effective than group meetings or no treatment in effecting personality and behavioral change in delinquent adolescents.

Recommendations
In view of the findings of the study, the following recommendations are made:

For Future Research
1. More sensitive and appropriate measures such as length of time spent outside the institution, voluntary seeking of psychological assistance, realistic vocational planning and follow through, adequate social adjustment, and school rapport, should be used to determine personality and behavior change.

2. Group counseling, for maximum effect, should be conducted more than once a week and should become an ongoing process incorporated into the total school program in order to aim for optimum success in effecting positive and permanent change.
For State Schools

1. Group counseling should be introduced to staff, faculty, and administration as a viable process. Awareness of the need and purposes of group counseling should be made clear to the girls confined in the state school, and they should also be made aware that the staff, faculty, and administration thoroughly support this process and encourage openness, expansiveness, and inquisitiveness as ways to grow positively in a democratic society. This is not to say that carte blanche should be given to the girls confined in the school, but that staff, faculty, and administrative attitudes do affect change, and that positive movement toward a democratic and decision making society is imperative to a successful rehabilitative process.

2. The training school should utilize group counseling to encourage the girls confined there to help each other with their problems. Feelings of isolation and fears of being along are not merely experiences but they have also become manipulative tools. While alienation is not uncommon, a real feeling of helping and being helped is rare. Feelings of belonging and sharing are essential to positive emotional growth and successful assimilation into society.

3. While vocational training adequately prepares the girls to pursue a career and gain economic independence upon release from the institution, the expenditures in emotional rehabilitation do not prepare the girls to
adequately and productively function outside the institution. It is recommended that a review be made to ensure that girls are as adequately prepared to make acceptable emotional and behavioral choices as they are to make acceptable vocational choices. Here, group processes are desirable, not only from a stand-point of working with the greatest number with a few trained staff, but through this process, girls learn alternative behavior and are encouraged to evaluate their behavior in terms of the acceptable and the desirable.

4. It is recommended that group counseling be utilized to encourage the delinquent adolescent girls to take active part in decision making processes that ultimately make them responsible for their actions. It is suggested that this process be expanded beyond the group and incorporated into school and cottage life.
APPENDIX A

LIST OF FILMS

<table>
<thead>
<tr>
<th>Film Title</th>
<th>Type</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Here Comes Cookie</td>
<td>Comedy</td>
<td>61 minutes</td>
</tr>
<tr>
<td>Ricochet Romance</td>
<td>Comedy</td>
<td>80 minutes (three reels shown twice)</td>
</tr>
<tr>
<td>Louisa</td>
<td>Comedy</td>
<td>91 minutes (three reels--one shown twice)</td>
</tr>
<tr>
<td>Huckleberry Finn</td>
<td>Comedy</td>
<td>60 minutes--part one</td>
</tr>
<tr>
<td>Huckleberry Finn</td>
<td>Comedy</td>
<td>60 minutes--part two</td>
</tr>
<tr>
<td>Double Crossbones</td>
<td>Comedy</td>
<td>73 minutes</td>
</tr>
<tr>
<td>The Farmer's Daughter</td>
<td>Comedy</td>
<td>61 minutes</td>
</tr>
<tr>
<td>Once Upon A Horse</td>
<td>Comedy</td>
<td>61 minutes</td>
</tr>
</tbody>
</table>

All films may be obtained from United Free Film Service, 221 Park Avenue South, New York, New York, 10003.
APPENDIX B

SOCIOMETRIC DEVICE

If you could work in the kitchen every day, whom would you choose to work with you?

If you could watch television every night, whom would you choose to watch with you?

You may choose as many as you like, but most of you may want to choose one or two or four or five.
## APPENDIX C

### MEAN DIFFERENCES AND STANDARD DEVIATIONS

FOR TOTAL GROUPS

<table>
<thead>
<tr>
<th>Measure</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Average</td>
<td>-0.08</td>
<td>1.01</td>
</tr>
<tr>
<td>Sociometric Status (work)</td>
<td>-0.06</td>
<td>0.98</td>
</tr>
<tr>
<td>Emotional Expansiveness (work)</td>
<td>0.38</td>
<td>1.70</td>
</tr>
<tr>
<td>Sociometric Status (play)</td>
<td>-0.03</td>
<td>0.78</td>
</tr>
<tr>
<td>Emotional Expansiveness (play)</td>
<td>0.52</td>
<td>1.72</td>
</tr>
<tr>
<td>Social Relatedness</td>
<td>0.61</td>
<td>1.94</td>
</tr>
<tr>
<td>Personal Worth</td>
<td>0.51</td>
<td>2.43</td>
</tr>
<tr>
<td>Personal Freedom</td>
<td>0.19</td>
<td>2.35</td>
</tr>
<tr>
<td>Feeling of Belonging</td>
<td>0.14</td>
<td>2.15</td>
</tr>
<tr>
<td>Withdrawing Tendencies</td>
<td>0.12</td>
<td>2.58</td>
</tr>
<tr>
<td>Nervous Tendencies</td>
<td>0.05</td>
<td>2.50</td>
</tr>
<tr>
<td>Social Standards</td>
<td>0.12</td>
<td>2.23</td>
</tr>
<tr>
<td>Anti-Social Tendencies</td>
<td>-0.11</td>
<td>2.55</td>
</tr>
<tr>
<td>School Relations</td>
<td>-0.11</td>
<td>2.58</td>
</tr>
<tr>
<td>Number of Reports</td>
<td>1.46</td>
<td>4.78</td>
</tr>
</tbody>
</table>
### APPENDIX D

**MEAN DIFFERENCE AND STANDARD DEVIATION FOR THREE TREATMENT GROUPS**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Experimental</th>
<th></th>
<th>Placebo</th>
<th></th>
<th>Control</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean Diff.</td>
<td>SD</td>
<td>Mean Diff.</td>
<td>SD</td>
<td>Mean Diff.</td>
<td>SD</td>
</tr>
<tr>
<td>Grade Average</td>
<td>.03</td>
<td>.71</td>
<td>.12</td>
<td>.60</td>
<td>.13</td>
<td>1.37</td>
</tr>
<tr>
<td>Sociometric Status (Work Criteria)</td>
<td>.10</td>
<td>1.09</td>
<td>.03</td>
<td>.92</td>
<td>.06</td>
<td>.97</td>
</tr>
<tr>
<td>Emotional Expansiveness (Work Criteria)</td>
<td>.47</td>
<td>1.26</td>
<td>.55</td>
<td>1.87</td>
<td>.02</td>
<td>1.76</td>
</tr>
<tr>
<td>Sociometric Status (Play Criteria)</td>
<td>.03</td>
<td>.99</td>
<td>.06</td>
<td>.75</td>
<td>.16</td>
<td>.65</td>
</tr>
<tr>
<td>Social Relatedness</td>
<td>.80</td>
<td>1.99</td>
<td>.27</td>
<td>1.94</td>
<td>.75</td>
<td>1.93</td>
</tr>
<tr>
<td>Sense of Personal Worth</td>
<td>.86</td>
<td>2.69</td>
<td>.12</td>
<td>2.38</td>
<td>.57</td>
<td>2.36</td>
</tr>
<tr>
<td>Sense of Personal Freedom</td>
<td>.63</td>
<td>2.55</td>
<td>.48</td>
<td>2.26</td>
<td>.41</td>
<td>2.16</td>
</tr>
<tr>
<td>Feeling of Belonging</td>
<td>.59</td>
<td>2.76</td>
<td>.03</td>
<td>2.01</td>
<td>.02</td>
<td>1.72</td>
</tr>
<tr>
<td>Withdrawing Tendencies</td>
<td>.33</td>
<td>3.37</td>
<td>.18</td>
<td>2.61</td>
<td>.07</td>
<td>1.70</td>
</tr>
<tr>
<td>Nervous Tendencies</td>
<td>.67</td>
<td>2.68</td>
<td>.12</td>
<td>2.57</td>
<td>.23</td>
<td>2.30</td>
</tr>
<tr>
<td>Social Standards</td>
<td>.47</td>
<td>1.86</td>
<td>.06</td>
<td>1.80</td>
<td>.07</td>
<td>2.22</td>
</tr>
<tr>
<td>Anti-Social Tendencies</td>
<td>.0</td>
<td>2.70</td>
<td>.18</td>
<td>2.65</td>
<td>.41</td>
<td>2.39</td>
</tr>
<tr>
<td>School Relations</td>
<td>.70</td>
<td>1.97</td>
<td>.73</td>
<td>2.44</td>
<td>.20</td>
<td>2.25</td>
</tr>
<tr>
<td>Emotional Expansiveness (Play Criteria)</td>
<td>.47</td>
<td>1.70</td>
<td>.70</td>
<td>2.02</td>
<td>.43</td>
<td>1.53</td>
</tr>
<tr>
<td>Disciplining Reports</td>
<td>1.70</td>
<td>5.35</td>
<td>2.00</td>
<td>6.09</td>
<td>.91</td>
<td>2.97</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

Books


---


---

Therapeutic Group Work with Children, Minneapolis, University of Minnesota Press, 1949.

---


---


---


---


---


---

**Articles**


Unpublished Materials


