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## A Working Model for the Rehabilitation of Juvenile Delinquents

Harvey C. Klapstein

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A WORKING MODEL FOR THE REHABILITATION  
OF JUVENILE DELINQUENTS

A Research Project  
Presented to  
the Faculty of  
Western Evangelical Seminary

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Counseling

by  
Harvey C. Klapstein

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## THE PRELUDE

It is hard to imagine any sensitive, rational person being undisturbed upon hearing:

- That one million children with an average age of 13 years run away annually,
- That suicide is the second leading cause of death among those under 18,
- That an estimated 70% of teenage girls have had intercourse by age 18,
- That there are three and a half million teenage alcoholics,
- That one million girls, 15-19 years, are pregnant each year,
- That over twelve million youth consider themselves drug users,
- That nearly half (conservative estimate) of America's 37 million teenagers have experimented with drugs,
- That a child is sexually abused every 2½ minutes,
- That only an estimated one case in 25 of sexual child abuse is even reported,
- That teens are responsible for 104,000 assaults, 12,000 armed robberies, and 9,000 rapes annually,
- That there are 5 million children of divorce and that 90% of the children who run away do not live with their biological parents.

These facts were recently reported in a television program entitled "The Johnny Cash Youth Special, 'Is There a Family in the House?'" The seriousness of the problems facing our nation and juvenile authorities demands attention and concern.

We should not delude ourselves, working with juveniles is tough business. Juvenile delinquency is on the rise. Despite the fact that Federal and State Governments have poured millions into innovative programs, and local municipalities have enforced strict curfews and other restrictions, between 1940 and 1968 the number of adolescents convicted of serious crimes has doubled, a rate far exceeding the adolescent population.



"However laudable the purpose of juvenile law and the juvenile courts system, it has not achieved its ideal. The juveniles who have gone through the system have a high rate of recidivism. Juvenile courts have not provided the type of successful rehabilitative care envisioned by authors of juvenile court acts. For example, it has been estimated that 80% of those committed to Illinois juvenile facilities are placed in custodial institutions. . . rather than rehabilitative institutions designed for child care." <sup>1</sup>

What is needed then is a treatment program for juvenile delinquents which can prove its effectiveness and make necessary juvenile rehabilitation.

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<sup>1</sup>Renn, "The Right to Treatment and the Juvenile," Crime and Delinquency, October 1973.

## AREA OF INQUIRY

During the last decade, institutional treatment of delinquents has shifted decidedly toward community based programs designed around a family unit model. Throughout the country, various state and local agencies have acquired large, older homes in well-established neighborhoods and turned them into residences for delinquent adolescents. These homes are similar to half-way houses in their size and operation. House parents, usually a young married couple, live in the house and provide supervision for five or ten juveniles. During the day, these residents either go to school or work, and during the evening they engage in various recreational and school related activities. Each resident has clearly delineated household responsibilities and specific input into decisions made regarding how the house is to be run. These group homes are different than half-way houses in that juveniles go to the home, instead of a correctional facility, before rather than after institutionalization. They serve as an alternative to the large training school or correctional facility.

This project proposes to outline and provide procedures in establishing and conducting a juvenile rehabilitation facility that is patterned after a working model. Youth Outreach, Inc. of Vancouver, Washington has had a proven and successful program for the past fifteen years. It is licensed and funded by the State of Washington. It is composed of six large residential homes in the City of Vancouver, another

in the City of Everett, and another being developed in Centralia, Washington.

A unique aspect of Youth Outreach is that it is Christian staffed and directed. It is successfully practicing Christian philosophy in a State approved facility.

Youth Outreach enjoys the endorsement of the community and many of the leading businesses and institutions contribute to its maintenance. The local newspaper features articles and news of the activities of the institution. Youth Outreach serves the major part of the State of Washington.

The founding and growth of this organization is unique. It will be described in detail as the foundation for the information contained in this report.

This project should prove to be a valuable source of information and instruction for those interested in the rehabilitation of juveniles.

## JUSTIFICATION FOR THIS PROJECT

In my research I have not found any actual working model instructions for procedure for community-based residential programs. There are many reports, but no practical, concise, compiled manuals. No doubt there are some. I have, therefore, selected Youth Outreach, Inc. as a unique, local, recognized, and proven model. It is available for on-the-spot information and observation.

This project satisfies a personal interest that I have had for several years. My pastoral ministry in southern California included a small involvement in providing rehabilitation for several juveniles in our area. I was never able to find any instructional material to assist me.

I have discussed the need and challenge of working with troubled youth with several who have expressed an interest. They, too, were perplexed for sources of help and instruction. It is my hope and desire to enlist others in this most needy and challenging service.

I am on the staff of Youth Outreach as Field Representative in charge of raising extra funds that are needed in providing facilities not funded by the State and, as the Director of the Family Life Services of Youth Outreach.

This material is available to anyone interested. Copies will be on file at Youth Outreach offices. P. O. Box 1525, Vancouver, WA 98668. Telephone (Home Office) Area 206 - 696-0361.

## METHOD OF RESEARCH

Interviews were arranged with key members of the administration and staff.

Discussions of philosophy and standards were arranged with the Assistant Director who was the author of much of the appendix material.

Taped interviews with the juvenile residents were made. Examination of their case histories provided background for evaluation.

The financial structure and report forms were obtained from the staff members involved. The ratio of payment by the State of Washington and public donations provided the determination of the strength financially of the institution.

The files of Youth Outreach were opened and full cooperation in research was generously offered.

Participation by the author in the day-to-day operation of the institution provided a practical and constant method of gaining information.

The material and procedures were examined and approved by faculty advisor, Dr. Albert D. Stiefel, head of the Counseling Department of Western Evangelical Seminary.

## YOUTH OUTREACH--THE STORY

The following information serves as a model in the potential for development of the Group Home Concept. Many other areas of service open as the program enlarges. The material quoted is taken from the Youth Outreach publication entitled "An Alternative for Today's Troubled Families with Real Problems." A fuller account may be obtained from Youth Outreach offices.

Youth Outreach is a testimony of dedication, hard work, and sacrifice. Today, its services and accomplishments are widely known and have been the model for other agencies. It is an exacting and demanding business, and requires constant sensitivity to the changing needs of juveniles.

Youth Outreach was established in April of 1970 to continue the fifteen year old work of the Vancouver Boy's Academy. Six homes serving all corners of Washington State employ one of five different specialized program styles in the work of helping troubled boys and girls.

Youth Outreach provides the care and guidance necessary to help distressed youth gain the skills and confidence to maintain responsible relationships and achieve personal success. In addition to the residential treatment programs, Youth Outreach operates a family counseling center in Vancouver and a foster family program.

Youth Outreach is given temporary custody of the young men and women. Skilled youth workers under the immediate supervision of an experienced caseworker initiate a carefully designed program of behavior guidance. The children are encouraged through the use of an individualized and systematic social learning experience to learn productive and appropriate means of solving their problems. Within the supportive atmosphere of the home the youth build confidence, a sense of direction and self-worth. Through counseling they gain insight to their problems. Some family-youth conflicts for which there seemed no answer have been resolved in a short time.

Youth Outreach has had good success in reuniting children with parents. However, sometimes the homes are not suitable to return the juvenile. In these cases, foster homes are obtained.

The goal of Youth Outreach is to reunite the youth with his family and provide follow-up services to prevent re-occurring problems. When this is not feasible, long-range plans are made for the youth's growth and future emancipation.

Two-thirds from broken homes, some from backgrounds of poverty, others from homes of means but devoid of love and concern, many unable to exhibit self-control--all children with mounting problems magnified to a degree that they become unable to function in their normal environment. Children, who without special help, appear destined for a life of hardship, loneliness or crime behavior.

At Youth Outreach, troubled youth are helped socially, academically, spiritually and physically. Approximately 2,500 youth, 12-17 years of age, have received care and training since inception of the program.

#### PROGRAM DESCRIPTION

The resident homes have been named for benefactors and civic and service groups who have accepted responsibility for the additional expense above state funding, in certain areas of treatment. The length of time for juvenile residents varies and each home houses a grouping of times of sentence. Usually the length of stay is divided into three-to-six months, and six months-to-one year periods. The Crisis Residential Center is geared to juveniles who have a more violent behavior record--the stay there is indefinite.

Youth Outreach is based in Clark County and operates five of its homes in Vancouver. The five homes include a short-term shelter care facility, a crisis residential center, an emancipation pre-adulthood home, a home with a vocational preparation component for girls, and a traditional long-term care program for boys. Youth Outreach operates another crisis residential center in Snohomish County.

Youth Outreach began its long-term home style residential treatment more than a decade ago. Today, the Loren Bennett Boys Home and the Rotary Girls Home in Vancouver accept youth for periods normally ranging from six to nine months. The program design has been developed to produce the strongest relationships and the healthiest environment possible to promote positive experiences for children whose concepts of personal relationships are distorted. The Rotary

Home also accepts girls who are pregnant and provides to them pre-natal and child care education. Upon delivery, the new mother and her infant are placed in a qualified foster family and given support and supervision during the critical first months. When appropriate, Youth Outreach assists the young parent in making the eventual transition into an independent living situation under the continuing supervision of an agency caseworker.

The Robert K. Axlund Amancipation/Pre-Adulthood Home accepts the older teen. It is designed to gradually move youth into the awareness and skills necessary to succeed in early adulthood. A carefully executed strategy exposes the residents to increasing levels of independent decision making. The young adults are taught job hunting, filling out applications, contracts, budgeting, legal issues, community resources, work performance and many other areas. As with all Youth Outreach residents, these teens receive supervision, care and counseling. Unlike other youth, few of these young men will return to families and are preparing for their own lives as adults.

The Interim Home houses juveniles from one day to two weeks. They then are assigned to the resident home as determined by evaluation and consultation with the State caseworker.

An interim home/shelter care facility serves the child with immediate needs. These youth, generally from families with conflict, are highly emotional, often angry and nearly always lonely. The Youth Outreach Interim Home, the only one of its kind in Washington, offers a friendly home, skilled guidance and people who care enough to help kids who typically reject offers of help. Without the Interim Home intervention, frustrated youth are regularly returned to the unresolved conflicts they left, often to run away.

The Crisis Residential Center (CRC) is a fairly recent concept. The CRC focuses on emergency care and counseling of children who present a high likelihood of assaultive behaviors, chronic running away, and alcohol or drug dependency. Children suffering from abuse are also accepted. In addition to needed care and heightened supervision the CRC provides the child with someone to talk to and interact with twenty-four hours a day. Should the youth be awaiting a placement at a foster or group home, he is prepared attitudinally, emotionally and behaviorally toward that goal.

#### OTHER SERVICES

The program of Youth Outreach is funded 75% by the State of Washington. It is, therefore, subject to the vagaries of the State budget. It has maintained its high level of performance by an aggressive public relations program. The programs change from time-to-time as they are needed. Youth Outreach has recently added a full-time Family Counseling



Service, and a Shop-Lifting Awareness and Prevention Clinic. It will soon open a home for unwed mothers.

The Youth Outreach residential treatment programs are supplemented by Family Life Counseling, foster family homes, a tutoring program, and physical and mental health resources. Family Life Counseling serves community needs as well as the children in residence at Youth Outreach and their families. Individual, family and group meetings with counseling staff help to identify family conflicts and provide new insights and skills in positive relationship building, effective communication, behavior change and problem solving.

When in the judgment of the Youth Outreach treatment staff, a foster placement would serve the child's needs more effectively than group care such homes are available.

Residents in all Youth Outreach programs who are experiencing school problems are provided with group and individual tutoring from an agency teaching specialist. Medical and dental care is available and the health care of all residents is supervised regularly by a staff nurse. When necessary, psychological and psychiatric services are available from community mental health sources.

#### FUNDING

The budget of Youth Outreach yearly is in excess of \$800,000. As indicated, this amount is used for the basic needs. The extra services such as recreation, social activities, sports equipment, and camping trips, all must be funded through public support. An excess of \$150,000 must be raised. This is accomplished by food concessions at the Clark County Fair and at other city and county functions. Also, private donations and civic groups miraculously help to provide needed funds.

Youth Outreach is a non-profit organization which provides an important social service to the community. For this service a specified amount per youth each month is received to cover board, room, and counseling services. The State of Washington reimburses approximately seventy-five percent of working funds with the other twenty-five percent coming from private contributions. All contributions to Youth Outreach are income tax deductible.

#### CONCLUSION

Youth Outreach is an evangelical religious community. Juveniles are not compelled to attend religious services but after a few weeks, they usually request permission to attend a church of their choice. The

philosophy and Christian approach and care have resulted in a highly successful and competent agency.

Youth Outreach is constantly endeavoring to adopt and adapt its therapy to the changing needs of troubled youth. Its leadership provides the inspiration to its staff members by the use of seminars and special speakers and instructors.

## PHILOSOPHY STATEMENTS

The philosophy and religious statements of Youth Outreach are important. The following two statements are a clear declaration of Youth Outreach. It has been accepted and understood by State approving agencies.

In the opinion of this author, these statements have been the key in the success of the agency. The Staff understands and practices these affirmations. The juvenile residents know and respect the standards as set forth.

To those interested in the establishment of resident group homes, it is strongly recommended that a clear, practical philosophy be established and maintained.

## PHILOSOPHY

The foundation of any successful institutional treatment program is a consistent, cohesive philosophy which binds the various helping disciplines together as they work toward achieving their mutual goal of improved functioning of troubled youth in their families. The purposes and program of Youth Outreach grow out of a philosophy which, first and foremost, expounds the principle that every human being is of priceless worth, and therefore is entitled to the acceptance and respect which was exemplified by the life of Jesus Christ.

A second most essential principle is an acceptance of the belief that human behavior is essentially learned, and is therefore subject to modification through application of recognition and rewards (reinforcements) for appropriate or desirable behavior, and the application of consequences for inappropriate, undesirable behavior.

These two basic principles, taken together, result in a program which provides clear directions and invaluable learning experiences, while at the same time allows for the development of individual interests and capabilities. Youth entering the agency receive the training which will equip them for responsible functioning after they leave the program since most of them will return to their own homes and communities. This cannot be accomplished in a program which takes charge of most of the decision making functions in the lives of the residents. Rather, there must be a program which requires of the residents that they learn to make decisions for themselves, even if it means they must then live with the consequences. The agency provides an atmosphere in which under the careful guidance of the staff, residents are taught how to assume responsibility for their own behavior.

The basic service of Youth Outreach is the provision of the residential care facility having as its primary purpose the training of appropriate social behaviors, and the modification of unacceptable behavior. The group home is to be thought of as a temporary "home" to equip the residents for responsible living.

## SPIRITUAL

### Religious Philosophy

Youth Outreach has its roots deep in the Evangelical Christian tradition. We believe that every human being is a soul of priceless

worth both to God, his fellow man and himself. While it is the goal of Youth Outreach to provide exposure to the teaching of the Christian faith, we must provide each resident with the freedom and the latitude to accept or reject our particular religious point of view.

No difference in the group home should be made between youngsters who have embraced the Christian faith and those that have not. No difference of privileges and other activities should be made in the home.

In working with the residents at Youth Outreach concerning their religious values, we cannot force our religious convictions on them. They must observe by our example that a personal relationship with Jesus Christ is invaluable in these days.

#### Church Attendance

Youngsters at the Hazel Dell home attend church one service on Sunday. The group may choose either Sunday morning or Sunday evening. All other church services such as Youth Meeting, Midweek Service, Choir Practice, Sunday School, etc., are optional by the residents. In addition to regular church services, the house staff do have the option to plan one or two of the activities each month to include a religious service. Included among these are Youth Rallies, Praise Gatherings, Full Gospel Businessmen's Meetings, Youth Crusades, and special meetings at local churches.

A local church for each group home may be selected by the working staff (with Caseworker approval). Changes should be infrequent and only for good reason. No more than two group homes may attend one local church.

House staff should encourage the Christians in their home to spend time in prayer and Bible reading. Staff are advised to aid and encourage residents who seek a vital dynamic personal relationship with Jesus Christ. A Bible will be provided for residents who request one.

ANALYZING OPPOSITION  
TO COMMUNITY RESIDENTIAL FACILITIES  
FOR TROUBLED ADOLESCENTS

A survey of a large metropolitan area in the northeast uncovered a great deal of resistance to the development of group homes for troubled adolescents, including the degree of and expressed reasons for resistance.

The following is composed of excerpts of a special report by Phyllis Solomon, Ph.D., Senior Research Associate, Federation for Community Planning of Cleveland, Ohio, as published in Child Welfare, July-August 1983--Journal of Policy, Practice, and Program.

One of the main concerns of the establishment of a Group Agency is the question of location. This question should be investigated thoroughly and decided upon before serious plans are made. Fortunately, this obstacle usually can be surmounted if proper publicity and approach are exercised.

The references are listed at the end of this section for anyone who would be interested in further research. The reference in Dr. Solomon's research report have been included to establish the authenticity of the quotations made in this section.

The last 20 years have seen a major shift in social policy regarding the delivery of care for those in need of protective and rehabilitative environments. In such fields as child welfare, juvenile and adult justice, mental health, and retardation, this has meant a shift to community-based care as opposed to institutional care. This shift has resulted in negative community reactions and active opposition to the placement of these groups in the community. The professional literature and the mass media have been replete with articles concerning the exclusionary practices of communities either to prohibit from opening or to promote closing of residential facilities for socially undesirable groups [Armstrong 1976, Aviram

And Segal 1973, Center on Human Policy 1979, Mamula 1973, Lauber and Bangs 1974]. These exclusionary practices have varied from court actions [Armstrong 1976], zoning and city ordinances [Aviram and Segal 1973], licensing requirements, formal petitions, and verbal attacks, to the extreme of firebombings [Center on Human Policy 1979]. More recently the professional literature has focused on strategies for overcoming community resistance [Stickney and Cupaiulo 1976, Weber 1978, Association for the Developmentally Disabled 1981].

There have also been reports on surveys of community attitudes. But these surveys have been conducted for the most part in neighborhoods that have established group facilities [Association for the Developmentally Disabled 1981, Segal et al. 1980]. The major gap in the literature regarding community attitudes is the lack of assessment of the attitudes of community residents in general, particularly those who have not had direct experience with a group facility. This information is extremely important since the expectation is that those who have had this opportunity will have more positive attitudes. Experience has shown that negative attitudes can change dramatically to positive ones when people are made aware of a program's objectives and the nature of these facilities and their residents [Lauber and Bangs 1974].

Given this, the Federation for Community Planning of Cleveland (FCP) felt it necessary to have a better understanding of the community attitudes of the general public who have not, for the most part, had direct experience with group homes. To accomplish this, FCP undertook to survey a large urban county in the northeastern section of the country concerning their attitudes toward group facilities for a variety of categories of disabilities, including troubled adolescents. This article reports on the results.

The methodology of this study is impressive. Too often, the news media makes a "glamour" issue of the problems of juveniles. The so-called dangers or nuisance problems are made "good copy." As a result, the public classes these children with adult vagrancy. This questionnaire is quite comprehensive and fair. Terminology is adequate.

### Methodology

To assess community attitudes toward the development of group facilities for troubled adolescents in relation to other disability groups, the FCP purchased a question concerning these attitudes as part of a lengthy door-to-door interview conducted by another local organization in Cuyahoga County, Ohio, in 1980. Interviewees were asked to respond to the following question in Likert-type format (strongly opposed, opposed, no feeling, in favor, strongly in favor), "How would you feel about having any of the following kinds of people living together in a home in your neighborhood? (a) elderly, (b) troubled adolescents, (c) mentally ill, (d) terminally ill, (e) mentally retarded, (f) alcoholics, (g) drug addicts, (h) parolees, and (i) physically handicapped.

The range of disability groups had been selected so as to give a frame of reference for how troubled adolescents stood in relation to the other groups. Some were considered to connote a more negative and others a more positive valence. It was expected that troubled adolescents would be one of the more acceptable, less threatening of the groups. The terms *troubled* and *adolescent* were selected as more neutral terms than others, such as juvenile delinquents or emotionally disturbed children. These latter stereotypical terms almost always cause apprehension [Weber 1978].

For those respondents who said they were opposed to any group, the interviewer followed up the responses by asking why. From a review of the literature, it was determined that community residents have argued a variety of reasons for validating their opposition to community residential facilities. These arguments have included (1) fear for physical safety, particularly for their children [Armstrong 1976, Aviram and Segal 1973, Center on Human Policy 1979, Stickney and Cupaiulo 1976]; (2) disturbance regarding the display of deviant or norm-violating behavior [Armstrong 1976, Aviram and Segal 1973]; (3) inappropriateness of group facilities in family-oriented neighborhoods [Mamula 1973]; (4) concern over high concentration of group facilities (usually related to destruction of the family atmosphere of the neighborhood) [Armstrong 1976]; and (5) the most commonly encountered rationale, fear of devaluation of property [Aviram and Segal 1973, Center on Human Policy 1979, Dear 1977]. Respondents' reasons for opposition were placed in one of the following precoded categories: (1) property values go down, (2) makes neighborhood more dangerous, (3) these people tend to bother and annoy others, (4) family neighborhood where they do not belong.

Results are revealing and reflect the general misinformation of the public. It also demonstrates the callous disregard for the welfare of troubled youth.

The three groups that were approximately the same show the unfairness of uninformed judgment.

### Results

Respondents expressed a relatively high degree of opposition toward developing a group facility for troubled adolescents in their neighborhood (51%) (see table 1). Of the nine groups presented, only two other categories, alcoholics and drug addicts, prompted a greater degree of opposition. Only 15% of the respondents were favorably disposed to having a group facility for troubled adolescents in their neighborhood. There were three groups that had either approximately the same degree of favorability (alcoholics and parolees) or less (drug addicts).

The most frequently given reasons for opposition to the establishment of group facilities for troubled adolescents were, in descending order: (1) makes the neighborhood more dangerous,



(2) these people tend to bother and annoy people, and (3) family neighborhood where these people do not belong. Very few respondents expressed concern for devaluation of property as a reason for opposition. This reason was rarely selected in any of the nine categories.

---

TABLE I ATTITUDES TOWARD RESIDENTIAL FACILITIES

	<u>% Opposed</u>	<u>% No Feeling</u>	<u>% In Favor</u>
1. Elderly	4	37	59
2. Troubled Adolescents	51	33	16
3. Mentally Ill	39	42	19
4. Terminally Ill	12	53	35
5. Mentally Retarded	21	47	32
6. Alcoholics	55	31	14
7. Drug Addicts	78	15	7
8. Parolees	48	39	13
9. Physically Handicapped	6	48	46

---

The Table reveals a glaring and distressing attitude of the American public. More impressive than the grouping of troubled adolescents with alcoholics and drug addicts was the "no feeling" on several of the important areas. It either reflects an unwillingness to face the issues of "hurting people" or a pre-occupation with a social life of self-centeredness. Americans reflect this careless attitude increasingly in many areas of desperate concern. It is this "unconcern" that brings danger of neglect in the care of this considerable and needy community.

## Discussion

In interpreting the degree of opposition and the pattern of reasons regarding opposition, these nine disability groups seem to fall into two groups, (1) the more acceptable group (elderly, terminally ill, physically handicapped, and mentally retarded) and (2) the less acceptable group (troubled adolescents, mentally ill, alcoholics, drug addicts, and parolees). For the more acceptable group, respondents were more in favor of these types of group facilities being developed in their neighborhood: The major reason for those opposing was the family-neighborhood atmosphere. The other four reasons were infrequently selected. For the less acceptable group of which troubled adolescents is one category, respondents expressed a great deal of opposition. Three of the five reasons were given often enough to warrant mentioning. The first and most frequently given reason for all categories of the less acceptable group was that these people make the neighborhood more dangerous. The next frequently given reason varied by the disability category, but it was either bothering and annoying people or the family neighborhood.

The literature on strategies for overcoming community resistance presents three approaches to entering a community: high or low profile, or a combination strategy [Stickney and Cupaiulo 1976, Weber 1978]. The high profile approach calls for "a planned, intensive, rapidly executed educational effort" to all individuals who will potentially have contact with the group facility. The low profile entrance approach requires the establishment of a legal basis, such as zoning ordinances "without prior education of neighborhood residents" [Weber 1978]. Given the degree and nature of the opposition to group facilities for troubled adolescents, it seems that a high rather than low profile entrance approach is warranted. The need for an educational approach is based on the indication that the residents are responding to stereotypes rather than to knowledge about the type of group residents. The low-profile entrance approach would probably be sufficient for the more acceptable groups."

## Conclusions:

We agree with the "high profile" approach suggested by this author. The problem and need cannot wait for a slow, low-key, laborious campaign. The need for resident group homes is apparent. The results of this type of care are dramatic. It is far less costly than institutional programs. It is a far more "natural" therapy. This is a proven fact.

The statement that residents are responding to "stereotypes" rather than to "knowledge" is tragically true. Juvenile authorities

need the encouragement and direction of a concerned public to provide the funds and cooperation to combat the misinformation of the news media. It is true that inevitably mistakes will be made and not all youth respond. Resident group homes conducted by responsible agencies are not a menace to the community; they rather reflect the genuine concern and maturity of our citizens. (References supporting this section appear on the following page as they appeared in the original work.)

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## BEHAVIOR MODIFICATION

In the appendixes of this project is a discussion of Behavior Modification and Juvenile Law. Youth Outreach uses this model as the major therapy of its residents. There is a difference of opinion in the type of treatment to be used. The appendix is a clear and concise discussion of Behavior Modification and its practical approach to the malfunctioning habits of delinquents.

This paper was prepared by Mark Pelletier, assistant director of Youth Outreach, to present its Statement of Therapy and also as part of his Master's program in Education at University of Portland. It is well-documented and evidences good research. It will assist those who are considering the establishing of a resident group home or in personal research in the field of Juvenile Delinquency.

The author concludes that no contemporary treatment program can assure positive results for every juvenile treated. Many conflicts make behavior modification difficult and in some cases ineffective and non-applicable. However, "Behavioral methods are at least as effective, and often more effective, than alternate approaches particularly the verbal psychotherapies."

We agree with the final statement, "Behavior Therapy offers a legitimate treatment that is both humanitarian and expedient. . .it at least suggests some answers to the dilemma of juvenile delinquency."

## FOREWORD TO APPENDIXES

### A HANDBOOK FOR RESIDENT GROUP HOME AGENCIES

The major portion of this project is the provision of procedures and forms needed in the establishment and operation of group resident homes. This is not a "set in concrete" pattern. As new requirements are made by regulatory agencies of State or County, methods must be shaped accordingly. These appendixes will provide a general procedure which is quite standard.

The commentary of each section will provide a survey of material contained. Examination will perhaps provoke other questions. Youth Outreach invites inquiries and visitors. This agency is alert to the changing needs of juveniles and their therapy, and there is no hesitancy in adapting or embracing new procedure. It is this flexibility which has enabled it to survive and grow in this controversial field.

The final appendixes are more personally related. The refreshing "testimonial" of a young couple who were house parents will provide a human experience. Case histories will illustrate graphically the type of juvenile that is assigned to resident care. A letter of gratitude from a "graduate" will serve to encourage those vitally interested in this type of restoration for hurting, bewildered, confused juveniles.

A personal message follows from Ron Hart, executive director of Youth Outreach, to those who are concerned about the care and restoration of bruised, damaged children and youth.

Finally, there is a summary and evaluation.

### MANAGEMENT PROPOSAL

This is not the Contract with the State. This proposal is in reply to an invitation by the State to submit bids for a contract to provide care for juveniles. Every other year these contracts are renewed and must again be submitted re-defining the programs being offered. These proposals go to State Office of the Bureau of Children's Services. The proposal attached is for The Girls' Home which is the same for the other long-term homes. A committee reviews them and awards points to the proposing agency based on their ability to meet expectations as specified within the invitation to submit the proposal.

The management and technical proposals are worth a certain number of points and an additional response must be made with certain aspects of information--such as personnel academic qualifications, experience, components of the program, etc. Points then are totaled and if sufficient number of points is acquired, then the agency is eligible for contracts in competition with others.

Notification of approval is then given by phone and by mail. Contracts for the long-term homes are renewed and approved every other year and the short-term homes are renewed annually.

MANAGEMENT PROPOSAL

RFP NO. 1413-AQQ-33300(P)

CODE 078

REGION VI

LEVEL 3 GIRLS IND. LIV./VOC. TR.



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## ROTARY GIRLS GROUP HOME

## A. IDENTIFYING INFORMATION

1. Youth Outreach, Inc., P.O. Box 1525, Vancouver, WA 98668  
(206) 696-0361
2. The Rotary Girls Group Home, 214 W. 21st Street, Vancouver,  
WA 98660.

The facility is a three-story, white, family-style residence occupying a corner lot. Resident sleeping quarters are on the upper floor. They are three in number and are adjoined by a full bath.

The ground floor includes a living room, staff quarters with bath, dining room, kitchen and restroom.

The basement has a recreation room, laundry facilities, furnace room and ample storage. An additional room is available for counseling, timeout and study. Landscaping, small trees, hedges and a garden serve to keep the grounds compatible with other homes in the neighborhood. Grab bars to aid pregnant girls are to be installed throughout the home.

## 3. Principal Officers:

Board President--Norm Riback, P.O. Box 1525, Vancouver, WA  
98668 (206) 696-4414

Board Vice-President--Dick Hudson, P.O. Box 1525, Vancouver,  
WA 98668 (206) 693-4223

Board Treasurer--Charles Anderson, P.O. Box 1525, Vancouver,  
WA 98668 (206) 693-1703

Executive Director--Ronald L. Hart, P.O. Box 1525, Vancouver,  
WA 98668 (206) 694-4922

4. Project Leader: Jerry Todd, Program Director
5. Legal Status: Non-Profit Organization. Home licensed by  
DSHS Region 6
6. Business License #23-7424959 Employee Identification #, see  
attached page.
7. DSHS Contract #1413-ALT-32586
8. N/A

# OF VANCOUVER, WASHINGTON

City Hall, 210 East 13th Street  
P. O. Box 1995, Vancouver, Wa 98668

19C, CC

## BUSINESS LICENSE

EXPIRATION DATE

DECEMBER 31, 1982

CARL/CRISIS CENTERS - Family Counseling

TYPE OF BUSINESS

THIS LICENSE MAY BE REVOKED BY THE DIRECTOR OF FINANCE IN ACCORDANCE WITH THE PROVISIONS OF THE LICENSE ACT AND ANY AMENDMENTS THEREIN, AND THE LICENSEE ACCEPTS THE SAME, SUBJECT TO THE PROVISIONS OF SAID LICENSE ACT RELATIVE TO REVOCATION.

HI VENTURE INC  
PO BOX 1525  
VANCOUVER

6000227520

310

WA 98668

DATE ISSUED

1/18/82

COUNTY

SEASIDE

0000

LICENSE NOT VALID  
UNTIL RECEIVED AND  
COLLECTOR'S SEAL.

*[Signature]*  
CITY CLERK  
*[Signature]*  
CITY

This license must be posted in a conspicuous place at the location. It is not transferable or assignable.

FORM 55  
(3-79)  
EAST 4

NOTICE OF EMPLOYER  
IDENTIFICATION NUMBER

Please make a separate  
record of this number for  
use on case this number may  
should be kept in a separate

23 742480

Hi-Venture

N/A

2106 'H' St./P.O. Box 1505  
Vancouver, Wash. 98663

RECEIVED  
JAN 20 1982  
Vancouver, WA

The Identification Number shown above will be used by the Internal Revenue Service to identify your Federal tax returns, and other documents, i.e., 1120, 940, 941, etc., and your payments of the taxes reported on such returns. Your Identification Number should be shown on such returns, documents, and on any related forms or correspondence.

NON-PROFIT  
IDENTIFICATION

ORGANIZATION  
NUMBER

ATTACHMENT A  
JOB DESCRIPTIONS

## RESIDENT COUNSELOR

The Resident Counselor is the primary agent of treatment in the Rotary Girls Group Home. Resident Counselor is a full-time position responsible for the day to day support and supervision of the residents. The Resident Counselor wears many hats, performing tasks ranging from therapist to cook.

### Basic Requirements of Applicants

1. No one shall be permitted to work if he suffers from serious physical or mental illness. A chest x-ray or Tine test is required upon employment and every two years thereafter.
2. New staff members, without exception, shall provide adequate credentials and references. Until management has received all credentials and references, any arrangements shall be considered provisional.
3. Each staff member shall be governed by all provisions of the Policy Manual unless specific exception has been made in written form by the Executive Director.
4. Full time staff members shall clear any regular outside work or school responsibilities with the caseworker. If it is believed such a commitment will impair the staff member's performance, the commitment shall not be permitted. Church activities are encouraged except for regular pastoral responsibilities.
5. Youth Outreach reserves the right to submit each applicant's name to the DSHS general register where they will be checked for child abuse and any other crime involving physical harm to another person.

### Further Requirements for a Resident Counselor

1. EDUCATION: A Bachelor of Arts degree is desired, preferably with an emphasis in the social services (i.e., counseling, social work, psychology, etc.). A B.A. in another field with evidence of considerable undergraduate work in the above areas would also be considered. Applicants with less than a B.A. may present related work experience or give evidence of necessary skills by other means.
2. EXPERIENCE: Due to the unusual pressures and demands involved in group home work, prior related experience is highly desirable. The greatest weight in the consideration of applicants will be on previous participation in or exposure to the experiences typically encountered in the performance of those duties. Both volunteer and work for pay in prior involvement with adolescents, law enforcement, counseling, teaching, detention services, etc. will be viewed as significant.

3. **MORAL CHARACTER:** Evidence of responsible behavior and moral strength is required for employment. Letters of recommendation must be on file before an applicant can be formally hired. Respect for law and order, truthfulness, supportive attitudes regarding the preservation of the nuclear family, and conservative views regarding the use of drugs and alcohol, especially by minors, are necessary to perform effectively and compatibly within agency policies and guidelines. Responsible work habits such as consistency, industry, dependability, flexibility and quick thinking are also vital.  
  
Furthermore, self-control, tact, patience and empathy are essential. A personality not given to severe mood swings or moral and philosophic rigidity is required. In short, we are looking for exceptional people with good counseling skills.
4. **GOOD PHYSICAL HEALTH:** The job requires that a person be in good physical health and that they be able to meet the demands of the job such as: long hours, consistent work attendance, ability to restrain kids, etc. An applicant must be free from communicable diseases such as tuberculosis. A chest x-ray or Tine test is required upon employment and every two years thereafter.

#### Special Training, Licenses and Skills

1. A **FOOD HANDLER'S PERMIT** is required of all group home employees. The permit is issued following the successful completion of a test covering state regulations regarding good preparation, service, and hygiene. The test is given at the Southwest Washington Health District and costs \$3.00.
2. Each counselor must be trained in **FIRST AID** and **CARDIO-PULMONARY RESUSCITATION** and current documentation showing completion of the training programs must be on file with the agency nurse and be posted in the group home.
3. All employees who will be expected to drive must have a **VALID WASHINGTON DRIVER'S LICENSE** with an intermediate endorsement within 30 days and before they can drive residents.
4. Skills and training in specific areas are beneficial to the job and are taken into account when hiring. Such skills might include, but are not limited to: cooking, crafts, sports, etc. Training in parent education, infant care or childbirth preparation are specially helpful.

#### Duties and Responsibilities of the Resident Counselor

Counselors are the backbone of the Rotary Girls Group Home. All full-time staff function in the role of the resident counselor.

The Counselor is responsible for the day to day supervision and treatment of each resident, as well as the carrying out of the daily program on the group level.

The Counselor is responsible for the Rotary Girls Group Home's facilities and equipment. It is the Counselor's job to see that things are used properly and kept clean.

The Counselor is responsible for setting an example of behavior, which can be emulated by the residents. This is to be characterized by loving behavior towards self, residents, and other staff. Staff feelings and unity are extremely important to the emotional climate in the group home. The Counselor is responsible for attending staff meetings and for meeting regularly with their supervisor.

The Counselor is under the supervision of a Senior Counselor when on duty. It is the Counselor's responsibility to be an initiator in the carrying out of their job, yet responsive to the leadership of the Senior Counselor. Each Counselor is ultimately responsible to the caseworker and Executive Director.

We are attempting to build youth physically, emotionally, mentally, and socially. As such the Counselor is asked to do many things to bring these goals about. Some of these things a Counselor is asked to do are: 1) prepare food, 2) plan and participate in activities, 3) do laundry, 4) help clean the group home, 5) perform first aid, 6) drive, 7) do individual and group counseling, 8) be a good listener, 9) plan and supervise crafts, 10) plan and participate in sports, 11) write the daily behavior ratings and other reports.

Some of these activities call for direct involvement with residents, others do not. Involvement is a big key to bringing about the goals of the group home, it also makes supervision more natural and family like and less institutional. Therefore, every attempt should be made by Counselors to involve youth in whatever they do.

While each Counselor may do many activities, at all times they are to be supervising the behavior of the residents. The purpose of this close supervision by each Counselor is to attempt to: 1) help the resident be accountable for their behavior, 2) respond to behavior in the proper manner and to report it to the proper people and, 3) make sure that residents, staff and property are safe from the behavior of unruly residents.

The job of the Counselor is not an easy one. It involves working long hours, withstanding heavy emotional pressure, and receiving little thanks. Nevertheless it can be highly rewarding and very satisfying. It's a job few are capable of doing yet which very desperately needs to be done.

The Counselor is a professional and not a babysitter. Being a professional means having control of one's emotions. It means being able to take a resident's emotional displays without losing one's own emotional control. The job of a Counselor requires that one be tough, but tender, strict but fair and positive but realistic in their attitudes. A Counselor's own personal attitude says much regarding how professional they are. The Counselor is able to evaluate objectively their own performance and make corrections when needed.



A. Level I

Counselor will spend a minimum of six months on this level.

1. Meet all criteria for employment (per manual). Food handler, First Aid, Washington State Driver's License, Endorsement on Driver's License, Tuberculin test (TB)., Cardio-pulmonary Resuscitation completion.
2. Attend all required staff meetings.
3. Attend all required staff training sessions.
4. Pass test on staff manual.
5. Monthly performance evaluations by caseworker.
6. Read three books from book list and report to caseworker.
7. Work within treatment goals for residents under direct supervision of the shift coordinator.
8. Have employee file complete with all items that are the employee's responsibility.
9. Meet with caseworker for one half hour twice a month.

B. Level II

Counselor will spend a minimum of six months on this level beyond Level I.

1. Will meet all requirements of Level I
  - a. Staff meetings
  - b. Staff training sessions
  - c. Pass test on Staff Manual
  - d. Continue half hours
2. Quarterly performance evaluations will be made by caseworker.
3. Read three more books from list and report to caseworker.
4. Work within treatment goals with a decrease in need for direct supervision over Level I performance.

C. Level III

Counselor will spend a minimum of one year on this level after completing Levels I and II.

1. Meet all criteria of Levels I and II.
  - a. Staff Meetings
  - b. Pass test on Manual
  - c. One half hour with caseworker
2. Help train new staff through Levels I and III training sessions.
3. Financial accountability
4. Read six books in the year from list.
5. Bi-annual evaluation by caseworker
6. Work treatment goals with a minimum of supervision
7. Attend an approved training seminar.
8. Workers on this level will hold a positive attitude toward work without blaming kids or others for setbacks.
9. Attempting new programs under supervision

## D. Level IV

Counselor must have been at Youth Outreach for two years before being considered for this level.

1. Meet all criteria for levels I, II and III.
  - a. Staff Meetings
  - b. Pass test on Manual.
2. Help train new staff through levels I and II training sessions.
3. Financial accountability
4. Inspections quarterly (Comprehensive)
5. Read six books a year from the list and report.
6. Annual evaluation by caseworker
7. Be able to work treatment goals with minimal supervision. Will be largely self-directed.
8. Attend an approved training seminar.
9. Will inspire a positive attitude in others toward work and Youth Outreach.
10. Will possess a Bachelor's of Arts degree.
11. Will attempt new programs and help develop workable alternatives to enhance our care with supervision of caseworker.
12. Serve in some administrative capacity such as Senior Counselor or some other role defined by the caseworker or Executive Director.

Supervision of all group home staff, development of house policy and procedures and performance of all treatment programs are the responsibility of the caseworker.

#### Basic Requirements of Applicants

All candidates for the position of caseworker must meet the basic requirements for employment as listed within the job description for the Resident Counselor.

#### Further Requirements for a Caseworker

1. EDUCATION: A Masters degree with an emphasis in the social services is the minimum academic requirement. The caseworker may have an earned Master's degree in a related field (such as guidance and counseling, clinical psychology, etc.).
2. EXPERIENCE: No applicant will be considered for the caseworker position without prior work experience in a related field. Such related work should reflect experience in two or more of the following: counseling, behavior management, treatment of emotional disorders, supervision of troubled adolescents, law enforcement, psychological research or testing, educational or learning, psychology or crisis intervention. Evidence of proficiency in such work is required. Furthermore, experience in staff supervision, administration and program direction is highly desired.
3. MORAL CHARACTER: Evidence of responsible behavior and moral strength is required for employment. Letters of recommendation must be on file before an applicant can be formally hired. Respect for law and order, truthfulness, supportive attitudes regarding the preservation of the nuclear family, and conservative views regarding the use of drugs and alcohol, especially by minors, are necessary to perform effectively and compatibly within agency policies and guidelines. Responsible work habits such as consistency, industry, dependability, flexibility and quick thinking are also vital. Furthermore, self-control, tact, patience and empathy are essential. A personality not given to severe mood swings or moral and philosophic rigidity is required. In short, we are looking for exceptional people with good counseling skills.
4. GOOD PHYSICAL HEALTH: The job requires that a person be in good physical health and that they be able to meet the demands of the job such as: long hours, consistent work attendance, ability to restrain kids, etc. An applicant must be free from communicable diseases such as tuberculosis. A chest x-ray or Tine test is required upon employment and every two years thereafter.

#### Duties and Responsibilities of the Caseworker

The caseworker has responsibility for the treatment of the Rotary Girls group home residents. Accountable to the Executive Director,

the caseworker is also responsible for the application of all agency policies and procedures within the group home. Included among caseworker responsibilities are training of house staff in counseling and treatment skills, implementation of all house activities in a therapeutic manner, screening and selection of all residents, adherence to state and local requirements within the program, maintenance of administrative records regarding resident care and progress for state and local agencies, hiring and termination of house staff, etc. The caseworker meets regularly with group home staff for training, consultation, direction and general information sharing.

The duties of the caseworker include:

1. Hiring, training and supervision of house staff and oversight of all program policies.
2. Screening, interviewing and acceptance of residents into the program.
3. Drafting of treatment program for each resident.
4. Counseling with resident and resident's family.
5. Acquisition and coordination of community resources for resident's treatment and care (i.e.: schools, counseling, employment, pregnancy programs, etc.).
6. Maintenance and development of facilities, furnishings, vehicles and grounds.
7. Record keeping for official, agency and treatment purposes.
8. Correspondence on behalf of resident and agency.
9. Appearances in court for resident.
10. Public relations at community and professional functions.
11. Regular contact with local law enforcement, juvenile court, social service and mental health personnel.
12. Relief work, child transportation and other duties as needed.

## LEVEL REQUIREMENTS

## A. Level I -- 1st year

1. Caseworker must fulfill requirements for employment per staff manual.
2. Supervise houseparents levels and hold houseparents responsible in the following areas:
  - a. Staff meetings
  - b. Staff training
  - c. Financial recording
  - d. House inspections--per level
  - e. Evaluation of houseparents
  - f. Book reading and reports
  - g. Houseparents working on treatment goals
  - h. Monitor houseparents school contact
  - i. Monitor staffing attendance
  - j. Open house
3. One group meeting per week, minimum one hour
4. 16 hours per month with houseparents interactive time
5. Two contacts per month per school with administrative staff or One contact per month with employer/supervisor
6. Paper work: one day turn-around on all work
7. Meeting with consultant personnel: once every two weeks
8. Make monthly contact with Mental Health on care of kids there
9. Make monthly contact with parents of children in care
10. Hire group home staff
11. Read six books per year
12. Implement and maintain D.B.R. system
13. Familiarize self with DSHS Manual and procedures for group home child care; and DSHS Manual of State and private agencies.

## B. Level II

1. After one year experience on Level I
2. Supervise houseparents levels and hold houseparents responsible in the following areas:
  - a. Staff meetings
  - b. Staff training
  - c. Financial recording
  - d. House inspections--per level
  - e. Evaluation of houseparents
  - f. Book reading and reports
  - g. Houseparents working on treatment goals
  - h. Monitor houseparents school contact
  - i. Monitor staffing attendance
  - j. Open house
3. One group meeting per week, minimum one hour
4. 16 hours per month with houseparents interactive time
5. Two contacts per month per school with administrative staff or One contact per month with employer/supervisor
6. Paper work: one day turn-around on all work
7. Meeting with consultant personnel: once every two weeks

8. Make monthly contact with Mental Health on care of kids there.
9. Make monthly contact with parents of children in care..
10. Hire group home staff.
11. Read six books per year.
12. Implement and maintain D.B.R. system.
13. Familiarize self with DSHS Manual and procedures for group home child care; and DSHS Manual of State and private agencies.
14. Participate in special assignments as requested by Executive Director.

The Relief Child Care Worker is responsible for the day-to-day care, supervision, training and treatment of the children to whom he is assigned. The Relief Child Care Worker is responsible to the Senior Counselor and Caseworker.

#### Requirements of Applicants

1. Ability to develop interpersonal relationships having warmth, respect, flexibility and imagination.
2. Concern for the physical and emotional well-being of children and a sincere desire to help them modify their problematic behavior.
3. Must be flexible enough to adapt to changing interpersonal dynamics.
4. High school education plus college training in the behavioral sciences is recommended.
5. Some experience in working with children with behavioral problems.

#### Special Training, Licenses and Skills

A Food Handler's Permit, First aid and CPR training and a valid Washington State Driver's License are required.

#### Duties and Responsibilities

The Relief Child Care Worker performs all of the functions of the Resident Counselors, including supervision of the children and therapeutic modification of their daily living.

The duties of the Relief Child Care Worker involve direct interaction with the child, including supervision of the daily activities, guiding and disciplining when necessary, interpreting to the child the implications of his behavior, and assisting the child as he attempts to modify his problematic behavior. In addition, the Relief Child Care Worker is responsible for keeping himself continuously aware of the child's performance in all areas so that he can effectively coordinate the many factors having effect upon the child's treatment. He must also be prepared to communicate to other staff members how the child is acting and reacting in order that all contacts with the child will contribute to the therapeutic goal. It is the responsibility of the Relief Child Care Worker to offer to the Resident Counselors specific ideas and plans which he feels are needed to keep the child progressing in treatment.

With consultation from the Resident Counselors implements those aspects of the child's program which involve personal care, training, treatment, discipline, and guidelines, and coordinate those aspects of the child's program which are implemented by other staff specialists such as education, recreation, medical and other health needs, etc.

The Supervisor of Health Care (Nurse) is responsible for the total medical program of Youth Outreach and general supervision of a health care program for both students and staff. The Nurse should be familiar with health standards as outlined in both the handbook of Licensing and Approval for Payment of Voluntary Agencies and the Minimum Licensing Standards for Voluntary Child Care Agencies (DSHS). The Nurse is responsible to the Executive Director.

#### Requirements of Applicants

1. Graduate from an accredited school of nursing and currently licensed as a registered nurse in Washington State.
2. Knowledge of current nursing principles and methods. Must possess the ability to write procedures.
3. Must be tactful, show leadership and be in good physical health.
4. Valid driver's license and insurability.

#### Duties and Responsibilities of the Nurse

1. Reviews medical and dental appointments for resident students.
2. Sees that accurate medical records are kept for both students and staff.
3. Writes medical procedures for staff to follow.
4. Trains group home staff and other agency employees responsible for supervision of residents in proper emergency health care procedures.
5. Supervises keeping accurate records for DSHS of medications and medical services.
6. Assists in the screening of residents by reviewing medical records prior to the time of formal acceptance.
7. Inspects group homes to assure proper levels of health, sanitation, maintenance and general safety, so that proper health (physical and mental) care is provided for every resident.



The Academic Assistant (Tutor) is responsible for the on-going tutoring of youngsters that for one reason or another are not compatible with public schools. The Tutor is also to be used as a resource person by the group home staff in discussing academic and vocational problems of the youngsters in care. The Tutor is responsible to the Executive Director.

#### Requirements of Applicants

1. Ability to develop interpersonal relationships having warmth, respect, flexibility and imagination.
2. Concern for the physical and emotional well-being of children and a sincere desire to help them modify their problematic behavior, and equip them for future success.
3. College degree in education related field, and
4. Some experience in working with children with emotional disorders, or
5. Some equivalent combination of training and/or experiences.

#### Duties and Responsibilities of the Tutor

Duties involve direct interaction with youth, including the supervision of classroom activities, guiding and disciplining when necessary, interpreting to the child the implications of behavior, and move toward academic and vocational goals. In addition, the Tutor is responsible for keeping herself continually aware of the performance in all areas of youngsters in her group. She must also be prepared to communicate to other staff members how the youth is acting and reacting in order that all contacts with the child will contribute to a therapeutic goal.

The duties of the Tutor include:

1. Participating in the treatment, evaluation, and planning for each child under her care.
2. Assisting in implementing those aspects of the child's day program which involve personal care, training, treatment, discipline and recreation.
3. Assisting, supporting, and advising other child care staff in their work with the child.
4. Writing progress notes on the child's social adjustment, describing modifications in behavior, and conferring with other staff specialists so that they are continuously informed of the child's adjustment.
5. Working with the children to change behavioral patterns that they may be able to return to a public school setting.

6. Arranging for the academic evaluation of youngsters when required.<sup>43</sup>  
We must have some idea as to what academic level the youngster is functioning at in order to be enrolled in school.
7. Tutoring youngsters who for one reason or another cannot attend public school.

a. THE INFLUENCE OF JOB ROLES ON SERVICE OBJECTIVES

As contained within the Statement of Treatment Philosophy every resident is viewed as an individual of worth entitled to acceptance and respect, whose prior experiences and inadequate understanding promoted patterns of misbehavior. The fundamental strategy of Youth Outreach is to equip the child with behavior options while teaching to discriminate between one's own positive and negative behaviors in an atmosphere of acceptance and respect thus enabling the child to function successfully in society.

Staff members are hired for their supportive, accepting character as well as their capacity to implement the behavior management program. Evidence of both good relationship building skills and technical knowledge are prerequisites for employment.

The program is located in a family style residence. Counselors are instructed to involve themselves intimately with the residents. The modeling of openness, honesty, friendliness and a full range of emotions by staff serve to encourage self-disclosure on the part of residents. All this is done to provide the resident as positive an experience as possible. It is hoped that the eventual trust established between counselor and resident will allow the resident greater comfort and will therefore create in her a greater willingness to initiate alternative behaviors.

The therapeutic value of these relationships allow the resident to develop an enhanced self-esteem through the successful management of her own behaviors. The rising sense of self-determination corresponds to a decreasing sense of victimization, frustration and failure. The resident experiences new confidence

and recognizes the power she wields to influence her world and life.

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With such an understanding the maturing resident becomes more discriminating in personal actions and is less subject to the manipulation of others. New self-respect gives the strength to withstand the old tendency to personalize perceived threats of rejection by peers. The child learns that the source of interpersonal conflict can, as often as not, be the other person. The potential for a new awareness of others' needs exist and a new freedom to become properly assertive develops.

Individuals not preoccupied with the need to defend one's self but sensitive to the expressions of need from others grow into responsible, contributing members of society. With direction and encouragement, latent characteristics of leadership often appear.

The realization that personal effort can effect desired results influences a positive approach to life. Rather than a passive sense of defeatism, a level of optimism develops with a recognition of one's own productive abilities.

Residents receive training in a variety of areas. Regular counseling typically focuses on conflict resolution, problem solving, and communication skills, and anger control. Formal and casual instruction in health, consumer, and general living skills occur daily. Daily study periods, individual and group tutoring, and frequent personal assistance promote the development of academic skills.

All staff effort is directed ultimately to the resident's reconciliation with her family whenever appropriate. Weekly phone contact, frequent personal interviews and family participation in the group home experience keep the family aware of and involved in the child's progress. The frequency of meetings between staff and parents is greatly increased during the pre-discharge period. Phone or personal contact following each home visit on the 5-2 program allows for detailed communication.

b. The educational qualifications of the Rotary Girls Group Home staff shall exceed minimum requirements. Resident counselors currently within the employ of Youth Outreach will be encouraged to become members of the Rotary Home staff. These employees will be screened for maximum education and related experience. Additional staff to supplement in-house staff will be hired with the same criteria in mind. The caseworker shall have a Masters Degree and relevant experience. Three such candidates are currently employed at Youth Outreach. The program consultant is a licensed psychologist and offers both a professional degree (Ph.D.) and extensive experience (11 years) in related work.

The hours of child care offered in the program shall exceed minimum requirements. Child Care Day hours are to be 91 hours per resident per month. Child Care Night hours are to be 40.1 hours per resident per month. Social work hours are to be 19.3 hours per resident per month. The consultation hours are to be .89 per resident per month.



ATTACHMENT B

EMPLOYEE POLICIES AND PROCEDURES

## i. EMPLOYEE POLICIES

ADMINISTRATION

## 1. AUTHORITY

The Corporate Board of Youth Outreach is responsible for the management of Youth Outreach, Incorporated. The Youth Outreach Board meets monthly to review the program of Youth Outreach. The business persons who comprise the Corporate Board of Youth Outreach engage the services of an Executive Director and hold him responsible for the management of Youth Outreach. The Executive Director hires all personnel and fills job classifications as designated by the Board. All Youth Outreach staff are ultimately responsible to the Executive Director.

## 2. LAWS, RULES AND REGULATIONS

All laws, rules and regulations of the Federal, State and local governments shall be observed under God.

Youth Outreach is governed by the licensing regulations and contract conditions of the Washington State Department of Social and Health Services. Youth Outreach falls under three different categories:

1. The Child Placing Agency License
2. Group Home License
3. License for Foster Family Homes

EMPLOYEE FILE AND RECORDS

1. Each employee working for Youth Outreach will have an employee file maintained on them in the Branch Office with



a copy in the agency office. This file will contain all pertinent information regarding that individual employee.

2. Information placed in the file is the joint responsibility of the employee and his supervisor. Employment will be considered to be conditional until the employee has completed all the \* items. This should be done within the first 30 days of employment.

Application\*

W-2 form\*

Health Insurance Application or Waiver\*

Educational Transcripts Copies\*

T.B. Test results\*

Food Handlers Card\*

Intermediate Endorsement on Driver's License\*

Washington State Driver's License\*

First Aid Card

Cardio-Pulmonary Card (CPR)

Employee Action Form (Hiring and wages)

Evaluations

Notes regarding employee behavior

Time Card and record of work

Earnings Record

Report of Accidents employee involved in

Policy violations and any disciplinary action imposed

Special classes, training or seminars attended

#### PAY POLICY

In setting salaries each position is evaluated by normal business standards and is paid as close to or exceeding that

level as possible. For a new employee several factors are 50  
looked at in setting their starting rate of pay. These factors  
are:

a. Full time or part time--

Full time employees are those who work more than 30 hours per week. Full time employees are paid a monthly fixed salary whenever possible. Part time employees work less than 30 hours per week and are paid by the hour.

b. Additional responsibilities--

If the employee is given additional responsibilities, they are paid a higher monthly income.

c. Special education or experience--

New employees who come with specialized training or job experience relating to hard to handle teenagers will be paid more.

d. Inability to drive--

Employees who cannot drive are limited in what they can do and this is considered.

e. Availability to work any hours.

INCREMENTS (Scheduled Raises)

1. First increment at the beginning of the pay period following the initial six months of employment.
2. All further increments will be effective beginning on the anniversary date of the last pay increment (one year from the date of the last raise).
3. No salary increment shall be granted without a satisfactory performance evaluation.

4. Salary increments shall be approved by the Executive Director.

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#### EVALUATIONS

Each employee is evaluated on their performance every six months to a year. These evaluations are done verbally and in writing and are for the benefit of the employee.

Feedback and discussion will center around these areas:

1. Attitude
2. Skills
3. Task Completion
4. Staff Relationships
5. Handling of Discipline
6. Relationship with Kids
7. Other

#### TERMINATION

1. Voluntary termination must be preceded by two weeks notice.
2. A worker may be terminated by the caseworker with the approval of the Executive Director.
3. Reasons for termination may include:
  - a. An attitude of fault-finding, complaining, gossiping, or poor performance.
  - b. Conduct detrimental to Youth Outreach's reputation whether on or off the job by a worker or a spouse.
  - c. Garnishment of a worker's salary by court authority for debt payment.
  - d. Cessation of need for a specific job.

1. Sick Leave

- a. Sick leave benefits accrue at the rate of one day per month to a total of twelve days per year.
- b. Unused benefits can be accumulated at a maximum rate of twelve days per year to a total of fifty days. Sick leave benefits have no cash value upon termination.
- c. Sick leave benefits may be granted when there is death in the immediate family.
- d. Youth Outreach reserves the right to require a report from a physician as to the nature of illness in order to establish eligibility.

2. Insurance

Life and Health Insurance

- a. Youth Outreach has a contract with Lincoln National Life for life and health insurance for all employees working a minimum of 30 hours a week. Employees are not covered until they have been employed a minimum of 30 days.
- b. All employees are required to carry life insurance coverage through Youth Outreach. However, accident and health coverage may be waived if the employee has adequate coverage with another carrier. Proof of the other coverage must be provided by the employee.

3. Vacations

- a. The purpose is to invigorate and renew the worker and therefore should be spent away from Youth Outreach.

- b. A worker having one year of continuous full time employment shall receive 40 hours (or one work week) vacation with pay; and at the end of each year following, 80 hours vacation. After five years of continuous employment, an employee shall receive 120 hours. Accrued vacation time shall not exceed 240 hours.
  - c. Terminal vacation will be granted when a worker has been employed continuously for 12 months and on the basis of six months intervals thereafter.
  - d. Vacation days may be credited in advance at the discretion of the Executive Director; if termination occurs before such days are earned, they will be deducted from salary.
  - e. Vacation schedules require the approval of the caseworker.
  - f. Extended vacation without pay may be permitted by the caseworker if the worker's normal duties can be covered by others.
  - g. Sabbatical leave and leave of absence not otherwise provided for may be granted by the caseworker with the approval of the Executive Director.
- An employee on leave shall be considered in continuous employment; however, no benefits accrue during the absence.

ii. PROCEDURES

DSHS LICENSING REQUIREMENTS

All staff are responsible for having knowledge and being

in compliance with the licensing requirements for group homes,<sup>54</sup>  
foster care, and child placing agency.

#### CONFIDENTIALITY

While we must discuss the residents among staff to keep informed as to their progress and discuss our feelings, impressions and contacts with clients, we must realize our responsibility of respecting and protecting the confidential nature of information we gain. Discussions of residents should be limited to staff members within the confines of the job setting. Counselors should avoid discussing the private lives of residents in their group homes with other agency employees and friends.

#### CARE OF RESIDENT'S PROPERTY

Each resident should be made aware that he is responsible for the care of his personal property. If he reports that an item is missing, the house staff should make every effort to see that the article is returned. Articles not found should be reported to the Senior Counselor. To avoid confusion over the ownership of personal property, it is required that when a resident comes into the group home, the staff must mark each item of the resident's clothing and personal possessions with his initials. This marking should be fixed to the garments with indelible ink. Care should be taken in marking clothes so these marks do not show.

In addition to this the counselor should maintain a list of the resident's clothing and personal property on the appropriate form. When a resident leaves the program, the amount of clothing in his possession at the time of termination

should be compared with this list. Both lists should be turned into the office.

#### PARENTS OF CHILDREN IN RESIDENCE

Conversations with parents should be limited to brief, general reports. Details regarding treatment procedures or specific incidents should be referred to the caseworker or Senior Counselor. Speculating on the future outcome of resident's misbehavior to parents is not allowed.

Regular contact for the purposes of involving the family in the resident's progress, to coordinate home visits or to follow up past ones, to gain information or to praise the resident is recommended.

#### REPORTS OF ILLNESS

Because of written statutory reporting requirements in all cases where a resident at Youth Outreach is hospitalized or has a serious illness, the caseworker shall notify the Executive Director within one hour and in writing within 24 hours.

#### TERMINATION REPORT AND PROCEDURE

When a resident is terminated from the program, the staff is required to bring the following to the office within 24 hours:

1. A written termination summary describing the events leading to the termination.
2. Spending money, savings and/or clothing money you may be holding for the resident.
3. Medical records and files, plus any unused prescription drugs and/or narcotics.

4. Your complete file on the resident.

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5. Certification of the resident's withdrawal from school.

#### SHIFT CHANGE PROCEDURE

The following items will be discussed and recorded during each change of shift:

1. Resident health and medical treatment
2. Restrictions and status changes
3. Resident behavior and privileges
4. Appointments or house repairs needed
5. Special arrangements for meals, van, activities, etc.
6. Transfer of keys, money, etc.
7. Phone number where off duty staff can be reached

#### REPORT OF ACCIDENT, INJURY, OR DAMAGE

Personal injury: In the event of an accident or injury to a staff member, residents or visitor, a report must be made immediately to the caseworker or the Executive Director. Caseworkers must advise the Executive Director the next morning. This includes even minor accidents such as splinters, punctures by nails, etc. All fights involving residents must be reported, as shall tatoos and other self inflicting wounds. The standing medical orders are signed by the advising physician and a physical will follow where applicable.

Because of certain statutory requirements regarding reporting of injury to the Department of Social and Health Services, all accident or injury reports must be reported to the Executive Director in writing within 24 hours of the accident.



In case of damage the house staff will be responsible for filing a written report with the caseworker. The caseworker will evaluate the damage and arrive at a solution as to how the damage is to be repaired.

The Executive Director or his representative will make an inspection in each group home once each quarter to survey the condition of the group home and look for all unreported damage. Any damage found that has been unreported will be either immediately fixed, or repairs will be ordered. The house staff will assume responsibility for the payment of all unreported damage.

Youth Outreach assumes the responsibility for normal wear and tear to equipment and furnishings. The house staff and/or residents assume responsibility for any negligent damage.

#### NARCOTICS

Narcotics must be kept in separate file cabinets and must be locked at all times. State law requires that Narcotics Boxes be stored behind two locks--one being the box lock, and the other being the file cabinet lock. Narcotics must be in a separate, locked container. The only thing that is to be kept in these boxes is narcotics, not other prescriptions.

#### VITAMIN C AND VITAMINS

In compliance with State health regulations, vitamin tablets will not be allowed in the group home or be given to youngsters in residence unless ordered by a physician.

Such orders should be in writing much the same as the written instructions covering the giving of a prescription.

#### MENUS

Menus must be prepared and posted one week in advance in each group home. By state regulations these menus must be kept on file for six months. After six months, send menus to the Vancouver office. House staff are to prepare meals that are both nutritious and will provide a balanced diet for the residents.

#### FIRE SAFETY

All group home staff must know all fire safety procedures as contained in the agency manual. Required extinguishers must be full and checked weekly. Fire drills must be held at least once each calendar month and be recorded in the permanent Fire Safety Log. All house employees must be able to operate each fire extinguisher, smoke alarms and the fire alarm. All fires must be reported to the caseworker within one hour and in writing within 24 hours.

#### LINENS AND LAUNDRY

It shall be the staff's responsibility to see that each resident has clean clothes and that sheets are changed at least weekly.

#### VEHICLE MAINTENANCE

All regular maintenance will be done on a scheduled basis. Schedules will be approved by caseworker. Unscheduled or unexpected maintenance must be cleared through the caseworker. Emergency repairs under \$50, required for the welfare of passengers are authorized. If repairs are required of

greater expense while the vehicle is in transit or away from Vancouver alternate transportation of residents should be considered.

#### VEHICLE

1. All employees must have a valid Washington State Driver's License. Employees moving from out of state must have a valid Washington Driver's license within 30 days. No one under the age of 21 is to drive vehicles transporting Youth Outreach residents, drive vehicles insured by Youth Outreach, or drive vehicles which are engaged in the business and activities of Youth Outreach.
2. All employees driving on Youth Outreach business must carry personal liability and medical insurance according to minimum's established by the Board of Directors. (\$100,000--\$300,000)
3. Employees driving vehicles with eleven (11) or more occupants shall have a Washington State Chauffeur's License or Intermediate Endorsement on their license.

#### THE PRESS

No staff member at Youth Outreach or resident of Youth Outreach shall be allowed to talk with the press unless authorized by the Executive Director or Director of Development. In no circumstances, shall a youngster's name or picture be used in any of the media without clearance.

#### PERSONAL PHONE NUMBERS AND CALLS

We require that all staff members have phones and leave phone numbers and addresses with the agency. Personal

use of agency phones should be restricted. Long distance calls for personal reasons are permitted only when urgent. A record of all personal long distance calls must be maintained in the group home and repayment is to be made upon arrival of a bill from the telephone company.

#### FINANCIAL RESPONSIBILITY

Employees may be held responsible for costs, fines or settlements resulting from:

1. Lost keys
2. Unnecessary damage to agency facilities, vehicles, property, etc.
3. Traffic violations or accidents
4. Loss or damage to resident property due to neglect or irresponsibility

Employment is conditional until required information is on file.

Pay rates consider level and quality of work performed.

Raises in salary require a satisfactory evaluation.

Evaluations are regularly scheduled.

Unsatisfactory evaluations can lead to termination.

Evaluations consider issues of professionalism such as:

Confidentiality, responsibility, thoroughness, task performance, compliance with schedules, awareness of regulations, response to training, public and family contact, clarity of communication, emotional stability, initiative, etc.

b. STAFF TRAINING

Newly hired employees receive an initial agency orientation from the program caseworker. This orientation features agency history, treatment philosophy, an explanation of the company's organizational structure, our relationship with state and local agencies, and a restatement (received previously during pre-employment interviews) of our expectations of employees, general purpose, and job description.

A program orientation is presented by the senior resident counselor. The focus of the program orientation is on group home policies and procedures, residents and general treatment plans, record keeping (i.e.: DBRs, bookkeeping, medical records, etc.), discipline and reward schedules, morning procedures, etc. A schedule is established for regular meetings between the new employee and the senior resident counselor.

The Policy and Procedure Manual is presented to the employee at the time of hire. The employee is instructed to read it and is held accountable for its content. A test of the Manual may be given.

The counselor, throughout his or her employment, is supervised and monitored by the caseworker, senior resident counselor and fellow counselors. Formal correction and informal learning occur daily as encounters between residents and staff are discussed extensively. Every disciplinary action, counseling experience, conflict intervention and major activities are recorded and are discussed between staff during the daily period of DBR recording. Questions, techniques, clarification and theory are covered throughout the week by the caseworker and during the regularly scheduled staff meeting.

The agency consultant meets with program staff twice each month. Treatment methods and counseling techniques are often the topic of these meetings. Regular staff training occurs during weekly staff meetings led by the caseworker. Periodically, community specialists are invited to present training during these meetings.

Further professional growth is gained through the regular assigned reading of articles, books and journals, visitation to related programs in the Northwest, participation in seminars, lectures and workshops, and, for many, continuing formal education.

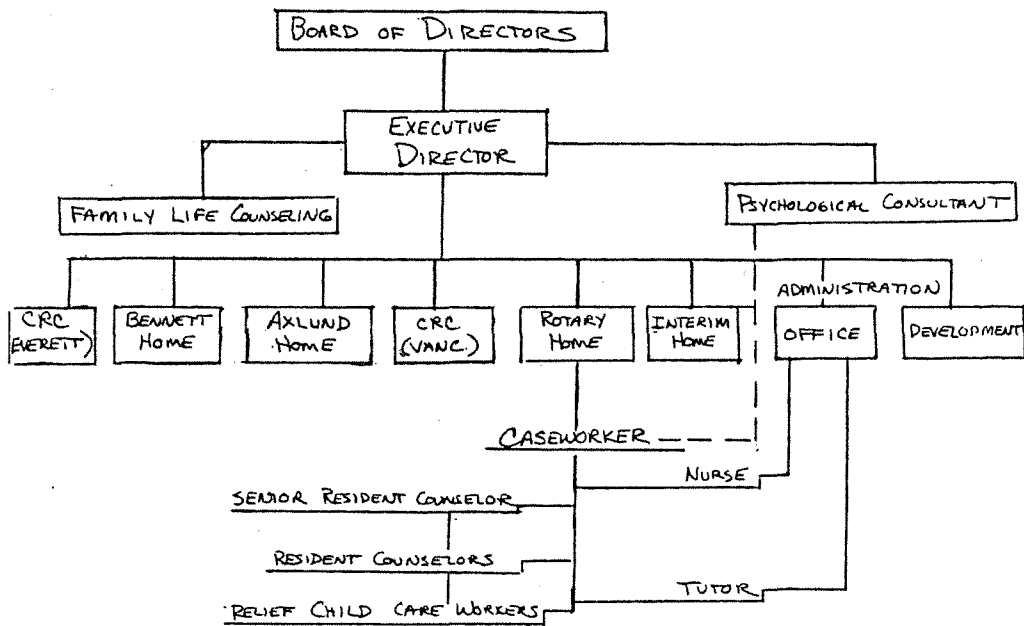
ATTACHMENT C

EXPERIENCE OF THE BIDDER

C. Experience of the Bidder

1. Youth Outreach has 27 years consecutive experience providing residential treatment services; 10 years to girls in the current facility, the Rotary Group Home.
2. Youth Outreach has 10 years consecutive experience in serving adolescent girls with three years experience in crisis services to adolescent girls who often qualify for a Level III program.
3. Youth Outreach has additional experience in providing residential treatment for Level II boys, crisis intervention, interim care, and foster care.





## TECHNICAL PROPOSAL

This program was developed through the years of operation and observation of other agencies. Some modifications are made at the request of the State Agencies. The model is a combination of traditional youth outreaches with the incorporation of specific requests and new methodology as it is developed.

The information that is pertinent to the staff involved is required study for each member. A handbook is provided which is studied privately and discussed in weekly study sessions. An orientation procedure is provided for all new employees.

Occasionally the entire agencies participate in a time of review and additional training. Twenty-four sessions are scheduled which are broken down into six four-week units of study. In this manner, the staff is constantly up-grading their abilities and knowledge.

The advancement in position and salary is based partially on the cooperation and application of study sessions. Performance and ability also contribute to advancement.

Evaluation is made every six months. The supervisor or case-worker reports their evaluation of the employee. These evaluations are reviewed by the director. Appeals by the employee are accepted and considered. The evaluations are used in a positive manner and as a source of help to the employee and the agency itself.

The duties and application of these requirements are discussed in the section describing staff duties and procedures.

## TECHNICAL PROPOSAL

RFP NO. 1413-AQQ-33300(P)

CODE 078

REGION VI

LEVEL 3 GIRLS IND. LIV./VOC. TR.

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A. INTAKE POLICY

This agency accepts for placement girls between the ages of 13 and 18 years without regard to race or religion. Youth accepted for placement should be in need of residential care by virtue of their inability to adjust in a normal family home, either their own or foster care. The program is designed to deal primarily, though not exclusively with youth who may be having problems of personal adjustment, difficulties in school, who manifest behaviors of a predelinquent, self-destructive or sexually active nature, and who may show some signs of emotional problems or may be pregnant. Typically these are youth who come from chronically disorganized families but who have families which do not permit them to make good adjustments in foster family homes. Older girls are often in need of specialized training for vocational and survival skills as they prepare for emancipation. Applicants who have severe emotional disturbances or who are mentally retarded are not admitted to the program.

Referrals for placement are accepted from CSOs upon receipt of an authorized Group Care Assessment and Individual Service Plan. Youth viewed compatible with the above criteria are accepted for placement pending space available. Applicants from prior out-of-home placements should be accompanied by social summaries, psychological and psychiatric evaluations, school summaries and all other information that might be helpful in establishing treatment goals. Recent medical and dental reports should be provided as well.

B. TREATMENT PHILOSOPHY

The foundation of any successful institutional treatment program is a consistent, cohesive philosophy which binds the various helping disciplines together as they work toward achieving their mutual goal of improved functioning of troubled youth in their families. The purposes and programs of this agency grow out of a philosophy which, first and foremost, expounds the principle that every human being is of priceless worth, and therefore is entitled to acceptance and respect.

A second most essential principle in an acceptance of the belief that human behavior is essentially learned, and is therefore subject to modification through application of recognition and rewards (reinforcements) for appropriate or desirable behavior, and the withholding of rewards for inappropriate, undesirable behavior.

These two basic principles, taken together, result in a program which provides clear directions and invaluable learning experiences, while at the same time allows for the development of individual interests and capabilities. Youth entering the agency receive training which will equip them for responsible functioning after they leave the program since most of them will return to their own homes and communities. This cannot be accomplished in a program which takes charge of most of the decision making functions in the lives of the residents. Rather, there must be a program which requires of the residents that they learn to make decisions for themselves, even if it means they must then live with the consequences. The agency provides an atmos-

phere in which under the careful guidance of the staff, residents are taught how to assume responsibility for their own behavior.

The basic service of the agency is the provision of the residential care facility having as its primary purpose the training of appropriate social behaviors, survival skills and the modification of unacceptable behavior. The group home is to be thought of as a temporary "home" to equip the residents for responsible living.

An individualized program of therapy, established upon placement of the youth, is designed to achieve identified treatment and behavior goals in the shortest time possible. Such goals reflect improved understanding by the resident of herself, her role in society and others around her. These goals reflect, too, decreases in both the frequency and severity of the youngster's undesirable behaviors, allowing for a successful placement in the child's own home or other less intensive service option or emancipation.

Achievement of these goals typically require the development of appropriate communication skills, the learning of basic problem solving techniques, a healthy self image, and the re-establishing of healthy family relationships. Deficits in academic skills tend to promote a sense of failure and lack of self worth and are a major focus of the program. The proper execution of responsibilities to law enforcement agencies, or representatives of the court system and the payment of debts, restitution or the performance of ordered community service have high priority in this program in an effort to establish patterns of good citizen-

ship and to assist the youngster in viewing herself as a integral member of the community.

All residents are taught the importance of good hygiene, balanced nutrition, proper recreation, and preventive health and dental care. Many youth arrive at the home with a history of inadequate nutrition and poor habits of dress, exercise and personal hygiene, which negatively impact the child's efforts at social success, and consequently one's own sense of self worth. Medical status, eating habits, condition of clothing and general cleanliness are all carefully, though discretely, monitored and each resident is counseled regarding needed improvements.

Drug and alcohol abuse is a major concern of the agency, as most youth referred have prior involvement. Community drug/alcohol treatment resources, support group activities and other medical or counseling professionals are used extensively. Ongoing counseling and drug/alcohol education are critical parts of the group home program.

Behavior management procedures have been outlined in detail for resident participation in drugs/alcohol. Youngsters take drugs largely because of social pressures or as an escape mechanism and abuse is usually symptomatic of other personal or emotional problems and conflicts. Though use of drugs and alcohol is not permitted it is understood that involvement signifies a need or needs which must be addressed on a broader and deeper level.



Consistency and firmness is desired ; however, harsh reactions to resident drug/alcohol involvement will only complicate matters and usually encourage further abuse.

The high ratio of staff to residents allows for greater security and less unsupervised activity within the home. Girls inclined to run away are drawn into interpersonal and recreational activity so pronounced as to not provide ready opportunities to run. Counseling focuses on personal responsibility for behavior, problem solving and conflict resolution techniques and the elimination of passive or self-destructive behaviors. Running away is presented as a problem-perpetuating response and girls are encouraged to deal with rather than avoid conflicts. Group counseling features exercises in empathy, self-disclosure, communication, trust building and the expression of grievances in a positive manner. Furthermore, a buddy system pairing a new resident with a "big sister"--older, successful resident--serves to encourage bonding and group identification. Finally, a relief staff is scheduled during sleep hours to remain awake. This provides 24 hours security as well as someone to talk to when the girls cannot sleep at night.

## C. FORMAL THERAPEUTIC PROGRAM

### 1. INTRODUCTION

Our primary function is to change the behavior of the youth in our care. We cannot make any lasting change in their lives unless we provide close and proper supervision. Resident counselors are responsible at all times for the residents, and should always know the whereabouts of every youth in the group home and what they are doing. We find that residents seldom get into difficulty when they are channeled into various activities and given proper supervision. We make every effort to be with the resident at all times except during periods of earned unsupervised activity. Behavior cannot be changed without intimate participation by staff in the activity of residents.

We have found that positive, constructive behavior will result if we work with the residents and teach them what is expected of them, as opposed to just letting them "do their own thing."

The agency, through its home living environment, takes into account that one of the most significant characteristics of the adolescent is a need for and dependence upon the peer group. This natural characteristic is given opportunity for effective expression by making the small group a vehicle for behavior change. Daily routines, behavioral expectations, privileges, responsibilities, activities, and discipline are all issues dealt with at the group level. The resident counselors have the full responsibility for care, training, and supervision of the youth in their group.

## 2. D.B.R. SYSTEM

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The primary treatment tool is the interaction between counselors and residents, combined with use of the Daily Behavior Rating System. Counselors do not ignore any wrong behavior of the residents. Residents putting out great amounts of negative behavior may be sent to their room or to their bed, or removed from the group or behavior environment.

In direct contrast to negative behavior, the residents are rewarded for appropriate behavior with praise and special privileges, which may include attention and time with the adults. Generally, failure with a youth is caused when:

1. OUR EXPECTATIONS WERE TOO HIGH or
2. THE PAY OFF WAS NOT HIGH ENOUGH

YOU WILL NOTE THAT THE YOUTH IS NOT BLAMED IN EITHER OF THESE REASONS, RATHER THE ADULTS IN CHARGE.

The Daily Behavior Rating System combines the functions of observing, recording and assessing behavioral data while at the same time providing feedback and reinforcement to the resident. Counselors are trained in the observation and recording of significant behavioral events as they occur throughout the day. As counselors go about the daily tasks of supervising and interacting with a resident in her work and play, they are also noting those occurrences which they judge to be sufficiently significant to warrant further reference. These observations are recorded as objectively as possible and in language which is understandable to the resident. A resident is free to read the data at any time, and can ask questions or challenge the counselor's observations. This provides an excellent opportunity

for feedback training helping the resident learn which behaviors are acceptable and which are not. The operational criteria for the rating scale are as follows:

RATING	GENERAL DESCRIPTION OF CRITERIA
6	This rating represents a day in which the resident's performance has been beyond expectations, highly effective, and maintained throughout the day; performance which is so exemplary as to be uncommon. This rating is rare and outstanding. The senior resident counselor or caseworker must approve a 6 grade score.
5	This rating represents an excellent day, characterized by highly effective behaviors maintained with consistency throughout the day. This rating should be given for behavior which is highly desirable but reasonably attainable. In order to earn this rating, a resident should be assuming major responsibility for her own behavior, she should be cooperative and pleasant, and a good influence among peers.
4	This rating represents a day in which most of the resident's behavior has been desirable. She has been productive, cooperative and manageable, and has contributed something worthwhile to the life of the group.
3	This rating represents a day in which the resident has produced overall behaviors which are normally expected but in which there has been no noteworthy behavior. There may have been need for some direction by house staff but no particular difficulty in management of the resident.
2	This rating represents a day in which a resident's behavior has not met the minimum acceptable standards and staff intervention has been required. There have been flagrant infractions, and discipline has been handled by house staff on duty.
1	This rating represents a day in which there have been serious management problems and the resident's behavior has been decidedly unacceptable. This score results from a series of problems throughout the day, or from one or two more serious infractions. These are behaviors which have required definite disciplinary action, and are serious enough to require consultation with supervisory staff.

- 0 This rating represents a day in which some totally unacceptable behavior has occurred, or when a resident has persisted throughout the day in a series of highly unacceptable behaviors. This is behavior which cannot be tolerated in our setting and which if persistent, would require administrative consultation.

The observational data and assigned ratings are monitored regularly by the senior counselor and caseworker who then provides feedback and consultation to counselors in order to keep the system calibrated. Recording subjective evaluations or adjusting scores to compensate for assumed individual differences are explicitly ruled out.

D.B.R. scores are determined by a composite of observable behaviors in eight specific categories: the resident's behavior in relating with those in authority, her relating with peers, communication behaviors, evidences of leadership, reliability and promptness, initiative and positive use of free time, behaviors reflecting support of group home policies, and personal hygiene. These are compiled with performance points for household responsibilities (such as cleaning room, making bed and loading dishwasher) to determine the Daily Behavior Rating.

### 3. LEVELS

Most privileges available to residents are linked to behavior levels. These levels are determined by weekly totals of DBR points. Entering youth are placed on level 2 (Entrance Status) and are eligible for group activities and on-campus privileges.

Level 3 (Responsibility Status) permits residents all Entrance Status privileges as well as a variety of off-campus freedoms, such as frequent unsupervised walks, extended periods away from the home with friends or family, the right to hold a job (type,

hours and duration subject to caseworker approval), additional allowance, and increased self-determination.

Level 4 (Independent Status) allows the highest degree of personal responsibility while in the program. Privileges reflect a higher level of resident maturity and leadership and offer greater freedom and opportunities for self-determination. Staff will consider developing special privileges upon request for established level 4 residents.

Level 1 (Crisis Status) is a limited period of fairly restrictive activity. Its purpose is to resolve the immediate, critical problem that led to status demotion and is characterized by close staff supervision and minimal contact with peers. Level 1 is typically no longer than three days but is determined by the senior counselor and caseworker. Reasons for placement may include school suspension, assault or other law violations or running away.

#### 4. Counseling

In addition to the DBR behavior management tool, the second substantial aspect of the treatment program is counseling. Resident needs necessitate a variety of counseling approaches. Utilizing local counseling resources, appropriate youth participate in support groups for anger control, drug and alcohol abuse, pregnancy, sexual activity, physical abuse, etc. The community mental health center and local psychologists are to be engaged for individual and parent-child counseling when the level of dysfunction is sufficiently severe. Additional instances of individual counseling for violent behavior, anger control, sexual activity, acute denial behaviors, etc., will also occur.

The agency also retains a licensed consulting psychologist and, employs frequently a local family counselor both of whom are available for individual, family, and parent-child counseling. Typical uses of their time involve pre-termination counseling, psychological testing, parent education (when possible), conflict resolution, pre-natal counseling, follow-up counseling services, as well as counseling for a broad scope of personal and domestic problems of a degree somewhat less severe than those referred to community agencies. Both resources also provide on-going support and training to agency staff.

The bulk of counseling will occur between the resident and her resident counselors and program caseworker, and as a group member in regular group sessions held within the home. Each youngster is to be assigned to one of three resident counselors and will meet weekly with him or her on a scheduled basis. Further times for examining areas of difficulty, setting behavior goals and evaluating progress occur each day as residents meet to discuss DBR scores and daily performance.

The responsibility of all program treatment rests with the caseworker. He supervises the resident counselors and authorizes the use of other agency and community resources. The caseworker also meets regularly with residents, individually and in groups. Typically the focus of such meetings are on resident progress toward treatment goals, new developments in family reconciliation, problem solving techniques for the resolution of difficulties stemming from resident-staff relations, socially appropriate methods of communication including the reporting of emotions and the registering of grievances, etc.

Relationships between residents in care often determine the difference between a successful and unsuccessful experience for the youngster. An important part of the treatment program for each youth is the development of sufficient interpersonal ability to provide the tools necessary for successful group and one-on-one encounters. Therefore, much of the group home experience is designed to teach basic social skills. Group meetings and group activities are designed to produce therapeutic results in keeping with each child's treatment goals as well as for their more obvious purposes.

Each resident learns that in order to achieve high DBR scores and thereby obtain the desired privileges, serious attention must be given to relationships with peers and authority figures. Central to the daily score is the quality of the child's verbal communications, interaction with other residents, responses to adults and evidences of leadership. Youngsters accustomed to displaying intimidating, aggressive behaviors learn cooperation. Those who tend to withdraw and submit to the manipulations of other residents learn to assert themselves and verbalize their emotions. The changes are not, however, instantaneous, but take time as each child proceeds at her own pace, often with frequent early disappointments.

Group pressure is a very effective tool in working with adolescents. It is a very dynamic and powerful tool and sometimes can become very brutal. Due to its destructive potential, it is used only as a positive reinforcer. In other words, group



pressure is not to be used to get things done in a group home, i.e., washing the dishes, vacuuming, etc. When used correctly, group pressure should be used for giving a resident positive feedback when something is done well.

There is usually a pecking order in any group home. Youth have a tendency to line themselves up in relation to leadership. Some children have the tendency of setting themselves up to be picked on. There is usually a "number one" resident in the group home who gives most of the orders and the other kids perform to her beck and call. Each finds her own particular niche from that point down. In each group home there is almost always someone at the bottom of the pecking order who is the brunt of most of these attacks. Staff seek to be aware of this and see that the person at the bottom of the pecking order is not mistreated by the other residents in the home.

a. Group Meetings: The house staff is responsible for keeping the residents advised as to the activities and procedures within the home. This is done through group meetings. These meetings are often not formal and may occur at meal time or at any other time when the group is together. The length of these meetings vary but should be long enough to cover the items necessary. This type of meeting is to be held no less than three times each week and preferably daily.

b. Group Activities: Group outings are for the purpose of recreation and learning to get along together in a group. House staff should at all times be in control of the group and are responsible for maintaining the appropriate conduct on these

group outings. The outing should provide a broad scope of experience and learning as well as to relieve tension and to provide time for physical recreation. Activities are planned with consultation of the residents and are designed to develop the whole person--physically, socially, mentally, culturally and morally.

#### 6. DISCIPLINE POLICY

Discipline is one of the most important tools for behavior change. Appropriate use of discipline will benefit the home and the residents. Improper use will destroy morale and cause serious behavior problems in the home.

The length of discipline should be limited and brief. Open-ended discipline procedures are not to be used without a cut-off time. In other words, if the individual needs to complete something before they can get off restrictions, the statement should go like this: "You are on house restriction until you complete picking up every cigarette butt on the property or until tomorrow at bed time, which ever comes first."

Discipline should always be related to the problem area. For example, a resident observed smoking in the group home might be required to canvas all property, cleaning up litter and cigarette stubs. We encourage the use of natural and logical consequences whenever appropriate.

The problems and conflicts faced by our residents are so complex and interrelated that it is generally necessary for staff members to deal with inappropriate behavior with only partial understanding of the total problem. The attitude of staff members instituting the controls and limit-setting is seen as crucially

important. Prompt and clear expression of disapproval and definition of limits are necessary but never should a counselor "lose his cool" when dealing with a resident. Harsh and punitive punishment is not viewed as an effective method of discipline. All discipline must be remedial in that it must be a learning experience for the resident and not tension release for the staff member. Slapping, spanking, pulling of hair and/or other methods of physical discipline are not viewed as remedial forms of discipline.

Resident counselors are taught that no discipline procedure is appropriate for every negative behavior. A method of discipline loses its effectiveness when it is over-used. It is over-used when it is used as a matter of routine without considering its appropriateness. It is understood by staff that they are not to administer corporal punishment at any time for any purpose. Any group home employee who strikes a resident may be subject to suspension and/or dismissal. No difference is allowed in treatment, privileges or discipline based upon race or religious persuasion.

a. Smoking: Under the policies of this agency smoking is to be discouraged but permitted by residents with these exceptions: smoking is never permitted in the group home or in the group home van. Smoking must be confined to the resident's free time away from the group home or at designated times and places set by the counselors. Staff should not permit residents to smoke freely while accompanying staff on errands, activities or in

public places. Limited smoking may be permitted but only briefly, not in staff's presence (though in sight) and away from public gathering. The residents should be regularly confronted with the fact that smoking is injurious to their health. Resident counselors should supply youth with information concerning the ultimate problems that can be caused by their habitual smoking.

b. Drunkenness: When a youngster returns to the group home drunk, the best way to handle the situation is to note the behavior on the DBR, score the youngster accordingly, and let her go to bed and sleep it off. Be sure in cases when youngsters are drunk that you put a wastebasket beside the bed because often the youngster will become sick in the middle of the night.

c. Detention: Detention is usually not used or viewed by us as a means of discipline. Resident counselors should be able to draw from a variety of resources appropriate ways of disciplining a youngster without resorting to detention. Occasionally youngsters do need to be detained for various reasons--(1) because they are in danger of harming themselves or someone else, (2) because their behavior has become so incorrigible that it cannot be dealt with in the group and a cooling off time is needed. When a resident counselor feels that a youngster needs to be detained, the counselor should--(1) call the caseworker or the senior counselor, (2) seek out the appropriate instructions for detention. No youngster shall be placed in detention without the permission of the caseworker or the Executive Director.

d. Drug Abuse: Occasionally, residents will become involved in some drug usage. When a resident comes home from an outing or home visit and the staff suspects that the youngster has been

taking drugs, they should:

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1. Observe the resident's behavior closely.
2. Check clothing, packages or luggage for drugs, paraphernalia, etc.
3. Limit activity to in-house.
4. Report the incident to the caseworker or staff coordinator.

If the child's behavior is manageable, the report can wait until the next regular business day. If the situation becomes critical, call for help immediately.

5. Avoid antagonizing the resident or aggravating any signs of hostility or violence.
6. Apply normal consequences as drug effect wears off.

Normally most youngsters who are "high" can be talked down, or if left alone they will sleep it off. Oftentimes, when a youngster is high on drugs she desires to talk with the house staff.

Youngsters take drugs largely because of social pressures or as an escape mechanism and are usually symptomatic of real problems and conflicts in the lives of the youth. Counselors reacting harshly will only complicate these problems and usually encourage further drug use.

Violence should be restrained. Normally in such cases a youngster will be taken to the doctor. Under no circumstances shall a youngster high on drugs be taken to detention. If they need 24-hour care, then the hospital is the place for them.

e. Runaways: Discipline for runaways should be varied and not carried out without the consultation of the caseworker.

Youngsters run away for a variety of reasons, oftentimes, beyond

the control of the resident counselors or the group home. Runaways may be triggered by a letter from home, a problem with school, and numerous other problems.

It is not the policy of the agency to "chase" runaways. Youth should be advised that running away will bring about certain consequences. The most serious of these consequences could be to return the youth to her home court for further planning.

When a resident runs away, the resident counselor should:

1. Secure all the resident's belongings and place in house office.
2. Notify senior counselor or caseworker. Include resident's probable whereabouts if known.
3. Turn in a runaway report to the proper authorities within 24 hours.
4. Inform parents or guardians of the resident.
5. If youngster returns, receive her and notify caseworker, authorities and parents.
6. If not, notify school or employer (only of resident's absence from school or work, not that she has runaway).

Bring resident's files to office and include a written report of the incident leading to the runaway.

The normal discipline for a runaway will be a restriction of activity for that behavior. Obviously, if a youth is on the run for an extended period of time, (two days or more) it will drastically effect their weekly point total and activities for the coming week. Residents who are "on the run" receive automatic zeros because

if they are not in the group home they cannot earn points.

f. Felonies: All youngsters who are involved in a felony activity, while in group care, shall be reported immediately to their caseworker. The caseworker in cooperation with house staff shall work with the law enforcement and the youngster's local juvenile court to find a solution for the problem.

When one of the youngsters in a group home becomes involved in felonious behavior that involved relations with local law enforcement agencies, the resident counselor should immediately notify the caseworker.

The resident counselors are encouraged to be open and helpful and give local law enforcement agencies all the help that they possibly can.

A full detailed written report of the incident should be made to the caseworker. The youth is to be immediately returned to home court for further disposition. The caseworker in consultation with the Executive Director, will determine the resident's continued placement.

g. Physical Restraint: From time to time, residents will behave in an uncontrollable manner. Occasionally, staff will be required to physically restrain the resident. This should be done in such a manner so as to restrain but not injure the resident. It is best that two staff persons and not one be involved in an attempt to physically restrain the residents. Whenever possible, only female staff should make physical contact with the girl. If the resident is in such an uncontrollable state where physical force is required, additional staff should be called to the home.

Restraint may be used only when it is necessary to:

1. Protect persons on the premises from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.

h. Time Out Room or Bunking Out: From time to time it is necessary to remove a resident from the group. These situations may exist for matters of discipline. Activity may need to be restricted. Staff may use a time out room or require a child to stay in her room or on their bunk. At no time is the access to a time out room to be secured so as to block the resident's exit if suddenly necessary.

#### 7. EDUCATIONAL SERVICES

Whenever possible, residents will attend the local public school system. A junior high school with whom we have a history of excellent relations is nearby. Bus transportation to high school is as close as one block. On both levels, the schools offer a full range of conventional programs as well as well developed remedial assistance programs.

All resident counselors have a working knowledge of the school system and are able to instruct the youth on the operation of the school program and class schedule. Relations between the schools and the group home are kept at their best through daily phone contact between resident counselors and school administration. Visits occur regularly and resident counselors periodically sit in on classes and conferences to keep abreast of school issues.

When a resident's academic skill level is so low that successful performance in even remedial classes is unlikely, other options exist:



1. The agency employs a part-time tutor to assist struggling students. Regular sessions are held twice per week in a small group format. Individual tutoring is also available. Such special assistance often provides the resident the discipline, the encouragement or the improvement necessary to catch up with public school classmates.
2. The public school system offers an alternative school within our community. Many agency residents have successfully completed the alternative educational program while with us and eventually graduated with their high school diploma or returned to public school.
3. Beginning in Fall, 1982, the agency intends to provide a full-time, 5-day, non-traditional, in-house school program. Remodeling has already begun on a permanent classroom facility and teachers and aids are being sought. The school has been designed for residents whose discipline, academic or scheduling needs render them unacceptable in the public schools. Girls in later months of pregnancy are also candidates for this program. The format will be individualized and the curriculum will feature enhanced skill development in the basic academic subjects, i.e.: mathematics, reading, grammar, science, geography, history, etc. It is assumed that most residents will participate in this program only temporarily until public school enrollment can be effected and therefore course work will be offered to correspond closely with traditional grade-level appropriate classes. When appropriate, this program may be

used to supplement preparation for GED completion.

However, part-time participation in a GED program alone is not sufficient.

For older residents preparing for emancipation, survival skill education is also offered. In anticipation of independence, exercises with an actual exposure to budgeting, shopping, contracts, renting, applications, etc. are provided.

Several recent residents have participated in the agency's supervised independent living project in which a youngster, just prior to termination, is placed in an apartment, obtains a job and exercises considerable self-management while under the supervision of the agency caseworker. Participants for this project must meet exceptional criteria and must be approved by both the local CSO and DSHS regional office.

During the summer months qualifying youngsters are expected to participate in the summer work program. Summer work is usually provided through CETA and includes orientation, training, the monitoring of work performance and a final evaluation. This program provides education regarding the work experience and in related issues like budgeting, banking, taxes and finance. Girls preparing for emancipation may be considered for employment opportunities throughout the year, as permitted by school and legal obligations and general behavior. Limited work for pay, such as secretarial, receptionist, maintenance and grounds work, housekeeping and other support duties, is available for select girls within the agency. Other employment will be sought in

the community. Pre-vocational training through the local school district, community college and private sources will be used.

On going training in institutional, commercial and domestic food service exists year round. This agency participates extensively in community activities, through the use of food concessions, which offers unique opportunities for exposure to retail, marketing, purchasing, management, health regulations and food preparation.

Additional components of the programs educational experience will include training in several areas: 1) Drivers education is encouraged and all qualified girls will participate; 2) Swimming lessons and training in life saving will be offered (the program tutor is also a certified instructor and swimming competitor); 3) Girls will receive first aid and CPR training--though not required, these courses will be stressed, 4) Training in typing, office skills, crafts and child care is also available.

Training related to pregnancy and child birth will be considered under a different section.

#### 8. PROCEDURES FOR CASE RECORDING AND REPORTING

Upon acceptance for placement, the caseworker drafts a plan of treatment based upon the Individual Service Plan (ISP) provided by the child's CSO worker, additional histories, summaries and profiles, personal interviews with the child and, when appropriate, input from the child's family. Copies of this initial Intake Social Summary are mailed to the CSO worker.

The resident's behavior is monitored daily and recorded on the Daily Behavior Rating form. The recorded accounts are initialed

by the responding resident counselor and are read by all other counselors. Completed forms are forwarded to the agency caseworker and are kept in the resident's file located in the agency office.

A file is maintained on each resident and includes DSHS forms 14-05 and 14-159, court orders, the Intake Social Summary, psychological profiles and testing results, medical and dental records, all correspondence pertaining to the resident, DBR records, signed forms indicating awareness of proper group home fire emergency procedures, banking records, employment records, school reports, and quarterly progress reports called "staffings."

Staffings are held every three months to review the resident's progress and modify, when necessary, the treatment goals for the next quarter. Notices of the staffings are mailed in advance to relevant adults in the child's life, i.e.: CSO worker, probation or parole officer, parents, school representatives, agency staff, relatives or other involved adults, etc. All adults notified are asked to return, in writing, responses to a standard agency questionnaire. These questionnaires are frequently returned even when the respondent cannot personally attend and a fuller picture of the resident's behavior is thereby obtained. Staffing results are compiled in a written summary and are mailed to the CSO worker and appropriate staffing participants. No modification of the Intake Social Summary, Individual Service Plan, or previous established treatment goals can occur without the prior notification, participation and awareness of both the child's parents or guardians and the CSO worker, through this system.

Daily reports are made to the caseworker by group home staff. In the event of resident status changes the CSO is notified immediately by phone. The agency secretary follows up the phone call with written notice within 72 hours.

#### 9. RECREATION AND LEISURE OPPORTUNITIES

This agency offers an elaborate program of structured recreational experiences as well as frequent discretionary periods allowing for the pursuit of individual interests.

Group activities are scheduled several times each week and provide a variety of rich experiences. Physical activities, both local (eg: swimming, bicycling, team sports, hiking, etc.) and away (camping, skiing, beach trips, backpacking, etc.), entertainment (movies, stage performances, concerts, etc.), tours (businesses, local utilities, museum, historical sites, etc.), community service involvement (county fair, charity events, local arts and theater group, clean-up projects for non-profit groups, retirement home visitation, etc.) are all typical examples of resident involvement during the past year. Equipment and special programs are available from juvenile court, the community recreation center, local churches, civic groups and youth oriented, wilderness experience organizations.

Several evenings each week are left unscheduled. Residents are encouraged to develop personal interests and to use their free time constructively. While recognizing the broad range of talent and prior experience that exists among residents, the girls are evaluated not for the sophistication or proficiency

reflected in their work, but rather for any effort to productively use the time. While many youngsters show surprising skill in art, crafts, domestic skills, and music, others make positive use of the time by letter writing, reading, organizing resident projects like game night, weekend activities or an evening of popcorn and skits. Still others may find the time helpful in finishing school work, making phone calls to parents or seeking additional understanding of group home issues from staff. Almost any involvement is encouraged except for extended television viewing and aimless loitering which are amply provided for during other hours of the day.

Finally, additional recreational or leisure opportunities, both supervised and unsupervised, are available to the residents as earned rewards on the DBR system. Periods of unsupervised time off-campus, generally beginning with one hour daily, participation in extracurricular activities at school, attendance at sporting events, community celebrations, dances, dining out with staff or with a date, day passes home, etc. are all available privileges. Frequent weekend passes, extended daily off-campus freedom, and an after school job are also available for those residents whose behavior reflects the ability to handle the added responsibilities.

For those residents whose hobbies or interests are unusual or beyond the scope of on-campus resources, such as organ or piano playing, archery, team sports, etc. the youngster's resident counselor will attempt to build into the child's

reward options access to or participation in such activities.

Whenever possible, the agency will absorb all or some of the expense and the child's group home schedule will be modified to accommodate the activity.

10. DISCHARGE PROCEDURES AND POST PLACEMENT SERVICES

Discharge procedures begin well in advance of scheduled termination. Through staffing summary reports progress toward completion of treatment goals is noted. When termination is thought desirable by the agency and local CSO worker, the resident is placed in a program of transition, called "5-2." Though the program title reflects a two-day stay each week in the home, in reality some transition processes begin with limited day passes at first and gradually develop into overnight and two-day visits.

Close contact is maintained with the family during 5-2 in order to gain a clearer picture of the resident's behavior and the family's adjustment. As problems appear, changes can be effected through counseling and supervision.

Girls intended for emancipation will be assisted in the location and securing of a future residence, adequate transportation, community services and employment. A program of "survival skill" training will precede termination and girls will learn household management and sufficient skills to compete in the community at large.

All residents, upon discharge, are encouraged to contact us when in need. This agency has an extensive record of formal and informal assistance to former residents and their families.

Following termination, counseling services are made available at no charge for a limited time. Additional parent education,

individual and family counseling, and conflict resolution may be desirable until the reconciliation becomes more comfortable.

The agency also acts as a referral center and will aid families and former residents in obtaining further assistance. Limited financial assistance is available as well. Former residents in crisis situations may apply for short-term financial aid to help with expenses for housing, child care expenses, education, food or transportation. Past residents who need letters of reference for employment or college may receive them. When preferred, no reference is made to a group care placement, but to the youngster's participation in a community youth program.

In special instances, the agency has aided past residents by securing employment for them, co-signing for school loans, making available secretarial services, permitting their use of our mailing address, providing legal advocacy, and many other things, including even standing with them during their wedding. Every effort will be made to assist residents and their families to achieve domestic and personal success.

#### 11. PREGNANCY CARE PROGRAM

Extensive resources for medical care and pre-natal preparation are available. The group home will offer on-going support and counseling for pregnant girls. Training in child care, parenting skills and natural childbirth will be offered within the program.

Community resources include the Childbirth Education Association which provides classes for pregnant teenagers, single



mothers, early pregnancy behavior and post-partum adjustment.

Parent education and classes on natural childbirth and infant care and support groups for pregnant girls are available from the community college, mental health center, the YWCA, Planned Parenthood, local hospitals, LaLeche League and various other community organizations. Social services and medical care are also available from the Health Department, local hospitals, DSHS, and private social and religious programs.

## EMPLOYEE QUALIFICATION AND APPLICATION PROCEDURE

Employee qualifications are set by the State. A minimum level of ability is set in ratio of two years of college for at least two of four staff members. Youth Outreach exceeds this ratio with a requirement of four-year degrees for all the staff.

Standards have been set by Youth Outreach through years of experience and development. State requirements for security check and criminal history, if any, of child abuse or misconduct, are included in admission procedure.

Youth Outreach also has a Christian orientation. No preference is made as to denomination provided that they are conservative in doctrine. The staff is required to have a personal relationship to Christ.

Applicants for Youth Outreach staffing are evaluated on a subjective balance between inner strength characteristics as well as outer confidence. Initiative, eye-contact, social adequacies, positive mental attitude are personal characteristics needed for people supervising group home residents. Academic skills are appreciated and required, but strength to resist intimidation and conflict are necessary.

Review of applications are made by those supervising particular homes. Each residence houses a different type of child and staff is hired to meet that need. The applications and final approval are made by the director and his assistant.

Employee level of hiring is finally determined by experience, education, and responsibility requirements.

Performance of employees is reviewed bi-annually by supervisors and the director and assistant director.

No signed contract is made with the employee. It is generally understood that the period of service will be at least one year.

Salary scale is on a "step system" based on performance, time of service, and the scale that has been established by the State and Youth Outreach. Medical coverage is provided. Raises and advances are considered and made at six months and one year periods.

EMPLOYEE  
APPLICATION QUESTIONNAIRE

YOUTH OUTREACH, INC.  
P.O.Box 1525  
Vancouver, Washington 98668

Date \_\_\_\_\_

Please Print

Name \_\_\_\_\_ Phone \_\_\_\_\_

Check: Miss \_\_\_\_\_ Mr. \_\_\_\_\_ Mrs. \_\_\_\_\_

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Social Security Number \_\_\_\_\_

If you have a relative employed here, please indicate name and relationship:

Drivers License Number \_\_\_\_\_ Number of Citations during the past  
three years \_\_\_\_\_

Why are you interested in working at Youth Outreach, Inc.? \_\_\_\_\_

Position desired \_\_\_\_\_

EDUCATION: High School 8 9 10 11 12

College 1 2 3 4 Name of College \_\_\_\_\_

Degree in \_\_\_\_\_ Business or Trade School \_\_\_\_\_

Other training: \_\_\_\_\_

Name of Parents or close relative: \_\_\_\_\_

Address: \_\_\_\_\_ Zip \_\_\_\_\_

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(continued on next page)

## EMPLOYEE APPLICATION QUESTIONNAIRE (continued)

Page 2

## Employment Record:

List for each firm where you have been employed the following: dates, name and address, Name of supervisor, duties, salary, and reason for leaving.

1. (Present)

2.

3.

4.

## REFERENCES: People who know you well, preferably in business or work relation.

Name _____	Street _____	Phone _____
City _____	State _____	Zip Code _____
Name _____	Street _____	Phone _____
City _____	State _____	Zip Code _____
Name _____	Street _____	Phone _____
City _____	State _____	Zip Code _____

YOI-41-2/m

(continued on next page)

## EMPLOYEE APPLICATION QUESTIONNAIRE (continued)

Page 3

The following information is necessary as employees of Youth Outreach are required to maintain group home budgets and checking accounts which involves handling large sums of money.

Please complete on all persons/firms to whom you owe money:

Creditor	Amount	Monthly Payment

Have you ever declared bankruptcy? \_\_\_\_\_

If yes, explain the circumstances:

## REFERENCE FORM

YOUTH OUTREACH, INC.  
P.O. Box 1525  
Vancouver, Washington 98663

To \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ has applied to join our staff,  
and has given your name as a reference.

We trust you will feel free to help us know both strong and weak characteristics of this individual by giving your frank evaluation as outlined below. Your reply will be kept strictly confidential.

How long have you known the applicant? \_\_\_\_\_

In what capacity have you known the applicant? \_\_\_\_\_

PLEASE CHECK (X) THE FOLLOWING VALUE RATING REPORT AT THE APPROPRIATE DEGREE:

CHARACTERISTICS	Superior	Strong	Average	Weak	Unknown
Competence, skill, job knowledge					
Personal appearance, grooming, voice					
Honesty, integrity					
Dependability, loyalty					
Emotional Stability					
Initiative, resourcefulness					
Ability to work under pressure					
Alertness, intelligence, judgment					
Eagerness to learn					
Adaptability to new situations					
Cooperation, liked by others					
Ability to take and follow directions					
Supervisory or leadership ability					

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(continued on next page)

## REFERENCE FORM (continued)

What are this individual's most commendable qualities? \_\_\_\_\_

Are you aware of any physical, emotional, mental or social problems in this individual?  
(Please explain briefly) \_\_\_\_\_

Do you have additional information that will help us to evaluate this applicant?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for your help,

Ronald L. Hart  
Executive Director

P.S. Please give us the name and address of two persons who have known the applicant well enough to complete a similar reference form.

_____ Name for Additional Reference	_____ Address
	_____ City State Zip
_____ Name for Additional Reference	_____ Address
	_____ City State Zip



## YOUTH OUTREACH, INC.

Personnel Action

NAME \_\_\_\_\_ POSITION \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE \_\_\_\_\_

DATE OF BIRTH / / SEX \_\_\_\_\_ DRIVER'S LICENSE NO. \_\_\_\_\_

ACTION: DATE HIRED / / TERMINATED / / RESIGNED / /

COMMENT: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

EDUCATION: 8 9 10 11 12 13 14 15 16 17 18

CERTIFICATES/DEGREES: \_\_\_\_\_

EXPERIENCE: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

REFERENCES: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MEDICAL: \_\_\_\_\_

SALARY: \_\_\_\_\_ ~~GROUP~~ effective Date: \_\_\_\_\_ STEP: \_\_\_\_\_

BENEFITS: \_\_\_\_\_

Signature of Hiring Person \_\_\_\_\_

Approval of Executive Director \_\_\_\_\_

FOOD HANDLERS PERMIT: \_\_\_\_\_ TB TEST \_\_\_\_\_ INSURANCE \_\_\_\_\_

W-4 FORM \_\_\_\_\_

Approved for entry on Payroll  
Business Manager

YOI-49-12/75

YOUTH OUTREACH, INC.  
EMPLOYEE TRAINING RECORD

NAME: \_\_\_\_\_ DATE HIRED: \_\_\_\_\_

CURRENT POSITION: \_\_\_\_\_ POSITION HIRED: \_\_\_\_\_

[illegible]

Y01-75-4-83

ATTENDANCE REPORT

NAME \_\_\_\_\_

POSITION \_\_\_\_\_

GROUP HOME \_\_\_\_\_

MONTH \_\_\_\_\_ 19 \_\_\_\_\_

DATE	SCHED. HOURS	EXTRA HOURS	SICK LEAVE	VACA- TION	SUPERVSR INITIALS	EXPLAIN CHANGES IN REGULAR SHIFT SCHEDULE
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
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17						
18						
19						
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25						
26						
27						
28						
29						
30						
31						

THE ABOVE IS A TRUE REPORT OF MY ATTENDANCE  
FOR THE MONTH INDICATED ABOVE.

SIGNATURE OF EMPLOYEE \_\_\_\_\_

SIGNATURE OF SUPERVISOR \_\_\_\_\_

PERFORMANCE EVALUATION FORM

Name \_\_\_\_\_ Date of rating \_\_\_\_\_

Job Title \_\_\_\_\_ Years in present job \_\_\_\_\_

Purpose of Evaluation

To take personal inventory, to pin-point strengths and weaknesses and to outline and agree upon a practical improvement program.

INSTRUCTIONS

The employee himself is to complete this form in its entirety alone. The employee's superior does the same. The two sit down privately and go over a comparison of the ratings with the supervisor giving a rationale for each of his ratings. (The employee is encouraged but not required to do this).

Listed below are a number of traits, abilities and characteristics that are important for success in our ministry. Rating is on a 1-15 scale with "1" being the weakest and "15" the strongest. Below every three numbers is a brief description to help you in the evaluation. Circle just one number on the 1-15 scale under each major category. (If this form is being used for self-evaluation, you will be describing yourself).

Carefully evaluate each of the qualities separately.

Two common mistakes in rating are: (1) a tendency to rate nearly everyone as "average" on every trait instead of being more critical in judgment. The rater should use the ends of the scale as well as the middle; and (2) the "Halo Effect", i.e., a tendency to rate the same individual "excellent" on every trait or "poor" on every trait based on the overall picture one has of the person being rated. However, each person has strong points and weak points and these should be indicated on the rating scale.

ACCURACY in the correctness of work performed.

<u>1</u> <u>2</u> <u>3</u>	<u>4</u> <u>5</u> <u>6</u>	<u>7</u> <u>8</u> <u>9</u>	<u>10</u> <u>11</u> <u>12</u>	<u>13</u> <u>14</u> <u>15</u>
Makes frequent errors	Careless: makes recurrent errors.	Usually accurate: some mistakes.	Exact and precise most of the time.	Very precise.

ALERTNESS is the ability to grasp instructions, to meet changing conditions and to solve unusual or problem situations.

<u>1</u> <u>2</u> <u>3</u>	<u>4</u> <u>5</u> <u>6</u>	<u>7</u> <u>8</u> <u>9</u>	<u>10</u> <u>11</u> <u>12</u>	<u>13</u> <u>14</u> <u>15</u>
Slow to "catch on."	Requires more than average instruction.	Grasps Instructions with average ability.	Quick to understand and learn.	Exceptionally keen and alert.

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(continued on next page)

## PERFORMANCE EVALUATION FORM (continued)

KNOWLEDGE of organization is your understanding of the organization and its overall goals.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Very poorly informed			Lacks knowledge of some phases of our work.			Moderately well informed of our overall ministry.			A good understanding; very well informed.			Has exceptional concept of our total outreach.		

PHYSICAL FITNESS is the ability to work consistently and with only moderate fatigue.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Tires easily; is weak and frail			Frequently tires and is slow.			Able to keep up good pace.			Energetic; very seldom tires.			Excellent health; no fatigue.		

CREATIVITY is talent for having new ideas, for finding new and better ways of doing things and for being imaginative.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Rarely has new ideas; un-imaginative.			Occasionally comes up with new ideas.			Average imagination; reasonable number of ideas.			Frequently finds new ways of doing things; is imaginative.			Always seeks new and better ways of doing things; very creative.		

FRIENDLINESS is that sociability and warmth which an individual imparts in his attitude toward the residents, his supervisors and co-workers.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Distant and aloof.			Approachable; friendly when known.			Warm, friendly, sociable.			Very sociable; out-going.			Extremely sociable; creates good will.		

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(continued on next page)

## PERFORMANCE EVALUATION FORM (continued)

PERSONALITY is an individual's behavior characteristics that suit him to his job.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Unsatisfac-			Questionable			Satisfactory			Very desirable			Outstanding for		
tory for this			for this job.			for this job.			for this job.			this job.		
job.														

PERSONAL APPEARANCE is the outward impression one makes on others. (Consider cleanliness, grooming, neatness and appropriateness of dress to job)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Untidy; poor			Sometimes un-			Generally neat			careful about			Unusually well		
taste in			tidy and care-			and clean;			personal appear-			groomed; very neat;		
dress.			less about			personal			ance; dresses			excellent tastes.		
			personal			appearance is			in good taste.					
			appearance.			satisfactory.								

DEPENDABILITY is the ability to do required jobs well with a minimum of supervision.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Needs close			Sometimes needs			Usually takes			Requires little			Requires a		
supervision;			prompting.			care of things			supervision; is			minimum of		
unreliable.						promptly.			reliable.			supervision; very		
												reliable.		

DRIVE is the desire to set and attain goals; to achieve

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Has poorly			Sets goals			Average goals			Strives hard;			Sets high goals;		
defined goals;			too low; lit-			and puts forth			has high desire			hard worker; self-		
acts without			tle effort to			the effort to			to achieve.			starter.		
purpose.			achieve.			reach.								

## PERFORMANCE EVALUATION FORM (continued)

QUANTITY OF WORK is not only the amount but what is actually accomplished.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Very little.			Just enough to get by.			Volume of work is satisfactory.			Industrious; does more than required.			Superior output.		

JUDGMENT is the ability to form an opinion, make an estimate, or reach a conclusion when faced with a problem.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Jumps to conclusions; is biased.			Considers only obvious facts.			Generally considers more than obvious facts; is objective.			Judgments are very good; a logical thinker.			Extremely astute at drawing proper conclusions.		

PRODUCTIVITY is one's effectiveness and quality of work in producing results (for Resident Counselors - treatment goals)

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Little or no results.			Limited results in some areas.			Average results in many areas.			Good results in most areas.			Exceptional results in almost all areas.		

VERBAL COMMUNICATION is the ability to clearly present your thoughts and ideas by the spoken word.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>
Slow of speech; hesitant; halting.			Can be understood but is hard to listen to.			Speaks with reasonable ease; gets message across.			Good speaker; Thoughts clearly presented.			Gifted speaker; very persuasive.		

# PERFORMANCE EVALUATION FORM (continued)

STABILITY is that quality that enableds one to withstand pressure and to remain calm in crisis situations. (for resident counselor) Not easily intimidated and manipulated.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Goes to pieces under pressure; jumpy and nervous.			Occasionally blows up; easily irritated.			Average tolerance for crisis; Usually remains calm.			Tolerates pressure well; up to facing most crises.			Thrives under pressure; really enjoys solving crises.		

COURTESY is the polite attention a person gives to other people.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Blunt, discourteous; Antagonistic.			Sometimes a bit tactless.			Agreeable and pleasant.			Always very polite and willing to help.			Extremely courteous and very pleasant.		

SELF IMPROVEMENT is that involvement in activities that helps you to grow as a person.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Satisfied; no effort to improve.			Occasionally tries to learn something new.			Shows some interest in self-improvement and reads a good bit.			Reads widely and is anxious to learn.			Takes advantage of every possible opportunity to stretch his mind.		

MANAGEMENT is getting things done through other people.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Does everything himself.			Does most things himself; delegates some.			Delegates a lot but still does much that others could do.			Delegates freely; involves many in his work. Is not afraid to assist and demonstrate how.			Outstanding at delegating; a very capable leader. An excellent model and motivator.		

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(continued on next page)



## PERFORMANCE EVALUATION FORM (continued)

WRITTEN COMMUNICATION is the ability to clearly present your thoughts and ideas in writing.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Writes poorly; hard to understand what he has said.			Somewhat careless with grammar and spelling; can be understood.			Acceptable; some grammatical errors and occasional misspelling.			A good writer; clear and concise.			Exceptionally gifted writer.		

ATTITUDE is that state of mind that more than anything else will determine the outcome of any given task.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Very negative; pessimistic.			Moody at times; Easily discouraged; downgrades to try; thinks of himself.			Generally optimistic; willing to try; thinks positive most of the time.			Rarely discouraged; very optimistic. Willing to acknowledge errors, mistakes, etc.			Extremely positive outlook; an inspiration to be around.		

FLEXIBILITY is that capacity to bend with change.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Extremely rigid; accepts no change.			Prefers status quo; accepts some change.			Willing to accept most change when convinced of its purpose.			Readily adjusts to new ideas and methods.			Adjusts with ease to change; openly leads the way.		

SUMMARY AND COMMENTS

Major strong points are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

And these can be more effectively used by doing the following:

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(continued on next page)

## PERFORMANCE EVALUATION FORM (continued)

Major weak points are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

and these can be more effectively used by doing the following:

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\*\*\*\*\*

Rated by \_\_\_\_\_

Average rating can be interpreted as follows:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Completely un-			Marginal; im-			Acceptable but			Above average;			Exceptional; you		
satisfactory.			provement is			improvement is			keep striving.			are doing an		
			required.			possible and						excellent job.		
						desirable.								

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(Signed) \_\_\_\_\_

## FULFILLMENT OF CONTRACT AGREEMENT

The contract is awarded on the basis of ability to carry out the agreement. Procedures are based upon twenty-eight years of experience in juvenile work. Continuance of contract awards are based upon performance. Caseworkers refer juveniles only if they are satisfied with care and facilities. The residents themselves are in contact monthly, weekly, or daily with caseworkers and the pulse of the care is evident.

### Formal reports

A plan for each child is established with the use of a "Social Intake" form. Every three months a report of progress towards treatment goals is made for the State caseworker. At the termination of stay a final recommendation and achieved goals are reported.

The agency is subject at any time to unannounced inspection. An "artificial setting" is thus eliminated. Inspections are usually made by State representatives on a quarterly basis. Files, performance, safety, medical records, finances, are open to scrutiny.

Audits are sometimes made on a yearly basis.

### Daily function

The actual house operation is rarely monitored. Fundamentally the private agency is free to operate as long as standards are met. This gives a sense of adequacy to staff members dealing directly with the juveniles.

YOUTH OUTREACH, INC.  
Intake Social Summary

Re: \_\_\_\_\_ Entered: \_\_\_\_\_  
Birthdate \_\_\_\_\_ Prepared: \_\_\_\_\_

A. Identifying information

1. Name of current parents living with child
2. Names, ages, and relationships of children at home
3. Names, ages, and relationships of children not at home
4. Others in the home

B. Custody and reasons for placement

1. Referred by
2. Why
3. Date of court hearing and the judge presiding
4. Finding at the hearing
5. Living arrangements - where we will place

C. Family information

1. Names and dates of all marriages and where lived
2. Names and ages of the children of all of the marriages
3. Places where the child has lived
4. Prison records or court record

D. Personal history

1. Pregnancy and birth situation, i.e. normal, abnormal, breech, forcep
2. Early childhood development
3. Pre-adolescence
4. Adolescence
5. Origins of problems in behavior
6. Academic (background) experiences
7. Hobbies and interests
8. Life goal
9. Health status - serious illnesses and current medical problems
10. Physical description
11. Psychological or psychiatric testing - data completed results
12. Peer relationships

E. Parental interest and participation

1. Observations of worker

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Intake Social Summary  
Page Two

F. Proposed care and treatment plan

1. What the parents want us to accomplish
2. What we hope to accomplish
  - a. short-term
  - b. long-term
3. What the probation officer expects
4. Criteria for release from program
5. Anticipated length of stay
6. To whom release is planned
7. Anticipated problems
8. Prognosis and this worker's evaluation

G. Financial

1. Employer of both mother and father
2. Salary - earnings
3. Social Security Number, railroad pensions, other benefits
4. Is referral being made to the Department of Social and Health Services

YOUTH OUTREACH, INC.  
Probation Officer/DSHS Caseworker Staffing Questionnaire

Name of person completing form	Residents name	Date of staffing
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1. Have you had any contact with or information about the family? \_\_\_\_\_ If yes, is there anything significant that we should know in planning for the resident? Briefly describe:

2. Have you had any contact with or information about the resident? \_\_\_\_\_ If yes, briefly describe pertinent details.

3. In your opinion, are the goals established at the last staffing appropriate? \_\_\_\_\_  
Please list any changes you would recommend.

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LONG TERM CARE  
FACE SHEET

NAME \_\_\_\_\_ SEX \_\_\_\_\_ RACE \_\_\_\_\_

BIRTHDATE \_\_\_\_ / \_\_\_\_ / \_\_\_\_ HEIGHT \_\_\_\_\_ WEIGHT \_\_\_\_\_ HAIR \_\_\_\_\_

REASON FOR PLACEMENT \_\_\_\_\_

\_\_\_\_\_

MEDICATION AT TIME OF PLACEMENT \_\_\_\_\_

RELIGIOUS PREFERENCE \_\_\_\_\_

FATHER'S NAME \_\_\_\_\_ NATURAL/STEP/OTHER \_\_\_\_\_

ADDRESS \_\_\_\_\_

HOME PHONE \_\_\_\_\_ BIRTHDATE \_\_\_\_\_

EMPLOYER \_\_\_\_\_ BUSINESS PHONE \_\_\_\_\_

RELIGION \_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_ NATURAL/STEP/OTHER \_\_\_\_\_

ADDRESS \_\_\_\_\_

HOME PHONE \_\_\_\_\_ BIRTHDATE \_\_\_\_\_

EMPLOYER \_\_\_\_\_ BUSINESS PHONE \_\_\_\_\_

RELIGION \_\_\_\_\_

SIBLINGS: \_\_\_\_\_ BIRTHDATE \_\_\_\_\_

\_\_\_\_\_ BIRTHDATE \_\_\_\_\_

\_\_\_\_\_ BIRTHDATE \_\_\_\_\_

\_\_\_\_\_ BIRTHDATE \_\_\_\_\_

LAST SCHOOL ATTENDED \_\_\_\_\_ GRADE \_\_\_\_\_

ADDRESS \_\_\_\_\_ PRINCIPAL \_\_\_\_\_

CASEWORKER (D.S.H.S.) \_\_\_\_\_ PHONE \_\_\_\_\_

OFFENSE (S): \_\_\_\_\_

INSTITUTION \_\_\_\_\_ COUNSELOR \_\_\_\_\_

MINIMUM RELEASE DATE \_\_\_\_\_ PHONE \_\_\_\_\_

OTHER \_\_\_\_\_

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YOUTH OUTREACH, INC.  
Clothing Inventory

NAME \_\_\_\_\_ Checked in by \_\_\_\_\_  
Entry Date \_\_\_\_\_

ITEM	DESCRIPTION
Tennis Shoes	
Casual Shoes	
Dress Shoes	
Slippers	
Underpants	
Shorts	
Dresses	
Everyday Pants/J Jeans	
Blouses	
Dress Pants	
Bras	
T-shirts	
Skirts	
Everyday Shirts	
Slips	
Dress Shirts	
Sweatshirts	
Sweaters	
Dress Coat	
Light Jacket	
Heavy Jacket	
Pajamas	
Bathrobe	
Belt	
Ties	
Swimsuit	
Boots	
Other	

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YOUTH OUTREACH, INC.  
Termination Summary

- |         |                |
|---------|----------------|
| 1) Name | 2) Entered:    |
| 3) b.d. | 4) Terminated: |
|         | 5) Prepared:   |

6) REASON FOR REFERRAL

\_\_\_\_\_ was referred to Youth Outreach, Inc. by \_\_\_\_\_ ,  
\_\_\_\_\_ of \_\_\_\_\_, because of \_\_\_\_\_  
title

7) ADJUSTMENT AND ACHIEVEMENT DURING PLACEMENT

## A. Social/anti-social behavior

1. with peers
2. with staff
3. with general public

## B. Educational

1. Attention and cooperation
2. Determination and endurance to achieve

## C. General Health

## D. Emotional pattern

8) TERMINATION9) DISPOSITION OF TERMINATING AGENCY AND PROGNOSIS

## 10) CASE CLOSED

## 11) Prepared by:

CHECKLIST FOR COMPLETION OF FILES

<u>Form</u>	<u>Date Filed</u>
1. Admission Application	_____
2. Voluntary Placement Form	_____
Court Order	_____
3. Court Summary or	_____
Intake Social Summary	_____
4. Psychological Information	_____
5. Medical Consent Form	_____
6. Physical Form	_____
7. Publicity Promotion Form	_____

## STAFF DUTIES AND REPORTS

The budget for the group homes is developed by each residence, based on number of occupants, ages, and health requirements. Experience of the years has given much accuracy in establishment of budget needs. Adjustments are made by evaluation of supervisor and directors.

Funds for the operation of the homes are issued bi-monthly to the supervisor. A petty cash fund is kept for day-to-day expenses.

Staffing patterns are developed by each home. Personnel are considered in the assignments.

Ratio of staff to residents is generally four to one. In the crisis centers the ratio is two to one.

Supervision is twenty-four hours daily. In some homes an "awake staff" is required twenty-four hours daily, but in the homes requiring less supervision this is not necessary. The State has certain minimum requirements but Youth Outreach usually is much higher--sometimes three to one.

Staff appeals of any kind can be made to the supervisor who in turn refers appeals to the proper department or to the directors.

Reports of residents are filed according to the nature of the inquiry. Daily behavior records, performance, school grades, are kept on file for ten years. They are available for court requirements, child placement, insurance. All group home reports are kept in the Main Office. All reports are under double-lock files and locked offices.

Weekly and monthly staff meetings are conducted by supervisors and directors. Seminars and college courses are also available for staff up-grading. All of these learning opportunities are provided by the administrator of Youth Outreach. These are compulsory activities for all engaged in daily contact with residents.

YOUTH OUTREACH INC. STAFFING PATTERN

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
12:00 A M							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 Noon							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00 A M							

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YOUTH OUTREACH, INC.  
Staffing Questionnaire

Name of person completing form	Residents name	Date of staffing
<p>On a scale from 1-6, with 1 being the lowest possible and 6 being the highest possible score, shade in the score you feel most closely describes the residents behavior in the past 3 months.</p>		
<p>1 2 3 4 5 6    <u>A. Responses to Adults</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Does assigned tasks promptly.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Accepts male directives.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Accepts female directives.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Volunteers for extra responsibilities.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 5. Finds it easy to talk with adults.</p> <p>                  <u>B. Interaction with Peers</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Makes friends easily.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Enjoys group activities.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Responsive to the needs of others.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Seems to be a leader.</p> <p>                  <u>C. Emotional Status</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Is usually cheerful.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Accepts disappointment well.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Is able to control temper.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Is able to express feelings in an acceptable manner.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 5. Is outgoing and sociable.</p> <p>                  <u>D. Does resident</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Respond to you in a friendly way?</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Accept you as an individual?</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Create friendly feelings in you?</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Enjoy personal relationships?</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 5. Like younger children in the home?</p> <p>                  <u>E. Residents Self Concept</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Self confident.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Feels probation officer cares.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Feels natural parents care.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Feels house/foster parent cares.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 5. Feels Youth Outreach caseworker cares.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 6. Feels school personnel care.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 7. Accepts personal appearance.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 8. Is able to make independent choices and act on them.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 9. Good personal hygiene habits.</p> <p>                  <u>F. School</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Resident is working to potential.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Resident uses study time well.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Good work habits.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Good behavior.</p>	<p>                  <u>G. Health</u></p> <p>1. Date and description of dental work.</p> <p>2. Date and description of visits to the doctor or hospital.</p> <p>                  <u>H. Community</u></p> <p>1. Date and description of runaways and unauthorized leaves.</p> <p>2. Date and description of law involvement.</p> <p>3. Date and who visited during home visits.</p> <p>4. Attitude and behavior before, during and after home visits.</p> <p>                  <u>I. Proposed Goals</u></p> <p>a. Long Range</p> <p>b. Short Range</p>	
<p>Class                      Grade Placement                      Tardies                      Absentees</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p>		
<p>Use reverse side for additional information.</p>		

YOUTH OUTREACH, INC.  
Parent Staffing Questionnaire

Name of person completing form	Residents name	Date of staffing
<p>On a scale from 1-6, with 1 being the lowest possible and 6 being the highest possible score shade in the score you feel most closely describes the residents behavior in the past 3 months.</p>		
<p>1 2 3 4 5 6    <u>A. Responses to Adults</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Does assigned tasks promptly.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Accepts male directives.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Accepts female directives.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Volunteers for extra responsibilities.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 5. Finds it easy to talk with adults.</p> <p>                                  <u>B. Interaction with Peers</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Makes friends easily.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Enjoys group activities.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Responsive to the needs of others.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Seems to be a leader.</p> <p>                                  <u>C. Emotional Status</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Is usually cheerful.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Accepts disappointment well.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Is able to control temper.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Is able to express feelings in an acceptable manner.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 5. Is outgoing and sociable.</p> <p>                                  <u>D. Does resident</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Respond to you in a friendly way?</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Accept you as an individual?</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Create friendly feelings in you?</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Enjoy personal relationships?</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 5. Like younger children in the home?</p> <p>                                  <u>E. Residents Self Concept</u></p> <p>( ) ( ) ( ) ( ) ( ) ( ) 1. Self confident.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 2. Feels probation officer cares.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 3. Feels natural parents care.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 4. Feels house/foster parent cares.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 5. Feels Youth Outreach caseworker cares.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 6. Feels school personnel care.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 7. Accepts personal appearance.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 8. Is able to make independent choices and act on them.</p> <p>( ) ( ) ( ) ( ) ( ) ( ) 9. Good personal hygiene habits.</p>	<p style="text-align: center;"><u>H. Community</u></p> <p>1. Date and description of runaways and unauthorized leaves.</p> <p>2. Date and description of law involvement.</p> <p>3. Date and who visited during home visits.</p> <p>4. Attitude and behavior during home visits.</p>	
<p>Comments:</p>		
<p style="text-align: center;"><u>I. Proposed Goals</u></p> <p>a. Long Range</p> <p>b. Short Range</p>		
<p>Use reverse side for additional information</p>		

YOUTH OUTREACH, INC.  
Master Staffing Questionnaire

[illegible]

Comments:

**Proposed Goals:**

Name and date of person completing form.

Y01 -22-2-75



YOUTH OUTREACH, INC.  
Staffing Summary

YOUTH'S Name  
b.d.

Date

PRESENT AT THE STAFFING

REVIEW OF PLAN FOR LAST QUARTER

- A. Summary of the plan
- B. How the plan was implemented
- C. Suggested revisions

PROGRESS AND ADJUSTMENT DURING THE QUARTER

- A. Response to authority
- B. Interaction
- C. School
- D. Emotional
- E. Health
- F. How the staff view the child
- G. How the child views himself
- H. Current home situation

PLAN FOR THE NEXT QUARTER

- A. Overall assessment and treatment plan
- B. Long range goals
- C. Short range goals

Prepared by:

YOI-28-1-75

YOI

## RESIDENT INDIVIDUAL COUNSELING REPORT

---

Resident's Name

---

Counselor's Name

---

Date

---

Level

---

Total Points  
Last Week

---

Weekly Goals:

---

Treatment Outside of Home

Personal Point Areas

- 1.
- 2.
- 3.
- 4.

---

Comments:

YOI-16-3-83

DATE \_\_\_\_\_

TREATMENT PLAN

NAME \_\_\_\_\_

(31st Street)

COUNSELOR \_\_\_\_\_

PROBLEM	GOAL	ACTION	PROGRESS
			Date: _____
			Date: _____
			Date: _____
			Date: _____
			Date: _____
			Date: _____
			Date: _____
			Date: _____

Y01-56-3-83

DAILY BEHAVIOR REPORT  
For Thursday \_\_\_/\_\_\_/\_\_\_ to Wednesday \_\_\_/\_\_\_/\_\_\_

Name _____		Group Home _____	
Thursday _____		Friday _____	
Reported by _____		Reported by _____	
Job Acc	Ex	Job Acc	Ex
Bed Acc	Ex	Bed Acc	Ex
Personal Acc	Ex	Personal Acc	Ex
6		6	
5		5	
4		4	
3		3	
2		2	
1		1	
0		0	
Saturday _____		Sunday _____	
Reported by _____		Reported by _____	
Job Acc	Ex	Job Acc	Ex
Bed Acc	Ex	Bed Acc	Ex
Personal Acc	Ex	Personal Acc	Ex
6		6	
5		5	
4		4	
3		3	
2		2	
1		1	
0		0	

Y01-105-9-74

(See next page for other side of form.)

# DAILY BEHAVIOR REPORT (continued)

Monday _____ Reported by _____						Tuesday _____ Reported by _____					
Job	Acc	Ex	Bed	Acc	Ex	Job	Acc	Ex	Bed	Acc	Ex
6						6					
5						5					
4						4					
3						3					
2						2					
1						1					
0						0					
Wednesday _____ Reported by _____						Weekly Summary _____ Reported by _____					
Job	Acc	Ex	Bed	Acc	Ex						
6						6					
5						5					
4						4					
3						3					
2						2					
1						1					
0						0					

Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	TOTAL
6	6	6	6	6	6	6	
5	5	5	5	5	5	5	
4	4	4	4	4	4	4	ALLOWANCE
3	3	3	3	3	3	3	
2	2	2	2	2	2	2	
1	1	1	1	1	1	1	
0	0	0	0	0	0	0	

YOUTH OUTREACH  
GROUP HOMECHORE CHECKLIST

NAME	CHORE	SCORE	ROOM
1.			
NOTES: _____			
_____			
2.			
NOTES: _____			
_____			
3.			
NOTES: _____			
_____			
4.			
NOTES: _____			
_____			
5.			
NOTES: _____			
_____			
6.			
NOTES: _____			
_____			
7.			
NOTES: _____			
_____			
8.			
NOTES: _____			
_____			
9.			
NOTES: _____			
_____			

A.M. NOTES: (+/-)

YOI-15-3-83

DATE	
AUTHORITY RELATIONSHIP	
PEER RELATIONSHIP	
COMMUNICATION	
LEADERSHIP	
SUPPORT GROUP HOME POLICY	
RELIABILITY AND PROMPT	
INITIATIVE	
PERSONAL HYGIENE	
TOTALS:	

DATE	
AUTHORITY RELATIONSHIP	
PEER RELATIONSHIP	
COMMUNICATION	
LEADERSHIP	
SUPPORT GROUP HOME POLICY	
RELIABILITY AND PROMPT	
INITIATIVE	
PERSONAL HYGIENE	
TOTALS:	

DATE	
AUTHORITY RELATIONSHIP	
PEER RELATIONSHIP	
COMMUNICATION	
LEADERSHIP	
SUPPORT GROUP HOME POLICY	
RELIABILITY AND PROMPT	
INITIATIVE	
PERSONAL HYGIENE	
TOTALS:	

NAME:

PERSONAL SCORE SHEET

YOI-17-3-83

## ALLOWANCE DISBURSEMENT REPORT

GROUP HOME \_\_\_\_\_ DATES \_\_\_\_\_ to \_\_\_\_\_

[illegible]

TALLY

$$\$1.00 \boxed{\phantom{0000}} = \underline{\phantom{0000}} \times \$1.00 = \underline{\phantom{0000}}$$
$$.50 \times \boxed{\phantom{0000}} = \underline{\hspace{2cm}} \times .50 = \underline{\hspace{2cm}}$$
$$.25 \boxed{\phantom{0000}} = \underline{\phantom{000}} \times .25 = \underline{\phantom{000}}$$
$$.10 \times .10 =$$
$$.05 \times \boxed{\phantom{000000}} = \boxed{\phantom{000000}} \times .05 = \boxed{\phantom{000000}}$$
$$.01 \boxed{\phantom{000}} = \underline{\phantom{000}} \times .01 = \underline{\phantom{000}}$$

CHECK # \_\_\_\_\_ TOTAL ALLOWANCE \_\_\_\_\_

POINTS

10 - \$1 25	23 - 2.30
11 - 1.30	24 - 2.40
12 - 1.35	25 - 2.50
13 - 1.40	26 - 2.60
14 - 1.45	27 - 2.70
15 - 1.50	28 - 2.80
16 - 1.60	29 - 2.90
17 - 1.70	30 - 3.05
18 - 1.80	31 - 3.20
19 - 1.90	32 - 3.35
20 - 2.00	33 - 3.50
21 - 2.10	34 - 3.65
22 - 2.20	35 - 3.80

Y01-116-11/80



## WATCHMAN BEDCHECK REPORT

## BEDCHECK

DATE:

Time

Observations

Initials

YOI-54-3-83

YOUTH OUTREACH, INC.  
Incident Report

Date \_\_\_\_\_

Resident's Name \_\_\_\_\_

H.P. Name \_\_\_\_\_

Group Home \_\_\_\_\_

1. What is the Problem?

2. What did you do about it?

3. What do you want me to do about it?

4. My Action:

Y01-111-5/83

NAME	DATE RUN	CASEWORKER	(and relatives) HOME	CURRENT RUNAWAY STATUS		JDH	(31st Street) 21st	CANCELLED RUN REPORT	OTHER COMMENTS
				GROUP HOME	FOSTER HOME				

Y01-55-3-83

1. Date Entered \_\_\_\_\_  
2. Date ran \_\_\_\_\_ PERSONAL SUMMARY SHEET Regional Crisis  
3. Date Returned \_\_\_\_\_ Residential Center  
4. Date Released \_\_\_\_\_

NAME OF RESIDENT\_

Date	Observations & Evaluations	Staff Name
	<p data-bbox="774 1526 889 1547">Y01-60-5/83</p>	

Have resident sign and date during intake. Discuss with them.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

I understand and agree to the following rules:

HOUSE CONSTITUTION  
31st Street Interim

Houseparents are responsible for what happens in the home and have top authority, even over the rules. For wrong behavior they MAY give one warning only and expect no arguing in return.

Since all the residents live here together, one resident affects everybody by deliberately and willfully breaking the constitution. When this happens the other residents are responsible to call for "peer court." They will examine the facts, decide guilt, and have the authority to decide punishment. Be creative! A houseparent will be present to guide.

Your possessions will be checked on arrival and departure. We are not responsible for them. Items of value should be kept in the office. Anything left by a resident will be disposed of 30 days after checkout or runaway. (including medication).

Your DBR (Daily Behavioral Rating) is a point system by which you earn privileges and restrictions. It is based on your previous day's effort toward your job, room, behavior, attitudes, and home problems. It is located in the living room, and your jobs are listed on it.

You will be expected to volunteer for jobs when needed.

Everyone will eat all meals together, and if you don't come you don't eat. You must ASK to be excused from the table. All snacks, meals, & drinks must be eaten in the kitchen or dining room. The refrigerator, freezers, and pantry are OFF LIMITS.

Rooms are checked at 9:30 a.m. Jobs are checked at 11:00 a.m. unless they have to be done later. All chores and rooms must be completed before any one will be permitted to use any privileges or the TV.

You must attend school if that has been arranged for you.

Girls use the upstairs bathroom. Boys use the basement bathroom one at a time. Please check with a houseparent before bathing. At least one shower every other day is required.

Everyone does their own laundry after the towels are done and before 9:00 p.m. Any clothes left until morning will disappear. Girls must ask permission to go into the basement.

You must ask to go on a smoke break. They are to be taken ONLY on the patio by the backyard fireplace with nobody else around. You may smoke between breakfast and 10:00 p.m. Chew is not allowed. There will be NO smoking in the house.

Don't touch the fireplace insert, TV, or stereo

You must have permission to enter the houseparent's quarters, main floor bathroom, office or garage.

Y01-59-4-83

(Continued on next page.)

## 31st Street House Constitution (page two)

We expect each resident to respect the property of the home, this includes not writing on the walls, beds, etc., not putting your feet on the furniture, etc. and respect the property and person of other people.

The van is off limits.

You must ask permission to go outside or into the recreation room. To use the rec equipment, you must give staff collateral which will be returned when the equipment is returned, unharmed to the white closet in the rec room. Walks are allowed during daylight hours only.

No pets are allowed.

Only houseparents will answer the phone. You must ask permission to use it. All calls (except to caseworker, probation officer, etc.) are to be made between 5:00 p.m. and 9:00 p.m. on weekdays and before 9:00 p.m. on weekends. No calls during meals. The houseparents may choose to be present in the room during calls. Don't give the phone number to anyone. Absolutely NO phone calls or messages from past residents will be put through.

Only houseparents will get mail from the mailbox. You are not to receive mail at this address. All such mail will be refused.

You must have your caseworker's and houseparent's permission before having a guest visit.

You may not change your basic appearance or description while here.

You must dress decently. Girls must wear bras, and boys must wear shirts. Shoes and/or socks must be worn when out of bed. You must be dressed (no bathrobes) before coming out of your rooms unless you are going right to the bathroom and back to your room.

There will be no wrestling or running in the house.

There will be absolutely NO physical contact between male and female residents.

Express yourself without swearing or foul language, or you will be expected to give 25 push-ups. This is NON-NEGOTIABLE.

There will be no marijuana, drugs, etc.

There will be absolutely no assault, theft, or property damage (including writing on walls). These actions will bring charges and prosecution in court.

Any resident returning to the house after running away will be on run restriction.

Past residents are not allowed to visit the house on their own.

It is the resident's responsibility to have special privileges cleared between the houseparent and caseworker by 5:00 p.m. each working day.

Boundaries for walks are Fourth Plain and Main Street. Residents are required to check in and out with houseparent.

Do not leave lights or electrical appliances, including the TV on when you leave the room or you will be charged 10¢.

You must stay in your room until 9:00 a.m. each morning. Bed time, that is ready for bed, lights out, and in bed, will be at 10:30 p.m.

YOI-59-4-83

RESIDENT RESPONSIBILITY LEVELS  
Hazel Dell Group Home

LEVEL II - ENTRANCE STATUS

- Purpose: 1) To act as a time of adjustment for those entering the program, or  
2) To test the resident's willingness to comply with the program and to increase the resident's degree or responsibility.

- Responsibilities: 1) School attendance - daily progress/attendance slip  
2) Positive participation in individual counseling sessions  
3) Positive participation in group meetings  
4) Meeting household responsibilities

- Privileges: 1) Group activities  
2) Bedtime: School nights at 9:00 p.m. lights out 9:30  
Friday 11:00 p.m. - lights out 11:30  
Saturday 10:00 p.m. - lights out 10:30  
3) Allowance \$2.00

Current unacceptable behaviors (continual disregard for house rules, not fulfilled job responsibilities, inappropriate language or attitude, etc.), may temporarily suspend these privileges according to staff discretion. A DBR score of 3 or better on the previous day is required in order to use your privileges.

Advancement

- Requirements: 1) Must have a minimum of 23pts. for 2 consecutive weeks in order to move up to level 3.  
2) Approval from staff team focusing on cooperation with the treatment program (residents goals).

LEVEL III - RESPONSIBILITY STATUS

- Purpose: 1) To prepare for advancement to independent status  
2) A time for the resident to become aware of the importance of academics (school) and to increase his commitment to bettering himself within the school system.  
3) To increase personal responsibility

- Responsibilities: 1) School attendance - weekly progress/attendance slip.  
2) Positive participation in individual counseling sessions  
3) Positive participation in group meetings.  
4) Must maintain a weekly score of 23. Failure to do so will put the resident in a probation status. The resident must bring his score up to 23 the following week or he will be dropped to Level II.

YOI-41-6-82

(Continued on next page.)

-2-

## H.D./LEVEL III, Cont.

- Privileges:
- 1) Those 16 or older can get a part-time job after school (15 - 20 hours maximum/nothing later than 9:00 p.m. on school nights, 11:00 p.m. on Friday and Saturday). Two 2 hour weekly time periods will be given you after school for job hunting purposes only.
  - 2) Bedtime: School nights at 10:00 p.m. lights out 10:10. Friday and Saturday at 11:00 p.m., lights out 11:30.
  - 3) One hour walk after school/work must return before dark or 6:30 during the winter).
  - 4) Homevisit once a month
  - 5) Allowance - \$3.00
  - 6) A 2 hour walk on Saturday and Sunday

Current unacceptable behaviors (continual disregard for house rules, not fulfilled job responsibilities, inappropriate language or attitude, etc.), may temporarily suspend these privileges according to staff discretion. A DBR score of 3 or better on the previous day is required in order to use your privileges.

## Advancement

- Requirements:
- 1) Must maintain 26 points on DBR for 4 consecutive weeks to move to Level IV. Two weeks of 26 points for those who have been dropped from Level IV.
  - 2) Approval from staff team focusing on cooperation with the treatment program (residents goals), fulfillment of Level III responsibilities and increased school commitment.

LEVEL IV - INDEPENDENT STATUS

- Purpose:
- 1) To allow for the highest degree of personal responsibility while in the program.
  - 2) To develop positive leadership skills in the home.
- Responsibilities:
- 1) School attendance - progress slips not required
  - 2) Positive participation in individual counseling sessions
  - 3) Positive participation in group meetings
  - 4) Must maintain a weekly score of 26 points. Failure to do so will put the resident in a probation status. The resident must bring his score up to 26 the following week or he will be dropped to Level III.
  - 5) Cooperation with the treatment program (residents goals)
- Privileges:
- 1) One 2 hour walk after school/work (Monday-Friday). Must return before dark or 6:30 in the winter.
  - 2) 1 day of check-in status on Friday or Saturday (no later than 11:00 p.m.).
  - 3) One 4 hour walk on Saturday or Sunday (not after dark, 6:30 in the winter).
  - 4) Homevisit every other weekend if appropriate
  - 5) Bedtimes: School nights at 10:00 p.m., lights out 10:30 Friday and Saturday as late as staff are up.
  - 6) Allowance \$4.00
  - 7) Optional participation in DBR scoring - realizing that staff will have the final decision.
  - 8) Study hour required but flexible according to staff discretion. YOI-41-6-82

(Continued on next page.)



-3-

## H.D./LEVEL IV, Cont.

Current unacceptable behaviors (continual disregard for house rules, not fulfilled job responsibilities, inappropriate language or attitude, etc.), may temporarily suspend these privileges according to staff discretion. A DBR score of 3 or better on the previous day is required in order to use your privileges.

LEVEL I - CRISIS STATUS

- Purpose: 1) To resolve the immediate, critical problem that led to the resident's placement at this level.  
2) To get the residents attention.

Staff, individually or as a team may place a resident on this status. If this level is initiated by an individual counselor a detailed report is required in the log and notification to the caseworker. The staff team will determine if the resident is ready for advancement at the end of a three day period. A DBR score of three or better each day will demonstrate a willingness to conform to the expectations of the program.

## Reasons for

- Placement: 1) Suspension from school  
2) Physical assault or other law violations  
3) Running away

## Restrictions:

- 1) No allowance  
2) Close supervision by staff while at home  
3) Daily progress/attendance slips  
4) House restriction - no group activity, TV  
5) No visitors  
6) One phone call in or out each day  
7) Evening snacks only  
8) Unable to participate in group meetings  
9) Bedtime at 9:00, lights out 9:30 every night including weekends.

DEMOTION

A resident may be dropped one level for the following reasons:

- 1) The failure of the resident to meet current level responsibilities for two consecutive weeks.
- 2) Property damage
- 3) Drug/alcohol involvement
- 4) Skipping school - 4 or more periods for one day.
- 5) The loss of job through
  - a. Impromptness
  - b. Poor work
  - c. Poor attitude
- 6) Absent from the residence without permission (A.W.O.L.)

YOI-41-6-82

## HAZEL DELL HOUSE PROCEDURES &amp; RULES

NAME \_\_\_\_\_ DATE \_\_\_\_\_

I understand the house procedures and agree to live by these rules: \_\_\_\_\_

1. Upon arrival resident shall check in all belongings and mark each article with his initials. If the resident should later bring in other items or articles they must be checked in with houseparent and initialed.
2. The morning staff person will wake you up once. You are then responsible to get yourself up, do your chores and get to breakfast on time. Arriving late to breakfast due to oversleeping will result in the loss of that meal.
3. Everyone will eat meals together. You must excuse yourself or ask to be excused from the table. Snacks and personal food items are not to be eaten away from the table (except popcorn). Failure to comply by this will result in loss of snacks. You must be finished eating your snack before your assigned bed hour. Exceptions will be made by staff discretion. Eating utensils found outside kitchen or dining room will constitute a violation.
4. You are responsible to bring your laundry downstairs in the proper containers. Clean clothes must be picked up before going to bed at night. Failure to do so will result in a charge of 5¢ for each article not picked up. Jeans will be washed on Tuesdays, Thursdays and Sundays. Clean towels will also be handed out on those days.
5. You must come directly home from school/work. Arriving late from school without permission or notification will result in a loss of privilege to be determined by staff. Also do not cut through neighbors yards.
6. Only houseparents will get mail from mailbox. You will be expected to open your personal mail in the presence of a houseparent.
7. You must have permission to have a guest visit the home. This privilege will be granted provided that it does not interfere with a home activity and depending on your current behavior. You may not have a guest over if your Daily Behavior Rating score is less than a 3.
8. You may have stereos in the rooms, but they must be played low enough not to be heard in the living room. Two warnings will be given for playing it too loud. The third time the stereo will be confiscated for 24 hours, next time 48 hours. Those who have had 2 previous violations of this rule will not be given a warning. Immediate consequence will result. Music is not permitted outdoors after dark (6:30 in winter). The loudness will be to staff discretion when played outdoors.
9. Phone calls are to be limited to 10 minutes. Ask permission before using.
10. Fasten seat belts while riding in the van or any Youth Outreach vehicle.
11. Smoke breaks can be taken by permission only. Only one person may smoke at a time. No one is allowed within 5 feet of the butt can when another person is smoking. Failure to comply by this rule will result in breaks being limited to 1 every two hours for the next day. Hours doubled for every bust thereafter. Residents who do not have smoking privileges will be dropped one level if they are caught smoking, breath smelling of cigarette smoke, or having cigarettes in their possession.

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(Continued on next page.)

## Hazel Dell House Rules/2

There will be no smoking in the house. Smoking as a group is permitted on the last smoke break of the day only, and must be taken before assigned bed hour. Chewing is not permitted while you are a resident of the Hazel Dell Group Home. Consequence for first violation will result in loss of activity for two days. Second violation will result in loss of activity for two days and a zero on your DBR. Third violation will result in a drop of one level.

12. Hour walks cannot be taken after dark. In the winter you must be home by 6:30 pm at the latest. Any time you are late on your walk you will forfeit that amount of time doubled off your next walk.
13. Next door neighbors homes and yard are off limits except during your walk time and then only with the parents' permission.
14. Attending school is required. Good behavior and effort is expected. Progress slips are used to indicate to staff how to help you in your education. Progress/attendance slips must be signed; forged, forgotten, or unsigned will result in dropping daily DBR score one point.
15. Skipping class will result in a DBR score of "0" and 2 hours of work restriction for each period skipped. Skipping 4 or more classes that day will result in a demotion of 1 level.
16. It is the resident's responsibility to complete work restriction hours. You must complete a minimum of one hour work restriction each day before you may use your privileges. Failure to complete hours will result in a loss of all privileges (phone, snack, walks, etc.) until completed. Check with staff for each day's work.
17. An hour study hall (Monday-Thursday) is required of all residents unless special arrangements are made with the houseparents. Failure to complete your full hour will result in a loss of all privileges (TV, activities, walks, etc.) until that hour is completed. Visitors or music are not permitted during study hour.
18. On the 1st of every month you will be given 1 PeeChee, 50 sheets of notebook paper, 1 pen and 1 pencil. Extra supplies must be purchased with your allowance money. No credit will be extended on extra school supplies. Budget your money wisely and plan ahead.
19. There will be daily chores (jobs) assigned each resident in the Hazel Dell Home. In addition, there will be a Grand Clean-Up day every two weeks in order to do deep house cleaning. The length of Grand Clean-Up depends on the amount of work to be done and the effort each resident puts into getting the jobs done.
20. Resident will not enter other boys' rooms without first getting their permission.
21. Knock and ask permission to enter office. Never enter unless a staff member is present. Entering the laundry room, office or private staff quarters without permission will result in a drop of 1 DBR point for the day. Further charges can be pressed as needed.

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(Continued on next page.)

## Hazel Dell House Rules/3

22. The refrigerator and cupboards are off limits to residents. Sneaking food will result in loss of snacks over a designated period of time (1st offense one day of no snacks, 2nd offense 2 days of no snacks, etc.) and reimbursement of money to pay back for that amount of food taken.
23. There will be no wrestling or running in the house.
24. There will be absolutely no assault, theft or property damage (including writing on walls). These actions can bring charges and prosecution in court.
25. Keep shoes off the furniture.
26. Residents are to wear socks or shoes at all times. This is a Washington State law.
27. Disrupting prayer or inappropriate language at meal times will result in 5 minutes away from the table. Throwing food is not permitted.
28. Swearing is not appropriate for this home.
29. You must sleep between two sheets.
30. All debts must be paid before collecting your allowance for the week.
31. Residents are not to play with the fire extinguishers. If one is set off, and not in an emergency, those responsible will pay the cost to have it recharged. If no one confesses, the bill will be paid through the recreation fund--no recreation until the charge is paid for.
32. There will be no talking in bedrooms after the lights are off at bedtime on school nights (Sunday-Thursday). Consequence of one hour early bed hour the following day for every violation. You are to be in your bedroom preparing for bed at your assigned bed hour. Take care of all necessities (medication, etc.) before that time.
33. The use of alcohol, marijuana or any other drug is not allowed. Suspicion of being high or to have in possession the above or any paraphernalia (bongs, papers, etc.) will result in an automatic "0" for the day and a drop of one level.
34. Running away (30 minutes or more away from the residence without permission) will result in a drop to level 1. Absence from the home for less than 30 minutes is classified as an A.W.O.L. and will result in a demotion of 1 level.

These rules have been compiled by the entire staff. They have been written to provide guidance to the residents concerning acceptable and unacceptable behavior, and to help the resident to become a more positive productive person. The rules are not guidelines to help staff because the staff are the rules - so further guidelines will be verbally given to the resident when it becomes necessary.

## ROOM CHECKLIST

HAZEL DELL

Residents in each bedroom will be responsible for following the checklist which is how their bedroom will be graded. The resident is also responsible to check the job assignment list at the beginning of each two week period.

1. Floor and  
garbage: Carpet (including edges), vacuumed daily. Garbage can empty and clean. (1 pt.)
2. Dusting: Window sills, vents, bunks: cleaned and dusted. (1 pt.)
3. Laundry: Dirty laundry is to be placed in a laundry basket and brought downstairs to the laundry room. If a laundry basket is not available notify houseparents or make special arrangements. (1 pt)
4. Closet: Closet is to be neat and orderly. Clothes are to be hung on coat hangers if they are available. Unnecessary items, (extra chairs, posters, shoes, boxes, etc.), are to be removed or stored in an orderly manner. (1 pt.)

Each resident is responsible to make his bed and to keep his personal clothes in a neat and orderly manner. You will be graded under the following guidelines on these two areas.

1. Bed: Bed made neatly, using two sheets. Corners and edges folded under, top smooth, no lumps. Soiled linen is to be brought downstairs and replaced with clean. (1 pt.)
2. Dressers: Personal articles may be kept on top of your dressers but they should be neat in appearance and the top of your dresser must be dusted. (1 pt.)  
  
All clothes are to be folded neatly and placed in your dresser drawers. Any personal articles stored in your dresser are to be neatly arranged, and not with the appearance of having just been thrown in. (1 pt.)

## BATHROOM CHECKLIST

1. Toilet: Inside basin, rim, lid around toilet on the floor must be clean of hair, dust and urine stains. (1 pt.)
2. Tub and/or  
shower: Scoured daily with Comet. (1 pt.)
3. Sink, counters  
and cabinets: Clean and free of toothpaste, hair, combs, shampoo, hairdryers, etc. (1 pt.)
4. Floor: Clean in corners, behind toilet. Swept daily. (1 pt.)

YOI-42-3-83

## CRC INTAKE FORM

Name \_\_\_\_\_ Birthdate \_\_\_\_\_ Age \_\_\_\_\_  
 Sex \_\_\_\_\_ Hgt \_\_\_\_\_ Wt \_\_\_\_\_ Eyes \_\_\_\_\_ Hair \_\_\_\_\_ Race \_\_\_\_\_ DSHS C/W \_\_\_\_\_  
 Medical Problem \_\_\_\_\_ Medication \_\_\_\_\_ When \_\_\_\_\_  
 \_\_\_\_\_  
 Initial Contact(person) \_\_\_\_\_ Agency \_\_\_\_\_  
 Brought by \_\_\_\_\_ Agency \_\_\_\_\_  
 Entry \_\_\_\_\_ Term \_\_\_\_\_ Youth Outreach Intake Person \_\_\_\_\_  
 Date \_\_\_\_\_  
 Time \_\_\_\_\_ A/P \_\_\_\_\_ A/P Total Hours \_\_\_\_\_  
 DISPOSITION: \_\_\_\_\_ Returned to own home \_\_\_\_\_ Runaway  
 \_\_\_\_\_ Placed with Relative \_\_\_\_\_ Family Foster \_\_\_\_\_ Group Care  
 \_\_\_\_\_ Detention \_\_\_\_\_ Other: specify \_\_\_\_\_  
 \_\_\_\_\_

History of Client

\_\_\_\_\_ Habitual Runaway \_\_\_\_\_ School Problems  
 \_\_\_\_\_ History of Abuse \_\_\_\_\_ Ward of the State  
 \_\_\_\_\_ Juvenile Offender \_\_\_\_\_ Previous out of home placements  
 Law Involvement \_\_\_\_\_ When \_\_\_\_\_ Where \_\_\_\_\_  
 Probation Officer \_\_\_\_\_ Where \_\_\_\_\_

Why Brought to Center

A. Runaway  
 (1) In County \_\_\_\_\_  
 (2) Out of County \_\_\_\_\_  
 (3) Out of State \_\_\_\_\_  
 (4) Don't Know \_\_\_\_\_  
 (5) Run from group or foster care \_\_\_\_\_  
 B. Family Conflict  
 \_\_\_\_\_ Violent \_\_\_\_\_  
 \_\_\_\_\_ Non-Violent \_\_\_\_\_  
 C. Juvenile Offender \_\_\_\_\_  
 D. Other \_\_\_\_\_

Youth's Residence \_\_\_\_\_ With Whom \_\_\_\_\_  
 Legal Guardian \_\_\_\_\_ Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Where Employed \_\_\_\_\_  
 Father \_\_\_\_\_ Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Where Employed \_\_\_\_\_  
 Mother \_\_\_\_\_ Address \_\_\_\_\_  
 Phone \_\_\_\_\_ Where Employed \_\_\_\_\_

Fill Out in Black Ink!)

[illegible]

YOI-57-3-83

HOUSE RULES  
Regional Crisis Residential Center

Residents will remain out of hall and bedrooms during day and evening, except when using the bathroom.

All food and drinks (including snacks) will be eaten in the kitchen or dining room only. It is up to the staff to provide all food and drinks. No raiding of cupboards, refrigerator, or freezer.

New residents may bring in one pack of cigarettes. Any extras will be locked up until resident is terminated. Chew and cigars are not allowed. Residents may smoke in the designated smoking area only, one resident at a time. No smoke breaks after 10:00 p.m.; 10:30 p.m. for those with late bed.

Residents are expected to make their beds and tidy their rooms before breakfast. Residents are expected to keep their clothes clean.

Boys and girls are not allowed in each others' rooms at any time.

Residents will take at least one shower every other day.

Residents are permitted to phone Caseworkers and parents. Any other calls are dependent upon caseworker approval and D.B.R. scores. Calls are limited to 10 minutes; no calls after 9:00 p.m.

Visiting privileges will be allowed for DSHS and staff approved individuals only. This is an earned privilege dependent upon the residents' D.B.R. scores. Visitors are expected to abide by house rules when visiting.

Shoes are to be turned over to staff when residents enter the CRC.

Residents are required to wear socks or slippers in the house. No shorts, bare chests, short skirts, or low cut tops allowed.

Residents will have daily assigned chores. All duties are to be completed before anyone will be permitted their privileges or allowances.

Bedtime is at 10:30 p.m. Definition: Ready for bed with lights out by 10:30 p.m. Residents are required to sleep in their own bed, between two sheets.

Residents' behavior is graded daily. Privileges are earned, based on their D.B.R. scores.

If a person leaves the premises without permission, they will earn an automatic zero for the day.



House Rules/2  
Regional Crisis Residential Center

Residents must ask to use the rec room. A girl and boy are permitted to use the rec room only when staff are present.

There is to be no physical contact or kissing.

Resident is expected to respect the property of the home. Feet are to be kept off of the furniture.

Residents' possessions will be recorded upon arrival and departure. Residents must label their belongings. Anything left by a resident will be disposed of 30 days after termination (including medications).

Everyone will eat all meals together and if you don't come, you don't eat. Ask to be excused.

Don't touch the T.V. or controls.

Only staff answer and dial the phone. Residents are not to get mail from the mailbox.

Residents may not change their basic appearance or description while here.

Foul language is not appropriate in this home.

There will be absolutely no assault, theft, or property damage (including writing on walls). Any such activity may result in prosecution.

Drug paraphernalia is not permitted. Such articles will be locked up while residents are here. They will be returned upon termination of resident.

MONTH \_\_\_\_\_

AGENCY NAME \_\_\_\_\_

GROUP HOME \_\_\_\_\_

CRISIS RESIDENTIAL CENTER  
MONTHLY REPORT  
(Group and Regional)

1. Total number of children placed in CRC during month \_\_\_\_\_  
\_\_\_\_\_ children accounted for \_\_\_\_\_ placements.
2. Total number of appropriate referrals who were not admitted because the facility was at capacity. \_\_\_\_\_
3. Age.  
9-11 \_\_\_\_\_ 12 \_\_\_\_\_ 13 \_\_\_\_\_ 14 \_\_\_\_\_ 15 \_\_\_\_\_  
16 \_\_\_\_\_ 17 \_\_\_\_\_ 18 \_\_\_\_\_
4. Sex    M \_\_\_\_\_ F \_\_\_\_\_
5. Race  
\_\_\_\_\_ White  
\_\_\_\_\_ Black  
\_\_\_\_\_ Native American/Alaska Native  
\_\_\_\_\_ Hispanic  
\_\_\_\_\_ Asian American  
\_\_\_\_\_ Other
6. Who brought child to center                      Department office/CSO (number of referrals by CSO)  
  
\_\_\_\_\_ Law enforcement                      \_\_\_\_\_  
\_\_\_\_\_ Parents                                      \_\_\_\_\_  
\_\_\_\_\_ Self-referral                                  \_\_\_\_\_  
\_\_\_\_\_ CSO-worker                                    \_\_\_\_\_  
\_\_\_\_\_ Court referral                                \_\_\_\_\_  
\_\_\_\_\_ Other, specify                                \_\_\_\_\_
7. History of client (previous to current situation; check all that apply)  
\_\_\_\_\_ Habitual Runaway  
\_\_\_\_\_ Juvenile offender  
\_\_\_\_\_ School Problems  
\_\_\_\_\_ Previous Out-of-Home Placements  
\_\_\_\_\_ History of Abuse  
      \_\_\_\_\_ Abuse  
      \_\_\_\_\_ Sexual Abuse  
\_\_\_\_\_ Neglect  
\_\_\_\_\_ Psychiatric Hospitalization

Y01-53-8/83

(continued on next page)

## CRISIS RESIDENTIAL CENTER MONTHLY REPORT (continued)

-2-

## 8. Time of admission

Weekdays

Saturday/Sunday

\_\_\_\_\_ 8 a.m. to 5 p.m.  
 \_\_\_\_\_ 5 p.m. to midnight  
 \_\_\_\_\_ midnight to 8 a.m.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

9. Circumstances which necessitated the children being brought to center  
(Check a single primary reason)

## A. Families in conflict

Total \_\_\_\_\_

(1) Violent behavior \_\_\_\_\_

(2) Non-violent behavior \_\_\_\_\_

## B. Runaway

Total \_\_\_\_\_

(1) In county \_\_\_\_\_

(2) Out of county \_\_\_\_\_

(3) Out of state \_\_\_\_\_

## C. Other, specify

Might include run or replacement  
 from foster or group care or being  
 held for court

Total \_\_\_\_\_

## 10. Length of stay at the center

\_\_\_\_\_ Less than 12 hours  
 \_\_\_\_\_ 12 to 24 hours  
 \_\_\_\_\_ 24 to 48 hours  
 \_\_\_\_\_ 48 to 72 hours  
 \_\_\_\_\_ 72 hours to 10 days  
 \_\_\_\_\_ 10 days to 15 days  
 \_\_\_\_\_ Beyond 15 days

## 11. Average length of stay \_\_\_\_\_

Y01-53-8/83

(continued on next page)

ATTACHMENT B

Monthly CRC Report to Bureau

TO:

DATE:

FROM:      Region

SUBJECT: MONTHLY FAMILY/GROUP  
CRC REPORT FOR

<u>CRC LOCATION</u>	<u>NUMBER BEDS</u>	<u>RETAINER FEE</u>	<u>PER DIEM CHARGES</u>	<u>TOTAL PAYMENT</u>	<u>Month CHILDREN PLACED</u>	<u>Year DAYS OF SERVICES</u>
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TOTALS

YOI-53-3-83

#### SUPPLEMENT INFORMATION

Appendixes contain parental approvals and releases for children. Restrictions for home visitation are carefully enforced and are based on behavior and performance of the residents. There is an automatic family visitation schedule, but proper arrangements must be made. In some cases, the children do not have responsible families and other visitation privileges are possible. Aunts, uncles, and grandparents are possibilities.

Periodic medical examinations are made by the staff registered nurse and if professional medical or dental care is needed, this is arranged by Youth Outreach.

New handbooks are provided periodically with new procedures, requirements, and reports needed. These can be obtained from the Youth Outreach main office in Vancouver, Washington.

## YOUTH OUTREACH, INC.

PARENTAL RESPONSIBILITY FORM

\_\_\_\_\_ IS SUBJECT TO THE FOLLOWING CONDITIONS DURING  
HIS/HER LEAVE:

1. He/she is not to leave the State of Washington without first obtaining consent from YOUTH OUTREACH.
2. He/she is to be home each evening before 10:00 p.m. unless accompanied by some responsible adult.
3. He/she is to behave at all times in a respectful and satisfactory manner.
4. He/she is not to associate in any way with boys or girls with whom he/she was in difficulty or who might have a negative effect on his/her behavior.
5. He/she is at all times to obey and observe all city, county, state, and federal laws.
6. He/she is not to incur any unnecessary indebtedness, purchase an automobile, or drive a motor vehicle.

This is to certify that I have read the above conditions and accept the responsibility for seeing that they are adhered to.

\_\_\_\_\_  
(Signature of person visited)

His/her visit will begin \_\_\_\_\_  
month date year  
and will end \_\_\_\_\_  
month date year

He/she needs to be returned to the group home by \_\_\_\_\_  
day time

Round trip cost \_\_\_\_\_

Instructions:

YOUTH OUTREACH, INC.  
RESIDENT LEAVE AUTHORIZATION

State Requirement:

"Names, addresses, and telephone number of persons authorized to take child out of facility."

No individual is permitted to remove \_\_\_\_\_  
Resident's Name

from the Group Home without authorized permission from the caseworker, houseparent, or as so stated in the court order.

Specific ones known to be authorized to take \_\_\_\_\_  
Resident's Name

	NAME	ADDRESS	PHONE NO.
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

Anyone specifically who should not take this child from the facility or who he/she should not see are:

1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

Name of Person Completing Form \_\_\_\_\_

## LEAVE NOTIFICATION

This is to advise you that \_\_\_\_\_ will be eligible for a \_\_\_\_\_ day authorized leave from \_\_\_\_\_. He/She has indicated that he/she would like to spend this leave period with you.

If it is agreeable with you, there are certain conditions which must be understood and met during the period of the leave itself. The enclosed form, which lists those conditions and requirements, must be signed and returned to us at least one week before the beginning of the leave. Future leaves are based upon his/her conduct while on leave and upon his/her future performance in the group home.

Whenever possible we encourage parents to participate in the costs of transportation for their son's/daughter's visit. On the enclosed form you will see the cost of round trip transportation for the visit. Please enclose your check or money order when you return the form to us.

With best regards and may this visit be a very happy one for all of you.

Sincerely,

YOUTH OUTREACH, INC.

House Parent

RLH/mfc

Enclosure

Y0I-107-5/83



Youth Outreach, Inc.  
Minimum Licensing Requirements for Child Care Homes

HEALTH NURSE INSPECTION SHEET

Group Home \_\_\_\_\_ On Duty Staff \_\_\_\_\_

Date of Inspection \_\_\_\_\_ Reported by \_\_\_\_\_

KITCHEN

COMMENTS

- \_\_\_\_\_ individual drinking cups
- \_\_\_\_\_ water for dishes - 145°
- Areas checked for cleanliness
- \_\_\_\_\_ counter tops and sink
- \_\_\_\_\_ outside of cupboards
- \_\_\_\_\_ outside of appliances
- \_\_\_\_\_ silver ware drawer
- \_\_\_\_\_ bread drawer
- \_\_\_\_\_ can opener
- \_\_\_\_\_ inside rim of dishwasher
- \_\_\_\_\_ bread board
- \_\_\_\_\_ covered metal garbage can
- \_\_\_\_\_ oven
- \_\_\_\_\_ refrigerator
- \_\_\_\_\_ freezer compartment
- \_\_\_\_\_ floor(esp. outer edges and corners)
- \_\_\_\_\_ butter covered
- \_\_\_\_\_ refrig temperature 35° or less
- \_\_\_\_\_ left over food in refrig covered
- \_\_\_\_\_ no food handling equip under sink sewer pipes
- \_\_\_\_\_ no dented or unmarked cans
- \_\_\_\_\_ thermometer in refrig and freezer

MENUS

- \_\_\_\_\_ planned and written in advance
- \_\_\_\_\_ substitutions okay if written down
- \_\_\_\_\_ snacks provided and recorded
- \_\_\_\_\_ total amt of food served recorded
- \_\_\_\_\_ number of residents and staff recorded each meal
- \_\_\_\_\_ name of Group Home and date stated on menu
- \_\_\_\_\_ on file for 6 mon in G.H. (3years in office)

LIVING ROOM

- \_\_\_\_\_ floor vacuummed
- \_\_\_\_\_ furniture dusted and arranged well

BOYS BEDROOMS

- \_\_\_\_\_ 30 in. laterally between beds
- \_\_\_\_\_ storage for clothes being used
- \_\_\_\_\_ pillows have pillow cases
- \_\_\_\_\_ beds have 2 sheets on them
- \_\_\_\_\_ room orderly and neat
- \_\_\_\_\_ curtains hanging properly

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(continued on next page)

Youth Outreach, Inc.  
Health Nurse Inspection Sheet  
page two

G.H. \_\_\_\_\_

Date \_\_\_\_\_

COMMENTS

GIRLS BEDROOMS

- \_\_\_ 30 in. laterally between beds
- \_\_\_ storage for clothes being used
- \_\_\_ pillows have pillow cases
- \_\_\_ beds have 2 sheets on them
- \_\_\_ room orderly and neat
- \_\_\_ curtains hanging properly

BOYS BATHROOM

- \_\_\_ tub or shower, sink clean
- \_\_\_ stool clean
- \_\_\_ soap, toilet paper available
- \_\_\_ individual towels
- \_\_\_ non-skid pads or grab bar in tub or shower
- \_\_\_ hot water for bathing not to exceed 120°

GIRLS BATHROOM

- \_\_\_ tub or shower, sink clean
- \_\_\_ stool clean
- \_\_\_ soap, toilet paper available
- \_\_\_ individual towels
- \_\_\_ non-skid pads or grab bar in tub or shower
- \_\_\_ hot water for bathing not to exceed 120°

LAUNDRY AND FURNACE ROOM

- \_\_\_ clean and soil linen separated
- \_\_\_ clothes folded and dirty clothes in basket
- \_\_\_ nothing besides furnace in this room
- \_\_\_ laundry water temp 140° or above

PEST CONTROL

- \_\_\_ free from flies, cockroaches and breeding places
- \_\_\_ doors, windows used for ventilation screened

SAFETY AND MAINTENANCE

- \_\_\_ premises and equipment clean
- \_\_\_ free of hazards and in good repair
- \_\_\_ stairways with 1 handrail
- \_\_\_ emergency lighting available
- \_\_\_ reading area 30 ft. candles of power

GROUNDS

- \_\_\_ garbage cans have tight fitting lids
- \_\_\_ yard mowed, flower beds weeded, no trash present

STAFF QUARTERS

- \_\_\_ office orderly
- \_\_\_ bathroom clean

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(continued on next page)

Youth Outreach, Inc.  
Health Nurse Inspection Sheet  
page three

C.H. \_\_\_\_\_

Date \_\_\_\_\_

LICENSE AND FIRE INFORMATION

COMMENTS

- \_\_\_\_\_ License posted
- \_\_\_\_\_ Fire inspection done daily
- \_\_\_\_\_ Fire drill once a month
- \_\_\_\_\_ Fire extinguishers charged and dates current

FIRST AID SUPPLIES AND MEDICATIONS

- \_\_\_\_\_ in locked cabinet
- \_\_\_\_\_ stored in orderly way
- \_\_\_\_\_ internal and externals separated
- \_\_\_\_\_ prescription meds not in same drawer
- \_\_\_\_\_ with First Aid Supplies
- \_\_\_\_\_ first aid supplies to conform to written policies
- \_\_\_\_\_ meds remain in original containers

HEALTH PROGRAM

- \_\_\_\_\_ houseparents aware of what and where manual is
- \_\_\_\_\_ isolationroom plan in Health Manual

RESIDENT FILES

- \_\_\_\_\_ fullname, birthdate, date of admission
- \_\_\_\_\_ names, address, tel # of parents and physician
- \_\_\_\_\_ parental or court medical consent
- \_\_\_\_\_ physical (or waiver thereof)
- \_\_\_\_\_ medical history
- \_\_\_\_\_ immunizations
- \_\_\_\_\_ height and weight
- \_\_\_\_\_ medical record complete (dates, illness, injury, med, treatment, signatures)
- \_\_\_\_\_ individual fire evacuation plan form signed
- \_\_\_\_\_ authorization to remove youth from home form

The above is an explanation for the abbreviated record for each resident below.

Name \_\_\_\_\_

- \_\_\_\_\_ B.D., admission
- \_\_\_\_\_ telephone #'s
- \_\_\_\_\_ med consent
- \_\_\_\_\_ physical
- \_\_\_\_\_ med history
- \_\_\_\_\_ immunizations
- \_\_\_\_\_ height and weight
- \_\_\_\_\_ med record info
- \_\_\_\_\_ fire form
- \_\_\_\_\_ remove authorization

Name \_\_\_\_\_

- \_\_\_\_\_ B.D. admission
- \_\_\_\_\_ telephone #'s
- \_\_\_\_\_ med consent
- \_\_\_\_\_ physical
- \_\_\_\_\_ med history
- \_\_\_\_\_ immunizations
- \_\_\_\_\_ height and weight
- \_\_\_\_\_ med record infor
- \_\_\_\_\_ fire form
- \_\_\_\_\_ remove authorization

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(continued on next page)

Youth Outreach, Inc.  
Health Inspection Sheet  
page four

G.H. \_\_\_\_\_

Date \_\_\_\_\_

Name \_\_\_\_\_

\_\_\_\_ B.D., admission  
\_\_\_\_ telephone #'s  
\_\_\_\_ med consent  
\_\_\_\_ physical  
\_\_\_\_ med history  
\_\_\_\_ immunizations  
\_\_\_\_ height and weight  
\_\_\_\_ med record info  
\_\_\_\_ fire form  
\_\_\_\_ remove authorization

Name \_\_\_\_\_

\_\_\_\_ B.D., admission  
\_\_\_\_ telephone #'s  
\_\_\_\_ med consent  
\_\_\_\_ physical  
\_\_\_\_ med history  
\_\_\_\_ immunizations  
\_\_\_\_ height and weight  
\_\_\_\_ med record form  
\_\_\_\_ fire form  
\_\_\_\_ remove authorization

Name \_\_\_\_\_

\_\_\_\_ B.D., admission  
\_\_\_\_ telephone #'s  
\_\_\_\_ med consent  
\_\_\_\_ physical  
\_\_\_\_ med history  
\_\_\_\_ immunizations  
\_\_\_\_ height and weight  
\_\_\_\_ med record form  
\_\_\_\_ fire form  
\_\_\_\_ remove authorization

Name \_\_\_\_\_

\_\_\_\_ B.D., admission  
\_\_\_\_ telephone #'s  
\_\_\_\_ med consent  
\_\_\_\_ physical  
\_\_\_\_ med history  
\_\_\_\_ immunizations  
\_\_\_\_ height and weight  
\_\_\_\_ med record form  
\_\_\_\_ fire form  
\_\_\_\_ remove authorization

Name \_\_\_\_\_

\_\_\_\_ B.D., admission  
\_\_\_\_ telephone #'s  
\_\_\_\_ med consent  
\_\_\_\_ physical  
\_\_\_\_ med history  
\_\_\_\_ immunizations  
\_\_\_\_ height and weight  
\_\_\_\_ med record info  
\_\_\_\_ fire form  
\_\_\_\_ remove authorization

Name \_\_\_\_\_

\_\_\_\_ B.D., admission  
\_\_\_\_ telephone #'s  
\_\_\_\_ med consent  
\_\_\_\_ physical  
\_\_\_\_ med history  
\_\_\_\_ immunizations  
\_\_\_\_ height and weight  
\_\_\_\_ med record info  
\_\_\_\_ fire form  
\_\_\_\_ remove authorization

Name \_\_\_\_\_

\_\_\_\_ B.D., admission  
\_\_\_\_ telephone #'s  
\_\_\_\_ med consent  
\_\_\_\_ physical  
\_\_\_\_ med history  
\_\_\_\_ immunizations  
\_\_\_\_ height and weight  
\_\_\_\_ med record info  
\_\_\_\_ fire form  
\_\_\_\_ remove authorization

#### STAFF REQUIREMENTS

#### COMMENTS

\_\_\_\_ Food handlers permit  
\_\_\_\_ TB test proof  
\_\_\_\_ First Aid Course  
\_\_\_\_ CPR Course

Signed \_\_\_\_\_

YOI-34-3-83

MONTHLY SAFETY COMMITTEE REPORT

YOUTH OUTREACH, INC. (Hi-Venture)  
for  
DEPARTMENT OF LABOR AND INDUSTRIES

Organization \_\_\_\_\_

Group Home \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Number of Employees Carrying Active First Aid Card \_\_\_\_\_

Number of Employees Carrying Active CPR Cards \_\_\_\_\_

Name of Caseworker who is Safety Committee Chairman \_\_\_\_\_

Date and Time of Committee Meeting \_\_\_\_\_

## EMPLOYEE REPRESENTATIVES

Members of Safety Committee Present and Absent

PRESENT	ABSENT

Do not limit this report by saying no accidents happened last month. The purpose of the Safety Committee is to expose and reduce potential hazards that could cause accidents and make recommendations for correction, thereby reducing accidents.

List any visitors, discussions and recommendations presented at the meeting. Use the reverse side form to list any new and old items discussed until corrected. Self Inspection items, education and training activities should be listed if they are discussed or monitored by the committee.

A copy of this report should be kept on file within the Group Home available for review for at least 12 calendar months.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page. The lines are thin and consistent in thickness. There is no handwriting or other markings on the paper.

## MEDICATION RECORD

Residents Name				DAYS IN THE MONTH																														
Start Date	Start Date	Medication Name, Dosage and Route of Administration	Time	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

REPORT OF PERSONAL INJURY

1. Name of Injured: \_\_\_\_\_  
Occupation: \_\_\_\_\_
2. Date of Accident: \_\_\_\_\_ at \_\_\_\_\_ o'clock \_\_\_\_\_ M.
3. When was accident first reported? \_\_\_\_\_  
(Give date and time). To Whom? \_\_\_\_\_
4. Give Names of Eyewitnesses: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What caused the Accident? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Describe fully the nature and extent of the Injury \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. Was the Injury serious enough to cause loss of time? \_\_\_\_\_  
If time on job was lost, has employee returned to work? \_\_\_\_\_  
Amount of time lost? \_\_\_\_\_
8. Was medical attention required? \_\_\_\_\_ If so, by whom and when? \_\_\_\_\_  
\_\_\_\_\_
9. Has employee had prior injuries of this nature? \_\_\_\_\_ If so, explain,  
giving dates \_\_\_\_\_
10. State nature of work or activity being performed at the time of the accident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(continued on next page)



## REPORT OF PERSONAL INJURY (continued)

11. Is the Injury directly related to your official duties? \_\_\_\_\_  
 If so, how? \_\_\_\_\_  
 \_\_\_\_\_
12. Was equipment, machine, etc. in good working order? \_\_\_\_\_  
 If not, describe fully \_\_\_\_\_  
 \_\_\_\_\_
13. Was any property damaged? \_\_\_\_\_ If so, state whose property and give  
 full details: \_\_\_\_\_  
 \_\_\_\_\_
14. Additional information you wish to submit: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date

Signature

\*\*\*\*\*

## INSTRUCTIONS:

1. ALL accidents, by staff, residents, guests in the home, or persons injured in accidents where Youth Outreach might be liable, OR occupational illnesses are to be reported immediately to your supervisor. A written report needs to be filled out within 24 hours.
2. Please fill out this report in triplicate. The original and second copies are to be submitted directly to the office within 24 hours of the injury or illness. The third copy is to be filled with the Dept. of Labor records of Injury and Illnesses kept in each group home.
3. This report is to be submitted by the employee. If the employee is unable to submit the report, then the report should be submitted by the employee's supervisor. This report is to be submitted in case of personal injury to Youth Outreach residents, any employee of Youth Outreach, or visitors to Youth Outreach properties, whether owned or leased by Youth Outreach or Hi Venture. If injury is sustained by a visitor the employee present or witnessing the accident shall submit this report.

YOUTH OUTREACH, INC.  
Physician's Order

The child care staff at \_\_\_\_\_ is authorized by me to  
administer to \_\_\_\_\_ the following medication and/or  
treatment as prescribed below:

Medication \_\_\_\_\_  
(Name) (Amount)

\_\_\_\_\_  
(Method of Administration) (Frequency)

Treatment: \_\_\_\_\_  
(Type) (Frequency)

Date to stop medication or treatment \_\_\_\_\_

Comments or additional instructions \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

(M.D.)

Date: \_\_\_\_\_

YOI-23-2/75

GROUP HOME

Month \_\_\_\_\_

Week of \_\_\_\_\_

thru \_\_\_\_\_

Year \_\_\_\_\_

**MENU PLANNER**

Youth Outreach, Inc.

Minimum  
Required Quantities

Fruit and/or Veg Juice -----  $\frac{1}{2}$  cup  
 Bread or Bread Alternate ----- 1 serving  
 A serving- 1 slice whole-grain or en-  
 riched bread, or biscuits, rolls,  
 muffins etc. or  $\frac{3}{4}$  cup or 1 oz.  
 (whichever is less) of cereal  
 Milk----- 8 oz. on cereal, in a glass,  
 or both to equal 1 cup  
 As often as possible----- 1 oz. serving  
 of meat or 1 oz. cheese, or 1 egg,  
 or 2 Tbsp. of peanut butter or comb

Meat or meat alternate serving of 1 or  
 comb. to give equivalent-----  
 Lean meat, poultry, or fish (edible  
 portion) 3 oz.  
 Cheese ( $3\frac{1}{2} \times 3\frac{1}{2} \times 1/8$  in. slice)  
 equals 1 oz. total----- 3 oz.  
 Large eggs ----- 3  
 Cooked dry peas or beans--- 1 cup  
 Peanut butter ----- 6 Tbsp.

Veg. and/or Fruit  
 2 or more servings of veg. or fruit  
 or both to total---  $\frac{3}{4}$  cup  
 Bread or Bread Alternate ( same as  
 breakfast) plus  $\frac{1}{2}$  cup cooked rice,  
 macaroni, noodles, pasta products,  
 or other cereal grains or a comb.  
 of any of the above to equal -----  
 10 per/week  
 Milk --- a serving of fluid milk 8 oz.

Snacks ----

Must contribute toward daily food  
 needs (occasional serving of party  
 foods which do not meet requirements  
 is not prohibited)

YOI-18-4/83

	MONDAY	Single Amount	Total Amount Served	TUESDAY	Single Amount	Total Amount Served	WEDNESDAY	Single Amount	Total Amount Served
B R E A K F A S T									
	No. served	r	s	No. served	r	s	No. served	r	s
L U N C H									
	No. served	r	s	No. served	r	s	No. served	r	s
D I N N E R	Serve nutritionally balanced meal (no total needed)								
S N A C K S	Afternoon			Afternoon			Afternoon		
	No. served r s			No. served r s			No. served r s		
	Before bed			Before bed			Before Bed		
	No. served r s			No. served r s			No. served r s		

(See next page for other side of form.)

MENU PLANNER (continued)

Month _____ Week of _____ thru _____												
	THURSDAY	Single Amount	Total Amount Served	FRIDAY	Single Amount	Total Amount Served	SATURDAY	Single Amount	Total Amount Served	SUNDAY *	Single Amount	Total Amount Served
BREAKFAST												
	No. served	r	s	No. served	r	s	No. served	r	s	No. served	r	s
LUNCH												
	No. served	r	s	No. served	r	s	No. served	r	s	No. served	r	s
DINNER												
	No. served	r	s	No. served	r	s	No. served	r	s	No. served	r	s
SNACKS	Afternoon			Afternoon			Afternoon			Afternoon		
	No. served	r	s	No. served	r	s	No. served	r	s	No. served	r	s
	Before bed			Before bed			Before bed			Before bed		
	No. served	r	s	No. served	r	s	No. served	r	s	No. served	r	s

MONTHLY MEAL REIMBURSEMENT

GROUP HOME \_\_\_\_\_ MONTH \_\_\_\_\_

1. Total breakfasts served to residents: \_\_\_\_\_
2. Total breakfasts served to staff and family: \_\_\_\_\_
3. Total lunches served to residents: \_\_\_\_\_
4. Total lunches served to staff and family: \_\_\_\_\_
5. Total cost of food for month: \_\_\_\_\_
6. Total amount of milk purchased: \_\_\_\_\_
7. Total cost of milk purchased: \_\_\_\_\_
8. Total amount of donated milk if any: \_\_\_\_\_
9. Number of children in residence for the month: \_\_\_\_\_
10. Kitchen/dining room equipment and supplies:

Item \_\_\_\_\_ Amount \_\_\_\_\_

This report is due by the 4<sup>th</sup> of each month. The purpose of this report is to get the information needed for USDA Rebate at an early date, but remember your monthly food, house fund, and meal count. Records must back up these figures.

Y01-76-5/77

SUMMARY OF MEALS SERVED

GROUP HOME \_\_\_\_\_ MONTH/YEAR \_\_\_\_\_ / \_\_\_\_\_

D A T E	NUMBER SERVED TO CHILDREN		STAFF (AND FAMILY)		SPECIAL MILK PROGRAM	
	BREAKFAST	LUNCHES	TOTAL BREAKFAST	TOTAL LUNCH	$\frac{1}{2}$ PINTS PURCHASED	SERVED TO ADULTS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
Total						

Y01/82/9/77

HOUSEFUNDS FINANCIAL REPORT  
Funds Distribution Summary

Page No. \_\_\_\_\_

[illegible]

## SUPERVISOR'S PAYROLL SUMMARY

DEPT. \_\_\_\_\_ MONTH OF \_\_\_\_\_

(Please List Names in Alphabetical Order)

NAME	SALARY	EXTRA PAY	TOTAL	REG. HOURS	VACATION	SICK	HOLIDAY	TOTAL HRS.

ALL EMPLOYEES:	Attach Time Card.
ALL NEW HIRED:	Attach W-4, Personnel Action, Employee Application and Insurance Registration Card (or Waiver).
ALL TERMINATED:	Attach Personnel Action.

Y01-85-6-82



## RESIDENT'S FINANCIAL ACCOUNT

Resident's Name \_\_\_\_\_

[illegible]

YOI-55-2/78

YOUTH OUTREACH, INC.  
Food and House Fund Distribution Authorization

GROUP HOME \_\_\_\_\_ HOUSEPARENT \_\_\_\_\_

FOOD AND HOUSE FUND ALLOWANCES FOR THE PERIOD \_\_\_\_\_ TO \_\_\_\_\_ ARE  
BEING CREDITED AS FOLLOWS:

ACCOUNT	TITLE	RESIDENTS	RATE	TOTAL AMOUNT
8701	FOOD			
8708	CLOTHING			
8708	INITIAL CLOTHING			
8703	HOUSEHOLD SUPPLIES			
8702	KITCHEN SUPPLIES			
8704	MEDICAL SUPPLIES			
8715	SCHOOL REGISTRATION AND FEES			
8715	SCHOOL SUPPLIES			
8710	RECREATION			
8711	ALLOWANCE			
8711	GIFT FUND			
8707	PERSONAL HYGIENE			
8718	MISCELLANEOUS EXPENSE			
8712	GAS AND OIL			
TOTAL				

LESS DEDUCTIONS

EXPLANATION	AMOUNT
TOTAL DEDUCTIONS	

TOTAL FOOD AND HOUSE FUND AUTHORIZATION	
LESS: TOTAL DEDUCTIONS	—
TOTAL AMOUNT DUE	

DATE PAID \_\_\_\_\_  
CHECK # \_\_\_\_\_

YOI-90-4-83

## HOUSEFUND S FINANCIAL REPORT

GROUP HOME \_\_\_\_\_ MONTH \_\_\_\_\_

## RECONCILIATION SUMMARY

ACCOUNT	TITLE	BEGIN BALANCE	REVISED BALANCE	CASH IN	CASH OUT	BALANCE
8701	FOOD					
8708	CLOTHING					
8708	INITIAL CLOTHING					
8703	HOUSEHOLD SUPPLIES					
8702	KITCHEN SUPPLIES					
8705	MEDICAL SUPPLIES					
8715	SCHOOL REGISTRATION					
8715	SCHOOL SUPPLIES					
8710	RECREATION					
8711	ALLOWANCE					
8711	GIFT FUND					
8712	GAS & OIL					
8707	PERSONAL HYGIENE					
8718	MISCELLANEOUS EXPENSE					
0229	(REIMBURSEMENTS)					
	TOTAL					

	BEGINNING BALANCE		
	TOTAL CASH IN	+	
	WORKING CASH	=	
LESS:	TOTAL CASH OUT	-	
	FORWARDING BALANCE	=	

	WORKING CASH		
LESS:	BEG. BALANCE PETTY CASH	-	
		=	
LESS:	TOTAL CHECKS WRITTEN	-	
	CHECKBOOK BALANCE	=	

	PETTY CASH		
	CHECKBOOK BALANCE	+	
	CASH ON HAND	=	

PREPARED BY \_\_\_\_\_ DATE \_\_\_\_\_ APPROVED BY \_\_\_\_\_ DATE \_\_\_\_\_

BUSINESS MANAGER \_\_\_\_\_ DATE \_\_\_\_\_

\* THESE FIGURES MUST AGREE

(1)

YOI-93-1-78 A

GROUP HOME

MONTH

End of Month: Checkbook Balance		
Petty Cash Balance		
Balance Forward		
INCOME:	First Half	Date
	Second Half	Date
	Other	Date
	Other	Date
Total Income		

## EXPENSES

Rec	Date	Description	Check #	SPENT BY CHECK	CHECK TO CASH	SPENT BY CASH	PETTY CASH BALANCE
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
Totals							

YOUTH OUTREACH, INC.  
Van Service Record

181

Monthly

Oil change - check brakes - check brake fluid - check battery.

Every 2nd. Month

Lube Chassis - change oil filter - adjust valves.

Every 3rd Month

Tune engine - general service.

Once a Year

Pack velocity joints - change transmission oil.

Notes:

1. In summer or during hot weather, do not run valves over 3,000 miles without adjustment.
2. Driver should check oil level twice a week.

---

Date \_\_\_\_\_

License No. \_\_\_\_\_

Mileage \_\_\_\_\_

Van serviced this date.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_

Fred's Foreign Car Service

Distribution:

Original to be turned in to the Business Office  
1 Copy to be retained by Fred's Foreign Car Service  
1 Copy to be retained by House Parent

## REPORT OF DAMAGE

Date \_\_\_\_\_  
(of report)

1. Group Home \_\_\_\_\_
2. When was damage done? (Date and time) \_\_\_\_\_
3. List in detail the damage (if more space is required, continue on reverse side):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Who is responsible for the damage? \_\_\_\_\_  
\_\_\_\_\_
5. If more than one resident was involved, list their names and the percentage of the total cost of the repairs to be charged to each resident: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Other pertinent information you feel should be included in the report to be listed on the reverse side.

\_\_\_\_\_  
(Signature of person making report)

\*\*\*\*\*

Action taken by the Business Manager:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_\_\_\_\_\_  
(Business Manager)

Distribution - 2 copies to Business Manager, 1 to Unit Supervisor, 1 for your records.

YOI-30-9/74

## MILEAGE REIMBURSEMENT FORM

BRANCH \_\_\_\_\_ MONTH \_\_\_\_\_ NAME \_\_\_\_\_

[illegible]

           X            =             
Miles            Rate            Total Amount

Date            Check #           

EMPLOYEE \_\_\_\_\_  
SUPERVISOR \_\_\_\_\_  
BUSINESS MGR. \_\_\_\_\_

## TELEPHONE LONG DISTANCE LOG

GROUP HOME \_\_\_\_\_ MONTH \_\_\_\_\_

[illegible]

Business Calls	
Staff Personal Calls	
Resident Calls	
<b>TOTAL</b>	

PERSONAL CALLS: Date Paid \_\_\_\_\_ Check# \_\_\_\_\_

CODE:

- B - Business Call  
S - Staff Personal Call  
R - Resident Personal Call

YOI-84-1-78



YOUTH OUTREACH, INC.  
Fire Instructions

Immediately upon discovering that a fire exists in your group home the following procedures should be followed:

1. Sound the fire alarm.
2. Exit the building and meet at the van.
3. Make sure that everyone is out of the building and that all are present and accounted for.
4. Designate someone to call the fire department.
5. If it is a small fire, one staff person should return to the house to extinguish the fire. No other person shall enter the house until after the fire department has arrived and given clearance to return to the group home.
6. Telephone the fire department: Phone No. \_\_\_\_\_
7. Notify the Business Manager.

When exiting the building try not to panic. Move quietly but quickly out of the building to the van. In case of a real fire, and the exit way is blocked pick up any item available--throw it through a window--and exit through that window after breaking all of the glass from the window.

The most important rule to follow in case of fire is the safety of every individual in the home--forget the property and the building; just get out and make sure you're safe.

I certify that the houseparents have shown me all exits and in case of fire, I have been shown how to get from my bedroom to outside the Group Home.

I have read these fire instructions on \_\_\_\_\_  
Date

\_\_\_\_\_  
Resident's Signature

\_\_\_\_\_  
Houseparent's Signature

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Witness

Distribution:  
Original to the Office  
Duplicate in resident's file  
Third copy of resident

YOI- 109-3-80

INSTRUCTIONS FOR COMPLETING

Child Care Facility:      Self Inspection

1. Month Ending: Enter month and year.
2. Facility Name: Enter name of child care facility, as indicated on the license.
3. Type Facility: Day Care Center, Group Care Facility, etc.
4. Street Address, City, Zip Code: Self Explanatory
5. Licensee Name: Name of person to whom license is issued.
6. Facility Phone: Self Explanatory
7. Monthly Fire Evacuation Drill: Enter date and time drill conducted: Enter number of participants in drill: Enter time required to vacate the facility; Enter number of seconds if less than one minute.  
  
Enter brief description of drill, to include method used to initiate alarm
8. Daily Inspection: Self Explanatory: Check the facility using the item checklist, and enter the appropriate mark in the date column. Items requiring corrective action should be brought to the attention of the responsible person or licensee.

CHILD CARE FACILITY: FIRE INSPECTION RECORD				Month Ending: 19__																											
FACILITY NAME:			TYPE FACILITY:																												
STREET ADDRESS:		CITY:		ZIP CODE:																											
LICENSEE NAME:		FACILITY ( )		PHONE: (area code)																											
MONTHLY FIRE EVACUATION DRILL RECORD																															
A FIRE EVACUATION DRILL WAS CONDUCTED BY THE FACILITY STAFF AS INDICATED BELOW																															
DATE:		TIME:		NO. OF PARTICIPANTS:																											
DESCRIPTION OF DRILL:				TIME TO (minutes) VACATE FACILITY:																											
DAILY INSPECTION																															
ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
EXITS: Not blocked: Doors open without resistance																															
Servicable Hardware: Properly illuminated																															
EXIT SIGNS: Bulbs Servicable: Signs Illuminated while building is occupied																															
FIRE EXTINGUISHER(S): Properly located in bracket: Current Servicing & Record Tag in place																															
HEATER ROOMS: Enclosure Clean: No Unauthorized storage																															
FLAMMABLE LIQUIDS: Limited quantities, stored in locked room or cabinets																															
ELECTRICAL: Only Approved cords used: Circuits not overloaded: Wall outlets servicable																															
SMOKING: Limited to areas other than day care, Approved ash trays provided																															
REFUSE: Covered metal containers: Removed and discarded daily																															
KITCHENS: Cooking appliances clean: Hazardous chemicals in secure storage																															
MAINTENANCE: Fire doors, fire alarm, automatic detectors, etc. Properly maintained & Operational																															
EVACUATION PROCEDURE: Posted, and all staff familiar with their duties																															

X = SATISFACTORY    / = CORRECTIVE ACTION REQUIRED: ADVISE LICENSEE OR MANAGER

see instructions on reverse side

YOI-11-1-83

YOUTH OUTREACH BUDGET - 1983

		1	2	3	4	5	6	7	8	9	10
		ADM	BENNETT	RCRC	WINCHELL	EVERETT	INTERIM Methodist	ROTARY	TOTAL	12 MONTHS	
	Salaries & Benefits	7,060	4,102	6,436	6,811	13,029	7,394	6,724	51,556	61,867	
	Legal Fees	50	-0-	-0-	-0-	-0-	-0-	-0-	50	600	
	Public Relations	60	-0-	-0-	-0-	-0-	-0-	-0-	60	720	
	Commissions, Brokerage Fees	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	
	Data Processing Fees	300	-0-	-0-	-0-	-0-	-0-	-0-	300	3600	
	Medical Supplies	-0-	7	5	10	7	7	7	43	516	
	Rec./Vocational Supplies	-0-	-0-	10	0	24	-0-	28	62	744	
	Food Costs	-0-	650	450	625	700	650	625	3,700	20,400	
	Linen/Household Supplies	-0-	80	50	45	100	80	50	405	4,860	
	Office Supplies	250	-0-	-0-	-0-	-0-	-0-	-0-	250	3000	
	Dietary Supplies	-0-	20	20	20	20	20	20	120	1,440	
	Telephone/Telegram	600	30	50	90	75	70	50	965	11,580	
	TV and Radio	-0-	35	35	35	35	35	35	210	2,520	
	Postage & Freight	125	-0-	-0-	-0-	-0-	-0-	-0-	125	1,500	
	Rent/Lease	1,600	855	970	855	970	750	970	6,970	83,640	
	Property Insurance	50	-0-	-0-	-0-	-0-	-0-	-0-	50	600	
	Interest Charges	700	-0-	-0-	-0-	-0-	-0-	-0-	700	8,400	
	Electricity	100	40	130	100	175	100	100	845	10,140	
	Natural Gas	-0-	30	-0-	175	-0-	-0-	-0-	205	2,460	
	Fuel Oil (wood)	-0-	-0-	-0-	-0-	-0-	120	150	290	3,480	
	Water/Sewer/Garbage	30	60	50	50	110	60	50	410	4,920	
	Janitor/Lndry/Housekeeping	40	20	15	25	20	20	20	160	1,920	
	Taxes-Personal/Sales/use	30	-0-	-0-	-0-	-0-	-0-	-0-	30	360	
	Building/Grounds M & R	175	200	100	150	100	150	100	975	11,700	
	Vehicle Interest	-0-	30	-0-	30	-0-	-0-	-0-	60	720	
	Equipment Rental/Lease	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	
	Equipment M & R	200	20	40	100	40	60	40	500	6,000	
	Fund Raising/Promotion	175	-0-	-0-	-0-	-0-	-0-	-0-	175	2,100	
	Subs./Publications	10	-0-	-0-	-0-	-0-	-0-	-0-	30	360	
	Advertising/Brochures	50	-0-	-0-	-0-	-0-	-0-	-0-	50	600	

(continued on next page)

YOUTH OUTREACH BUDGET - 1983

	INCOME	ADM	BENNETT	RCRC	WINCHELL	EVERETT	ANDERSON	ROTARY	TOTAL	12 MONTHS
							GCRC			
1	Room & Board DSHS	-0-	7,845	11,600	7,345	17,400	10,000	9,345	64,035	768,420
2	Room & Board Houseparent	-0-	125	525	425	1,225	650	350	3,500	42,000
3	Room & Board Private	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
4	Consulting Fees	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
5	Clerical & Printing	50	50	50	50	-0-	-0-	-0-	50	600
6	Contributions	4,000	-0-	-0-	-0-	-0-	-0-	-0-	4,000	48,000
7	Donated Commodities	200	-0-	-0-	-0-	-0-	-0-	-0-	200	2,400
8	USDA REBATE	1,400	-0-	-0-	-0-	-0-	-0-	-0-	1,400	16,800
9	Grants & Special Funds	1,000	-0-	-0-	-0-	-0-	-0-	-0-	1,000	12,000
10	Miscellaneous	250	-0-	-0-	-0-	-0-	-0-	-0-	250	3,000
11	Rentals	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
12	Interest	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
13	Car & Property Sales	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
14	TOTAL INCOME	6,900	8,170	12,125	8,270	18,625	10,650	9,695	74,435	893,220
15										
16	TOTAL INCOME	6,900	8,170	12,125	8,270	18,625	10,650	9,695	74,735	891,220
17	TOTAL EXPENSES	12,695	6,991	9,026	9,828	16,065	10,108	9,576	74,289	891,468
18	Gain (Loss)	( 5,795)	1,179	3,099	(1,558)	2,560	542	119	146	1,752
19	Less Allocated Cost		2,116	2,116	2,115	2,116	2,116	2,116		
20	Net Gain (Loss)		( 927)	983	(3,673)	444	( 1,574)	(1,997)		
21										
22										
23										
24										
25										

(continued on next page)

YOUTH OUTREACH BUDGET - 1983

	1	2	3	4	5	6	7	8	9	10	11
	ADM	BENNETT	RCRC	WINCHELL	EVERETT	ANDERSON GCRC	ROTARY	TOTAL	12 MONTHS		
Vehicle Gas & Oil	-0-	140	140	140	140	140	140	840	10080		
Vehicle M & R	-0-	50	50	75	50	75	75	375	4500		
Auto Insurance	15	35	30	40	30	30	30	210	2520		
Auto Licenses	-0-	5	5	11	10	10	10	50	600		
Business Mileage	500	30	30	60	10	3	10	643	7740		
Homevisic Travel Fares	-0-	10	-0-	-0-	-0-	-0-	-0-	10	120		
Transportation/Other Travel	75	-0-	-0-	-0-	-0-	-0-	-0-	75	900		
In-Service Education	200	30	20	10	10	10	20	300	3600		
Medical and Dental	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-		
Personal Hygiene	-0-	21	10	21	15	21	21	109	1308		
Clothes Expense	-0-	90	10	40	10	10	10	170	2040		
Recreation/Entertainment	-0-	80	210	130	180	100	80	780	9360		
Residents Allowance	-0-	70	50	50	75	60	80	385	4620		
School Materials & Fees	-0-	21	-0-	21	-0-	21	21	84	1008		
Foster Care Payments	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-		
Organization Dues	200	-0-	-0-	-0-	-0-	-0-	-0-	200	2400		
Business & DSHS License	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-		
Insurance-Other	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-		
Bank Charges	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-		
Miscellaneous Expense	-0-	10	10	10	10	10	10	60	720		
Depreciation	100	100	100	100	100	100	100	700	8400		
TOTAL	12,595	6,991	9,026	3,328	16,065	10,193	9,576	74,289	891,468		

FOREWORD--"Behavior Modification and Juvenile Law--  
An Apologetic for Behavior Therapy"

Copies of the following appendix may be obtained by contacting Youth Outreach. If a further discussion is desired, appointment can be made with author Mark Pelletier, assistant director, at (206) 696-0361.

This appendix is included in the project as an apologetic for the type of therapy most generally used in Youth Outreach procedure.

"Behavior Modification and Juvenile Law--

An Apologetic for Behavior Therapy"

THE PRELUDE

"However laudable the purpose of juvenile law and the juvenile court system, it has not achieved its ideal. The juveniles who have gone through the system have a high rate of recidivism. Juvenile courts have not provided the type of successful rehabilitative care envisioned by authors of juvenile court acts. It has been estimated that 80% of those committed to Illinois juvenile facilities are placed in custodial institutions. . . rather than rehabilitative institutions designed for child care."<sup>1</sup>

THE DILEMMA

Imagine this: No criminal commits a crime. The victim of the crime goes to court with the perpetrator of the offense, guilt is not placed yet the offender is incarcerated. The incarceration is not punitive but the offender has nearly all freedoms removed. There is no legal position from which to imprison yet the law imprisons. Nothing is done of noticeable benefit for the offender yet it is all in his best interest. The non-criminal learns criminal behavior during rehabilitation. Parental figures that don't reflect typical parental characteristics are substituted for with parental figures that don't reflect typical parental characteristics.



Where does a dilemma like this exist? In the writings of Lewis Carroll or George Orwell perhaps? This is reality not fiction. This is the fog covered morass on which stands the stately old edifice known as the juvenile system.

The juvenile system is a product of Romantic imagery, a near anachronism in today's cut-throat scramble for efficiency and cost effectiveness. The maternal attitude that spawned the early religious efforts to take in and befriend homeless waifs offering them warm meals, solid moral teaching and genuine affection appears naively dream-like in light of the increase in juvenile crime, serious assault, even murder, and domestic crises that we are currently seeing. "Juvenile courts are confronted with the fact that youths are responsible for a substantial portion of the nation's serious criminal activity."<sup>2</sup> It is not simply a case of youth acting out or "boys being boys." In 1965, 30% of all persons arrested were under 21 years of age, and 20% were under 18; moreover, 50% of all persons arrested for serious property crimes were youths 11 through 17. Studies reveal that 90% of all youths have engaged in activities which could have led to involvement with the juvenile court.<sup>3</sup>

To counter such alarming trends a firmer paternalism has taken charge. Outcries against juvenile crime have demanded a heavier handed approach similar to the punitive measures applied to adult offenders. Incarceration, removal from society, community service, restitution, etc. are all brought to bear on the youthful delinquent, the assumption being that if being nice won't sooth rebellious attitudes maybe being tough will force that rebellion into compliancy. The problem with the imprisonment approach to dealing with delinquency, whether juvenile or adult, is that it is

prohibitively expensive, does not rehabilitate, is productive of crime and destructive of the keepers as well as the kept, is probably incapable of being run constitutionally, and for all practical purposes is wholly punitive which especially for juveniles is blatantly illegal.<sup>4</sup>

The solution seems to be a synthesis of the concepts of support and nurture with discipline and responsibility. Even if such a synthesis were possible which theoretically seems unlikely due to their mutually contradictory components, supervision and application might be its downfall. Current approaches, which typically are general, philosophical or sporadic defy consistency, dependability and evaluation.

But, say some, isn't this just much ado about nothing? If the facts indicate that juvenile delinquency is here to stay and if the best intentions and plans of society have yielded no answers or deterrents why fuss? Instead, simply remove the objects of community discomfort until they either shape up or are old enough to be legally shipped out. Throw the rascals out, socially speaking, and get on with the business of living. They are making their own beds and will be sorry when they have to lie in them.

Each of these four attitudes (child care, jurisprudence, synthetic and desocialization) have vocal proponents and glaring failings. They are all justifiable with varying degrees of humanitarianism and expediency. Yet none can offer reliable evidence that it settles the juvenile delinquency turmoil. Since sharing inspiring philosophies and practical ignorances does not answer the youth problem, current approaches to delinquency may be neither humanitarian nor expedient.

Juvenile law is built on two fundamental cornerstones; the first is the recognition that the young (as well as the insane, and those intoxicated) are excused from responsibility for their criminal acts; the second is that the state may adopt a parental role for the youth ("parens patriae") to insure adequate care, supervision and treatment if such is lacking otherwise. In short, confinement for punishment is not allowed for juveniles. Confinement must be for the purposes of care or treatment. Misbehavior is not seen as criminal but as a sign of personal need and the state's involvement must be to provide for such need.

Abandoned or abused children are seen as "children in need of supervision" (CINS), are currently distinguished from children apprehended for misbehavior and are typically dealt with through other means. Status offenders (those who violate laws applicable only to juveniles, ie: run-aways, truancy, alcohol use, etc.) are increasingly coming under distinct treatment as well.

Yet the issue of juvenile delinquency deals almost exclusively with the youthful offender and the disposition of the delinquent has historically done little to meet the need which precipitates his misbehavior. Conventional supervisonal programs (training schools, institutions, general purpose group-living complexes, foster care programs, etc.) have had little impact on the tide of juvenile crime. Today's recidivism rate for most juvenile institutions is little better, and occasionally worse, than achieved by the Lancaster, Massachusetts Industrial Schools for Girls in 1861 (about 20-50%).<sup>5</sup>

Parens patriae dictates that confinement have treatment as its purpose. "Treatment is the quid pro quo for confinement and the predicate for the

constitutionality of the abbreviated due process. A serious legal problem arises if no treatment is given to one confined for treatment."<sup>6</sup>

The resultant dilemma then is this: Juvenile offenses are increasing, the offenders cannot be confined without treatment, treatment appears ineffective so is seldom given, the offenders are then released untreated, and juvenile offenses continue to increase.

What is needed then is a treatment program for juvenile misbehavior which can prove its effectiveness and can make necessary juvenile confinement rehabilitative.

#### THE SUGGESTION

Two obstacles to treatment appear immediately: What strategy will be picked and who will do the picking? Freudians, Rogerians, behaviorists, rationalists, etc. all employ different theoretical constructs. Presently, no single theory can explain and predict normal human behavior in an entirely satisfactory manner; nor for that matter has any single theory been able to account adequately for the many forms of abnormal behavior.<sup>7</sup> We seem to have little choice but to try everything or to pick a pig in a poke, unless some other evaluative measure can be used to help us select.

In Evaluation of Behavior Therapy (Kazdin and Wilson, 1978) popular treatment strategies are compared on the basis of recidivism rates, contacts with police and courts, school attendance, higher grades, specific problem behaviors, degree of offenses, etc. In each of five different studies behavior therapy achieved superior results in each applicable category. In a comparison with Transactional Analysis, behavioral reinforcement strategies achieved equal results on number of parole violations

during following two-years, superior scores on overt behavioral measures, though TA tended to be superior on personality and self-report measures.<sup>8</sup> Since theories of personality seem to be an on-going dialogue, it would seem reasonable to base the selection of a treatment or therapy approach on measureable results.

As to who picks (or more to the point, who supervises) treatment programs, conflicts seem to emerge when recommendations are made by treatment specialists but are not accepted by non-treatment administrators who nevertheless expect performances in keeping with treatment plans. An evaluation done of New York's Geller House, a temporary shelter for juveniles assigned to assess personality difficulties and developmental handicaps, revealed that the New York Family Court did not follow the Geller House recommendations in many cases.<sup>9</sup>

If a behavior therapy treatment program (or any treatment program) were to be applied to juveniles with behavior problems, those responsible would need to be understanding of its structure, nature, goals, and ramifications and to subscribe to that program. The overall posture of the juvenile legal system would need to become treatment oriented and not sentence oriented. Decisions made regarding the youth must be with an eye to therapeutic impact not simply, as an example, to degree of offense or release date.

#### THE DATA

Behavioral child care programs are currently conducted in many states. Behavior therapy can be applied in institutional settings, group homes, rehabilitation farms, trade and skill development centers, through

community centers, parole and probation services, school programs, even churches and the child's own home.

The programs and projects that have used behavior modifying approaches to date point to some rather impressive and encouraging advances in the treatment or rehabilitation of youths in trouble. "The behavioral approach has been most impressive in producing a rapid change in behavior."<sup>10</sup> Certain factors have surfaced as significant keys in behavior therapy success with juveniles. Maximum gains are achieved when there is maximum environmental control (eg. institutions and group homes) yet difficulties with non-generalization develop unless some effort is spent modifying the behavior of parents, teachers, peers, etc. in the youth's natural environment. Therefore, controlled treatment programs in local communities are recommended. Preplacement diagnostic services and local placements in and of themselves yield more successful placements.<sup>11</sup> Both factors feature behavioral concepts.

With respect to non-residential, community-based programs, there appears to be two important trends. The first trend is a change in focus from a rather narrow perspective on the youth to a greater emphasis on the people and conditions in the youth's environment that are either maintaining the problem behavior or might be instrumental in alleviating it. This includes addressing institutional policies, developing effective community action, working with school personnel, training volunteers, and dealing with the youth's peer groups.

The second trend involves an effort to teach youths the technology of behavior modification in order to enable them to achieve their social goals in ways more effective and socially acceptable. The evidence seems to suggest that when a youth perceives himself as having produced a change

in the behavior of others, he is more apt to continue to engage in the behavior that produced that change than if he perceives that someone else did it for him.

#### THE CONCLUSION

No contemporary treatment program can assure positive results for every juvenile treated. Many environmental and legal conflicts will make behavior modification difficult and in some cases ineffective. The theoretical basis of behaviorism would argue that behavior modification is always possible in the correct context and with strongly enough reinforced contingencies. However, behavior therapy's usefulness will be measured not in laboratory or clinical environments but in institutions, group homes and in the community. Compared against other popular treatment programs behavior therapy offers empirical support in its favor which is seldom done (and seldom possible) for other programs.

It has been said that, therapeutic claims for behavior therapy are excessive and have outdistanced the controlled clinical evidence (Shapiro, 1976). The evidence for behavioral methods is often uneven and inconsistent. In some instances techniques are supported by only partially controlled research. But with some problems, such as anxiety and phobic disorders, enuresis, and others, the efficacy of behavioral treatment has been demonstrated unequivocally in well-controlled outcome studies. While the rigorous evaluation of methods according to the most stringent standards is to be encouraged, the same should be true for any psychologically-based treatment approach. "The precise specification and ready replicability of behavior techniques, the development of a variety of innovative objective

and subjective outcome measures, and the delineation of specific treatment targets have been characteristic of behavior therapists."<sup>12</sup> The same cannot be said of most nonbehavioral psychotherapies, particularly psychodynamic approaches.

Granted that better evidence of the efficacy of behavior therapy would be desirable but compared to the psychotherapies none approximates the behavioral methods in terms of either quantity or quality of supporting evidence.

Behavioral methods are at least as effective, and often more effective, than alternative approaches, particularly the verbal psychotherapies. Furthermore, it is still the treatment of choice in most instances by virtue of its greater efficiency, not to mention its eminently greater applicability across a wide range of psychiatric, medical and educational problems.

Therapy programs designed to treat juvenile offenders must offer such wide applicability. Juveniles experience conflicts in many areas of life and narrow, presumptuous approaches often prove ineffective overall.

Therapy programs for juveniles must be successful and that success must be empirically verifiable. It is unethical and illegal to confine juveniles unless the treatment is effective and their behavior is being modified.

Therapy programs must be replicable and available for application in a variety of settings. The public and the child needs the assurance that the treatment is reliable and consistent and not subject to a therapist's whim. Treatment that is overly subject to professional idiosyncracies and personal insight and cannot be made accountable comes perilously close to mistreatment.



Behavior therapy offers a legitimate treatment program that is both humanitarian and expedient. Its claims are solid and observable. Its record meets or exceeds other treatment programs. It needs more application, more evaluation and more official participation, but behavior therapy at least suggests some answers to the dilemma of juvenile delinquency.

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- <sup>7</sup>Johnson, Thomas A., Introduction to the Juvenile Justice System, West Publishing Co., St. Paul, Minn., 1975, page 268.
- <sup>8</sup>Kazdin, Alan E. & Wilson, G. Terence, Evaluation of Behavior Therapy: Issues, Evidence and Research Strategies, Ballinger Publishing Co., Cambridge, Mass., 1978, pages 86-87.
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- <sup>11</sup>Max, Laurence & Downs, Thomas, "An Evaluation of the Impact of Placement Services on the Effectiveness of Subsequent Services Rendered to Delinquent Youth," ERIC Bulletin #36, Dept. HEW, Wash., DC.
- <sup>12</sup>Kazdin & Wilson, Op. Cit., page 177.



**RONALD HART**  
 Founder and Executive Director of Youth Outreach. Rev. Hart has worked with youth for over 25 years. Married to Patricia and the father of two children, he holds a masters degree in counseling from the Univ. of Portland, pastors the Walnut Grove Church and serves as a Vancouver City Councilman and community leader.

### ENDORSEMENTS

*The city of Vancouver is fortunate to have a much needed resource like Youth Outreach.*

— Jim Justin, Mayor

*I have heard only praise for the Youth Outreach homes wherever I travel.*

— L.D. Aiken, former Mayor

*I have been privileged to see the wonderful results of the Youth Outreach program in our community.*

— Bob Kendall, businessman

*It is a harsh reality that some youth are not privileged with close, supportive families. Youth Outreach works hard to help meet their heartfelt needs.*

— Steven M. Appelo, Attorney

*Youth Outreach is performing an outstanding service to families . . . in its work with young people.*

— Bob Lewis, businessman

*I feel that the service Youth Outreach provides is . . . crucial.*

— Randy Huntsberry, psychologist

*Youth Outreach . . . helps by pulling together the fragments of life around God's love and providing workable alternatives.*

— Paul Schroeder, Young Life

*I am pleased to say that the Youth Outreach program is a worthwhile one . . . and I support it enthusiastically.*

— Harold Whitfield, businessman

### ADMINISTRATION

NORMAN RISSER	Chairman, Board of Directors
RONALD L. HART	Executive Director
JERRY TODD	Program Director, Caseworker
MARK PELLETIER	Development Director, Caseworker
STEVEN MORRIS	Bennett Home Supervisor
GARY TAYLOR	Interim Home Supervisor
ALFRED WATERS	Residential Home Supervisor
LARRY HOLMES	Family Life Counseling
LEONARD TUCKER	Therapist/Consultant
JILL STONE	Executive Program Consultant
PAT STONE, Ph.D.	Psychological Consultant
DOROTHY LING, R.N.	Nurse, Health Care

for further information please contact  
**YOUTH OUTREACH, INC.**

P.O. Box 1525, Vancouver, Washington 98668  
 (206) 696-0361

# YOUTH OUTREACH INC.



Youth Outreach—someone who cares.

**...An Alternative for Today's Troubled Families with Real Problems**

### YOUTH OUTREACH — THE STORY

Youth Outreach was established in April of 1970 to continue the fifteen year old work of the Vancouver Boy's Academy. Six homes serving all corners of Washington State employ one of five different specialized program styles in the work of helping troubled boys and girls.

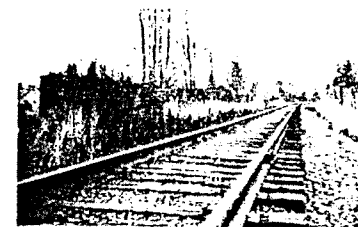
Youth Outreach provides the care and guidance necessary to help distressed youth gain the skills and confidence to maintain responsible relationships and achieve personal success. In addition to the residential treatment programs, Youth Outreach operates a family counseling center in Vancouver and a foster family program.



Youth Outreach enables troubled youth to overcome major obstacles.

Youth Outreach is given temporary custody of the young men and women. Skilled youth workers under the immediate supervision of an experienced caseworker initiate a carefully designed program of behavior guidance. The children are encouraged through the use of an individualized and systematic social learning experience to learn productive and appropriate means of solving their problems. Within the supportive atmosphere of the home the youth build confidence, a sense of direction and self-worth. Through counseling they gain insight to their problems. Some family-youth conflicts for which there seemed no answer have been resolved in a short time.

The goal of Youth Outreach is to re-unite the youth with his family and provide follow up services to prevent reoccurring problems. When this is not feasible, long-range plans are made for the youth's growth and future emancipation.



"The barb in the arrow of childhood suffering is this: its intense loneliness, its intense ignorance."

Oliver Schreiner

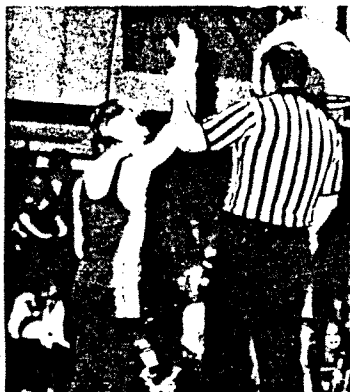
Two thirds from broken homes, some from backgrounds of poverty, others from homes of means but devoid of love and concern, many unable to exhibit self control - all children with mounting problems magnified to a degree that they become unable to function in their normal environment. Children, who without special help, appear destined for a life of hardship, loneliness or crime behavior. At Youth Outreach, we find the task of restoring fragmented personalities into whole persons a project worthy of our total involvement. Our staff provides love to those who feel unloved, gives the anchor of security to the insecure, discipline to the undisciplined, and helps the uncommunicative to communicate.

At Youth Outreach, troubled youth are helped socially, academically, spiritually and physically. Approximately 2,500 youth, 12-17 years of age have received care and training since inception of the program.



Alone and hurt youth are often unable to help themselves.

(This is a reduced copy of an 8½ x 14 inch brochure that folds to 3½ by 8½ inches. The brochure is printed on quality light colored paper. The following page is the other side of the brochure.)



Youth Outreach believes every child can be a winner.

### PROGRAM DESCRIPTION

Youth Outreach is based in Clark County and operates five of its homes in Vancouver. The five homes include a short term shelter care facility, a crisis residential center, an emancipation pre-adulthood home, a home with a vocational preparation component for girls and a traditional long-term care program for boys. Youth Outreach operates another crisis residential center in Snohomish County.

Youth Outreach began its long-term home style residential treatment more than a decade ago. Today, the Loren Bennett Boys Home and the Rotary Girls Home in Vancouver accept youth for periods normally ranging from six to nine months. The program design has been developed to produce the strongest relationships and the healthiest environment possible to promote positive experiences for children whose concepts of personal relationships are distorted. The Rotary Home also accepts girls who are pregnant and provides to them pre-natal and child care education. Upon delivery, the new mother and her infant are placed in a qualified foster family and given support and supervision during the critical first months. When

appropriate, Youth Outreach assists the young parent in making the eventual transition into an independent living situation under the continuing supervision of an agency caseworker.

The Robert K. Axlund Emancipation/Pre-Adulthood home accepts the older teen. It is designed to gradually move youth into the awareness and skills necessary to succeed in early adulthood. A carefully executed strategy exposes the residents to increasing levels of independent decision making. The young adults are taught job hunting, filling out applications, contracts, budgeting, legal issues, community resources, work performance and many other areas. As with all Youth Outreach residents, these teens receive supervision, care and counseling. Unlike other youth, few of these young men will return to families and are preparing for their own lives as adults.

An Interim home/shelter care facility serves the child with immediate needs. These youth, generally from families with



Our goals include self-confidence and success.



conflict, are highly emotional, often angry and nearly always lonely. The Youth Outreach Interim home, the only one of its kind in Washington, offers a friendly home, skilled guidance and people who care enough to help kids who typically reject offers of help. Without the Interim Home intervention, frustrated youth are regularly returned to the unresolved conflicts they left, often to run away.

The Crisis Residential Center (CRC) is a fairly recent concept. The CRC focuses on emergency care and counseling of children who present a high likelihood of assaultive behaviors, chronic running away, and alcohol or drug dependency. Children suffering from abuse are also accepted. In addition to needed care and heightened supervision the CRC provides the child with someone to talk to and interact with twenty-four hours a day. Should the youth be awaiting a placement at a foster or group home, he is prepared attitudinally, emotionally and behaviorally toward that goal.



Maturity involves growth in relationships, responsibility, emotions and knowledge.



Youth Outreach works to strengthen family life.

### OTHER SERVICES

The Youth Outreach residential treatment programs are supplemented by Family Life Counseling, foster family homes, a tutoring program, and physical and mental health resources. Family Life Counseling serves community needs as well as the children in residence at Youth Outreach and their families. Individual, family and group meetings with counseling staff help to identify family conflicts and provide new insights and skills in positive relationship building, effective communication, behavior change and problem solving.

When in the judgment of the Youth Outreach treatment staff, a foster placement would serve the child's needs more effectively than group care such homes are available.

Residents in all Youth Outreach programs who are experiencing school problems are provided with group and individual tutoring from an agency teaching specialist. Medical and dental care is available and the health care of all residents is supervised regularly by a staff nurse. When necessary, psychological and psychiatric services are available from community mental health resources.

### FUNDING

Youth Outreach is a non-profit organization which provides an important social service to the community. For this service, we receive a specified amount per youth each month to cover board, room, and counseling services. The State of Washington reimburses approximately seventy-five percent of our working funds with the other twenty-five percent coming from private contributions. This year we will need to raise \$100,000 in private funds to balance our budget. All contributions to Youth Outreach are income tax deductible.

# Shoplifting Penalties

and the

## Juvenile Offender



### Office of the Attorney General

In Cooperation with the Association of Sheriffs and Police Chiefs.



Washington stores lose an estimated \$62,000,000 a year to shoplifting, even though shoplifters represent a small fraction of the customers. Unfortunately, this means higher prices (estimated at \$70 a year for a family of four) for everyone.

If you are caught shoplifting you may be involved in two separate actions: civil AND criminal. The criminal action is entirely separate from the civil action.

## 1) CIVIL ACTION

The CIVIL fine is brought by the merchant against the parents or guardian of a minor who is apprehended shoplifting. It does not take the place of the criminal law but is intended to further discourage shoplifting. You may be asked to pay

the following fines, even if the items have been recovered by the store:

- (a) A penalty equal to the retail value of the item—up to \$500 for a minor, AND
- (b) another penalty of \$100 to \$200, no matter what was taken.

In Washington this civil law became effective in September 1975.

## 2) CRIMINAL ACTION

The CRIMINAL action is brought against the juvenile. If you are charged with a shoplifting offense you may be required to appear in front of a community "accountability board" or "conference committee" or a probation officer. This is called **DIVERSION**. Your diversion unit will not be involved with the civil fine. Rather, the diversion unit is part of the criminal action and will decide your penalty, using the Washington State Juvenile Code. Instead of diversion you might be referred to juvenile court.

## CASE HISTORIES

The following appendixes are the records of five juvenile offenders who were placed in the care of Youth Outreach. Names and locations have obviously been deleted or changed. These are examples of the type of people cared for by Youth Outreach. They have left the agency. The girl is living with her sister and the boys have obtained good jobs in this area. All have kept out of trouble.

Careful records are kept of each individual and are checked by caseworkers and supervisors. They are confidential and are under lock and key and are open only to authorized people. They are never discarded or destroyed.

These case histories will be of interest in serving to demonstrate the thoroughness of investigation and progress. The reports are made on a scheduled basis and are conducted by a caseworker or supervisor.

CASE HISTORY #1

Pages 207-213



DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
DIVISION OF JUVENILE REHABILITATION REVIEW BOARD

ADDENDUM

DIAGNOSTIC

## RECORD OF OFFICIAL ACTIONS TAKEN

AT Grays Harbor Juvenile Center ON November 3, 1982

PERSONS PRESENT: Ed Schumacher, Probation/Parole Counselor  
(Name & Title) Rod Herling, Diagnostic Coordinator

YOUTH'S NAME :	DJR # 662-918	OFFICIAL Placement at NAME OF COURT GRAYS ACTION Maple Lane & COURT NUMBER HARBOR School 82-8-00280-0
BIRTHDATE:		DATE OF COMMITMENT: 11-02-82
AGE: 15.9		CLASS OF OFFENDER: Serious
SOCIAL SECURITY NO.:		SECURITY LEVEL: I (Suggest change, see below)
JPC: ED SCHUMACHER		DET. CREDIT: Days <u>Done</u> Min. <u>39</u> Max. <u>52</u>

CURRENT CHARGE:

The current charge, Assault Second Degree, involved and another juvenile boy tying up a twelve year old boy in home and threatening the boy at knife-point. Details of the offense are documented in police reports and present two very separate sides of the story. Although has indicated he feels this was "a joke", he does recognize that he frightened the boy more than he had anticipated, and plead guilty to the offense. has been living with his father, who was divorced from mother in 1975. mother, has been remarried for the last nine months. She had also been married previously since the divorce from father. has had difficulty in accepting his parents divorce and is resentful of his mother's new husband. Leaves could be arranged either with father or with his mother, and acceptance of their divorce is a critical treatment issue.

was released by the Court to the home of his father pending transportation to Maple Lane. The Diagnostic Review Board respectfully suggests that the staff at Maple Lane consider reducing security level from I to III, as it is not felt that he is a security risk. Academic transcripts have been requested from Miller

*Jerome M. Wasson*  
DIRECTOR, DIVISION OF JUVENILE REHABILITATION

ADMINISTRATOR

Page two

Junior High and will be forwarded when they are received. The immunization record has been requested from the parents and will also be forwarded. attitude towards placement at Maple Lane is possitive. Please see the attached Diagnostic Review Board for additional information.



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ROD HERLING, Diagnostic Coordinator

RH:sb





## DIVISION OF JUVENILE REHABILITATION

## SENTENCING LOG

Name \_\_\_\_\_ DJR # 662 918 Date 11-4-82  
 COMMITMENT # (1) Admission Date 11-4-82 Co. & Ct. # Peays Harbor 82-8-00280-0  
 MI (y/n): Yes DT. Credit (days) 0 Jurisdiction extended (y/n) NO  
 Date of 18th Birthday \_\_\_\_\_ Serious Offender (y/n) YES  
 Number of sentences contained in this commitment: 1

OFFENSE	SENTENCE BEGAN	MINIMUM Weeks	DATE	MAXIMUM Weeks	DATE	DATE OF 60% BOARD	PLANNED RELEASE	DATE OF RELEASE
<u>9A36020</u>	<u>11-4-82</u>	<u>36</u>	<u>8-1-83</u>	<u>52</u>	<u>11-5-83</u>	<u>5-19-83</u>		
<u>Correction</u>			<u>8-3-83</u>		<u>11-2-83</u>	<u>4-16-83</u>		
<u>Correction (3 days deadline)</u>			<u>8-6-83</u>		<u>11-5-83</u>	<u>4-19-83</u>	<u>8-6-83</u>	
<u>on Coe #J-7834</u>								

\*\*\*

\*\*\*The final release date will become the admission date for the next commitment except in cases where a youth is committed from parole.

COMMENTS \_\_\_\_\_

COMMITMENT # (2) Admission Date \_\_\_\_\_ Co. & Ct. # Thurston - J-7834  
 MI (y/n) \_\_\_\_\_ DT. Credit (days) 3 days Min. ☒ Max. ☒ Jurisdiction extended (y/n) \_\_\_\_\_  
 Date of 18th Birthday \_\_\_\_\_ Serious Offender (y/n) \_\_\_\_\_  
 Number of sentences contained in this commitment: \_\_\_\_\_

OFFENSE	SENTENCE BEGAN	MINIMUM Weeks	DATE	MAXIMUM Weeks	DATE	DATE OF 60% BOARD	PLANNED RELEASE	DATE OF RELEASE
<u>ESCAPE 1</u>		<u>4 wks</u>		<u>4 wks</u>				

( \$55.00 - CVF/Juvis Fee w/in 5 months ) \*\*\*

\*\*\*The final release date will become the admission date for the next commitment except in cases where a youth is committed from parole.

COMMENTS \_\_\_\_\_

DEPARTMENT OF SOCIAL AND HEALTH SERVICES  
PROGRAM SERVICES  
DIVISION OF JUVENILE REHABILITATION

JUVENILE REHABILITATION REVIEW BOARD  
DIAGNOSTIC

RECORD OF OFFICIAL ACTIONS TAKEN

AT Grays Harbor Juvenile Center ON October 29, 1982

NAME:

DJR NO.: 662-918

DOB:

AGE: 15.9

COURT NO.: 82-8-00280-0

OFFICIAL ACTION: Return to Court for Diagnostic Evaluation

I. COMMITTEE MEMBERS PRESENT:

Ed Schumacher, Probation/Parole Counselor  
Rod Herling, Diagnostic Coordinator  
Mr. Lynn Baker, Vice-Principal, Miller Junior High  
James Eddy, Learning Center Instructor  
also present:

Mother  
Father

II. TREATMENT RECOMMENDATION:

The committee unanimously agreed on the following recommendations: That a Manifest Injustice (down) be declared and that be committed to the Department of Institutions for the range of 39-52 weeks. It was further recommended that be sent specifically to Maple Lane School where there are specific academic high school programs through the Rochester School District. It was also recommended that security level be dropped from a Level I to a Level III which would enable a more open cottage setting at Maple Lane.

III. REVIEW BOARD PROCESS:

It was noted that has been referred for eight offenses to the Juvenile Court since the age of eleven. He has been placed on two separate community supervisions of six months each. In addition, has been referred for three separate probation violations involving running away, failure to attend school, failure to complete community service work and has re-offended while on probation two times. has served 74 days in detention over the past five months. The vice-principal of Miller Junior High, Lynn Baker, indicated that despite numerous contracts with at the school he would simply fail to attend. home life has been unstable in that he has lived with both sets of grandparents, his natural mother, his natural father and friends of the family over the past year.

Review Board  
Page two

and both of his parents attended the Review Board. Discussed with them was past referral problems, the pending assault and the recommendation that be sentenced to nine months at Maple Lane School. Although parents have been divorced for several years they did agree that Roger has had an extensive problem in school and with the Court and that it would be in his best interest to be placed in a structured, academic setting for a considerable length of time. Both parents expressed their frustration in attempting to get to attend school and to respond to discipline. Regarding the current offense, both parents felt it was an unfair charge and considered the assault as simply "a joke". was not surprised at the sentence as he had expected to receive considerable time at a juvenile institution. did express his desire to be released from his sentence prior to the 1983-1984 school year. Regarding the assault, still feels that although he may have frightened the twelve year old boy, he felt it was a practical joke and indicated he did not intend to injure anybody.

IV. MAXIMUM SENTENCE IN THE STANDARD RANGE:

received 130 points for the offense (Assault Second Degree, B+) with an increase factor of 3.4 due to four prior referrals. The point total would be 442 points. The sentence would be 128-150 hours community service, a maximum of 1 year community supervision and 20-30 days in detention; or 103-129 weeks confinement. is considered to be a Serious Offender.

V. REFERRAL PROBLEMS AND PRIOR COURT INVOLVEMENT:

Date	Offense	Disposition
09-10-78	Theft 3*	Diversion
12-28-79	Theft 3*	Referred to Prosecutor
11-27-79	Malicious Mischief 3*	Same as Above
02-09-80	Theft 3*	Same as Above
11-17-81	Burglary 2*	6 mos. Community Supervision, \$143.00 Restitution, 40 hours Community Service, 2 days Detention, School (02-26-82, Judge Thomas)
03-24-82	Probation Violation	Additional Detention
04-03-82	Burglary 2*	6 mos. Community Supervision, \$418.00 Restitution, 30 days Detention (06-08-82, Judge Thomas)
04-30-82	Poss. Stolen Property 2*	Same as Above
06-17-82	Probation Violation	Additional Detention
09-16-82	Probation Violation	Additional Detention
08-31-82	Assault 2*	Pending Court

was first referred to Diversion for bicycle theft. Two more Third Degree Thefts, involving shoplifting and a malicious mischief, were forwarded back to the Prosecutor as had moved out of the area to Battleground, to live with his grandparents. These are not included in prior Juvenile Court history as there was no formal disposition. first appeared in Juvenile Court early this year due to his involvement in a Burglary of a fix-it shop with another juvenile boy, where they had taken several hundred dollars worth of bicycle parts. The other juvenile boy had an extensive delinquency history and was committed for 52 weeks on this offense. A few weeks after the Court

Review Board  
Page three

hearing, was referred for a Probation Violation as he refused to attend school, despite numerous contracts with the vice-principal. He was then referred for a Burglary of the Cosmopolis Grade School and Possession of Stolen Property involving two CB radios, a calculator and several transmissions.

was given additional detention time and placed on an additional six months community supervision. Less than two weeks later he was referred for another probation violation for running away from his family home and failing to return to detention. In September, again was referred for probation violation as he failed to complete community service work. has served a total of 74 days in detention since April 28, 1982. The current offense, a Second Degree Assault, involved and another juvenile boy tying up a twelve year old boy in home and threatening the boy at knife-point. Details of the offense are documented in police reports and present two very separate sides of the story. Although has indicated he feels this was "a joke", he does recognize that he frightened the boy more than he had anticipated, and plead guilty to the offense.

VI. PREVIOUS PLACEMENTS:

is currently living with his natural father, in Hoquiam. In the past year he has lived with his maternal grandparents, in Battleground, with his paternal grandparent, with his natural mother and step-father, and and with another family (the ), in Aberdeen for several months. has never been placed in foster or group home care.

VII. EDUCATIONAL INFORMATION:

achieved above-average grades at A. J. West Elementary School through the sixth grade. His sixth grade report card reported all B's and two C's. Upon entering the seventh grade at Hopkins his grades began to drop and he was transferred to a junior high in Battleground where he lived with his grandparents. His grades improved and he moved back with his natural mother. In the eighth grade grades were failing and he was finally withdrawn in November of 1981 with no grades at all because he failed to attend school. is described as capable of achieving above-average grades, somewhat disruptive in class, however by far his biggest problem is simply not attending school; truancy. Mr. Baker, the vice-principal of Miller attended the Review Board and felt that while can obtain above-average grades his basic problem has been a refusal to attend school. For additional information please refer to the attached academic transcripts and the Learning Center Progress Report.

VIII. PSYCHOLOGICAL INFORMATION:

was evaluated by Dr. G. C. Scharf, Consulting Psychologist, on October 20, 1982. Please refer to the attached Psychological Evaluation.

IX. MEDICAL AND DENTAL HISTORY:

received a complete physical examination at the Juvenile Center by Kathy Yates, R.N.P., on October 27, 1982. He is reportedly in good health, although it is suggested that his blood pressure be re-checked in one week. There has been no dental examination performed.

Review Board  
Page four

X. BEHAVIOR DURING DIAGNOSTIC PROCESS:

spent most of the process in detention due to serving previous detention time ordered. Please refer to the attached Detention Observation Report. was released to live with his father on October 28 and attended the Review Board on October 29.

XI. STRENGTHS AND PROBLEM AREAS:

- Strengths:
1. is functioning with above-average intelligence and is quite capable of achieving academically.
  2. appears to respond to nurturing adult attention.
  3. shows a willingness to participate in rehabilitative intervention.
  4. has shown, in the past, that in a structured setting he performs very well.
  5. family is supportive of him.

Problem  
Areas:

1. is emotionally immature and dependent.
2. is very unhappy about his family relationships, i.e., he has not accepted his parents divorce. This is a critical treatment issue for
3. decision making abilities are often impulsive.
4. appears to be a peer oriented follower in the negative sense.
5. needs skills in the area of negotiation and avoiding trouble.

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ROD HERLING, Diagnostic Coordinator

RH:sb

## CASE HISTORY #II

Pages 214-217

ECHO GLEN CHILDREN'S CENTER  
33010 S.E. 99th Street  
Snoqualmie, Washington

## INITIAL TREATMENT REPORT

NAME:  
DJR#: 662 096  
B.O.:

Case Manager: Roger Anderson, MSW  
Counselor: Dick Walters, GLC II  
Date: January 25, 1982

INTRODUCTION: is committed as a middle offender for one count of possession of stolen property first degree. He received a sentence of 52-65 weeks. His minimum release date is 12-21-82 and his maximum is on 3-22-83. A 60% board will be held before July 28, 1982 to establish his actual release date. When arrived at Echo Glen, he wanted to appeal his sentence. He was not committable as he only had 81 points but the court declared manifest injustice. The day after contacting his lawyer to request an appeal, called her back to tell her he had changed his mind. He then, at her request, wrote a letter instructing her not to appeal his sentence. Initially, was placed in Evergreen cottage at Maple Lane School on 12-29-81. He was deemed to be inappropriate for their program and he was transferred to Echo Glen and Chinook cottage on 1-4-82. was given 6 days credit for time served in detention.

ISSUES AND TREATMENT PLAN:

1. Offense Behavior: was committed for one count of possession of stolen property. In this offense, and others stole more than \$1500 worth of guns from a private residence. The exact amount of the value is not stated in the court papers. In addition to his committing offense, has two prior convictions for possession of stolen property third degree and three counts of theft third degree. A review of the court papers did not indicate any requirement of restitution. This may be because most of the guns have been returned to the owner. Although was involved with firearms, he does not seem to be much of a threat to others. He seems more chaotic than well intentioned in his stealing behavior. The treatment goals for will include his becoming more aware of the excuses he uses for stealing, aware of the consequences for stealing, aware of the impact on his victim, and an awareness of what is considered to be a crime.
2. Custody: was admitted to Echo Glen on security level 3 and he is presently on security level 4. He does not seem to present any sort of risk for escaping. It is possible he may not return from leaves, but doubtful that he will actually runaway. The area in which has his greatest problems is his relationships with the other boys and staff. With staff, tends to be very dependent and complaining about others. With peers, he tends to be a scapegoat and he does not seem to be particularly troubled by this role. Our goal in this area will be to improve his self-esteem with him acquiring a higher position within the cottage group.
3. Education/Vocation: is 14 and presently work is not an issue for him. He will be continuing in school which is not a strong area for him. Previous academic testing indicated he was working at upper grade school level. On the Wide Range Achievement Test, was reading at the 4th grade level, doing 5th grade arithmetic, and spelling at the 3rd grade level. The report also indicates has low average intelligence. In this area, our goal will be to support and encourage active participation in school.

INITIAL TREATMENT REPORT

-2-

DJR#662 096, B.D.

4. Family/Placement: Following his stay at Echo Glen, will be returning to the home of his mother. parents are divorced and his father, who is 77 years of age, is living in Arizona. seems to have a very limited relationship with his father and it is questionable whether mother is able to provide adequate supervision and discipline by herself. Our goal in this area will be for to participate in group counseling so that he can learn more about family functioning in the homes from which other boys come. Hopefully, this will encourage to develop a more realistic understanding of the strengths and weaknesses which his home situation may provide.

SUMMARY: During stay at Echo Glen, it is believed that the stable living situation would be very important to him. He will be away from his old friends and have an opportunity to live in a situation where he is held accountable for his behavior. In addition to the general cottage program, the following specific treatment plans will be implemented.

- A. will be required to participate in victim interviews. This is a program in which will have to talk with staff from Chinook cottage and other cottages who have been the victims of theft. He will be given a specific list of questions to ask including ones about how the victim feels toward the person who stole from them.
- B. will be required to participate in the "cost of crime" program. In this program, will make a list of all the things he has stolen and a list of the things which he still has. He will discuss this with staff and get an estimate of how much he has to show for all of his stealing. The next step will be for him to figure out how much time he is serving at Echo Glen and in turn how much time each thing has cost him. Emphasis will be placed on how has disposed of previously stolen items. This is because so often stolen things are either thrown away or disposed of at a fraction of their actual value.
- C. will be required to write out the story he tells himself in order to justify stealing. He will have to pay particular attention to his feelings before the theft and after the theft.
- D. Staff will have discussions with about stealing and pay particular attention to correcting his English whenever he refers to stealing by euphemisms such as taking, borrowing, lifting, or other terms. This is to make more aware of theft as theft.
- E. and his staff will spend time discussing his role in the cottage as a scapegoat. seems a bit too comfortable in this role and he appears to have been in it for many years.
- F. has had considerable problems in school including recently having been suspended from the Pan Terra Alternative school. Cottage staff will work closely to insure his homework is completed and that privileges are related to his achieving good points in school.

In discussing treatment plans with , he has no particular concerns except for being allowed to go to a group home. He claims he is willing to participate fully as long as he will be assured of group home placement in the Vancouver area. He has been told that a request will be submitted if he participates fully in his treatment programs but that placement cannot be guaranteed.

R H F  
 Roger L. Anderson, MSH, Program Director  
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JUVENILE PAROLE SERVICES  
REGION VI

TREATMENT REPORT

NAME: CASE MGR.: Glenn Berringer, JPC  
DJR NO.: 662 096 COUNSELOR: Steve Humbard, YO Group Home Supervisor  
D.O.B.: 1-6-68 DATE: October 5, 1982

INTRODUCTION:

This report is a four-month treatment report in the Youth Outreach Group Home Hazel Dell community residential placement program. continues to function in a satisfactory manner in the group home, school and community. He worked on a full time basis during the summer months on the CETA summer youth work program and was able to earn approximately \$800 as a result which seems to have aided in his self-image development.

ISSUES AND TREATMENT PLAN:

1. Offense Behavior: , while in the Hazel Dell Youth Outreach Group Home community residential placement program has not become involved in any known legal offenses. He has been able to develop a good relationship with various staff at the group home and is able to openly discuss his committing offense with his assigned counselor. He seems to have been able to resolve the issue he has regarding a court review of his commitment and appears to have resorted himself to the fact that the court has sentenced him on his manifest injustice commitment and will not alter this sentence. He is planning to complete his sentence at the Hazel Dell Group Home and his scheduled release date is December 21, 1982.
2. Custody: while he has been a community resident, has not made any attempts to escape from the Youth Outreach Group Home. He has been, for the most part, quite responsive to the structure of the program and seems to have the ability to respond to program expectations and regulations satisfactorily. He has been receiving frequent on-going support from his family who resides in the Vancouver area and has had frequent visits with them. Future leaves will be scheduled for him prior to completion of his sentence in an effort to work towards resolving family difficulties, improving communications and assisting him in his reentry into the home when placed on parole.
3. Education/Vocation: is attending Jason Lee Junior High School on a full time basis and has been since September 1, 1982. He is functioning in a satisfactory manner in the school program and appears to get along well with fellow students and staff. He is playing football on the Jr. High School football team and enjoys this extra-curricular activity and the peer support he receives from this involvement.
4. Family Placement: at this time, is undecided whether he will live with his mother or with his older brother and his family when he completes his sentence and is placed on parole status. This decision will be made within the next month or two and it will be important for to firm up his future plans and move towards accomplishment of these plans. He is fortunate to have support of both his mother and his older brother at this time and hopefully this support will continue in the future.

SUMMARY:

continues to function in an acceptable manner in the group home, school and community. He is, as noted above, quite responsive to the group home structure which is provided for him in the Youth Outreach Group Home Hazel Dell community residential placement program.



TREATMENT REPORT

PAGE TWO  
10-5-82

to this point in his program has been quite successful on his summer job, and is meeting with continued success in his academic school program as well as extra curricular activities he is involved in. He, on occasion, will have some difficulty accepting group home policies. However, he is able to resolve these difficulties and continue functioning in a stable productive manner.

Written by: Glenn Herringer, JBC Date: 10/5/82  
Reviewed by: John Benner Date: 10-7-82  
John Benner, District Supervisor

CB/jm - 5 + 1  
Trans: 10/5/82

## COMMENTARY

As case histories are read, they do not entirely reveal the depth of the need and the emotional trauma of the juveniles who are being reported.

Case workers are continually challenged and taxed to their ability to cope with the depth of the maladjusted youth with which they work. The following case histories emphasize the range of ages that are under the treatment of Youth Outreach. Only one example of girls is included. Approximately half the residents are girls between the ages of thirteen to seventeen. These case histories were selected at random. Further study of the prognosis of juveniles brought to the care of Youth Outreach is available through request of the Youth Outreach Counseling Department.

The following case histories continue to emphasize the gravity of the need of resident group home therapy.

Entered: 5-13-83

b.d.

IDENTIFYING INFORMATION

is a 16 year old Caucasian youth standing 5'9" in height, weighing 155 lbs. with blond hair, blue eyes and a light complexion. He is the son of

CUSTODY AND REASONS FOR PLACEMENT

was referred to Youth Outreach, Inc. by Maple Lane School as he had qualified for the Community Residential Placement Program. He was placed in our group home at 905 Winchell Avenue. Roger is currently serving a 39-52 week sentence for assault second degree.

FAMILY INFORMATION

and have been divorce for some time now and has remarried to who lives in Aberdeen, Washington. The children, of whom there are four, are in father's custody in his home in is the oldest of the four children.

PERSONAL HISTORY

As was stated before, is currently serving a 39-52 week sentence for second degree assault. has been referred for eight offenses to the juvenile court since age 11. He has been placed on two separate community supervisions of six months each. In addition has been referred to three separate probation violations involving running away, failure to attend school, failure to complete community service work and has re-offended while on probation two times. Obviously his rearing has been chaotic and inconsistent. His home life has been unstable in that he has lived with both sets of grandparents, his natural mother, his natural father and friends of the family over the past year prior to his commitment to the Department of Institutions.

health at the time of entry into the program is good. He is not suffering from any serious illnesses nor injuries nor is he on any medication at this time.

PARENTAL INTEREST AND PARTICIPATION

At the time of his entry into the program has not contacted his father. However it was indicated that had seen his father a couple of times while he was in Maple Lane and there is no reason to believe that home is not open to him while he is in the Youth Outreach program.

Intake

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PROPOSED CARE AND TREATMENT PLAN

## Goals:

1. Drug and Alcohol Use - will refrain from the use of drugs and alcohol while in the Youth Outreach Program.
2. Employment - As came to our program too late to be enrolled in school he will be expected to sign up for the CETA work program for the summer.
3. Peers - will demonstrate satisfactory ability to integrate and interact with peers in the group setting.
4. Authority - will demonstrate a satisfactory ability to take directives and interact with authority figures. This will be demonstrated and monitored on the D.B.R. system.
5. Communication - will learn to communicate his feelings in an appropriate manner. He will be assigned a program counselor to assist him in learning those skills.
6. Security - will refrain from running away or escaping from the Youth Outreach program. If and when he has those feelings he will be encouraged to talk with his primary counselor and other supportive individuals in order to help him deal with those feelings.

We anticipate that will be with us until the end of his minimum sentence which is in September of 1983. At that time he will be released to his father's home in Aberdeen. We anticipate problems with with regard to drug and alcohol usage and possibly a run risk. escaped from Maple Lane School once during his stay there and after that was assigned for three months to the maximum security cottage. At the time of his entry into the Youth Outreach program Maple Lane School felt that was a minimum security risk. use of drugs and alcohol is a concern to us and we will be getting him counseling through the group home and community resources.

The prognosis for at this time is fair. Following his escape from Maple Lane he was placed in the maximum security cottage for three months. After he got out of the maximum security cottage he was in the open campus for six weeks to two months. During that time he showed satisfactory adjustment to the open setting and was not felt to be a security risk. This worker realizes that open community in Vancouver is different from the open cottage concept at Maple Lane School, however we felt that we could establish a relationship with him rapidly enough to help him adjust to the program and assist him in completing his minimum sentence while in the Youth Outreach Program.

We are encouraged to be working with and will assist him in every way we can to make his stay be satisfactory and help him complete his minimum sentence.

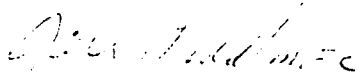
Intake

221

FINANCIAL

We are making this referral to the Department of Social and Health Services for the cost of care while        is in the program.

Prepared by:

A handwritten signature in cursive script, appearing to read "Jerry R. Todd".

Jerry R. Todd  
Program Director

JRT:mfc

b.d.

Entered: 3-18-82  
Prepared: 4-2-82

IDENTIFYING INFORMATION

is a Caucasian male of 17 years. He is of moderate build, approximately 5'11" and 140 lbs., with attractive features and brown hair. He is physically healthy, though possibly dyslexic, and displays some interest in music. He is the son of of Vancouver.

CUSTODY AND REASONS FOR PLACEMENT

is awaiting a hearing on an incident of criminal trespass (breaking into a foster home in the company of others). Attempts at an out-of-home placement have been made previously on numerous occasions three times resulting in a successful reunion with his family concurrent with counseling and two recent instances ended by resistance to counseling and runaway. A prior placement with grandparents ended unsuccessfully as well. Parents are applying for an A.R.P. and is cooperative with placement in long-term group care.

FAMILY INFORMATION

and are natural parents. He has a brother, , age 13, and a sister, age 12. displays primary communication problems with parents (as well as with teachers) often withdrawing. His parents have been rigid in their expectations which seems to have precipitated lying and runaway behaviors by They have displayed some obsessive/compulsive attitudes toward responsibility to solve his own problems. Though they have complained of running behavior they have refused his return to their home on several occasions. During recent counseling parents have shown ability to work in counseling, and have expressed a willingness to cooperate with a placement program. They indicate that may return home providing there is evidence of stability in placement and have agreed to regular weekly visitation with to facilitate his return to their home. Other than grandparents who are unable to provide adequate supervision, no other family members reside in the area.

PERSONAL HISTORY

and his parents came to Family Reconciliation Service in August 1981. Counseling with DSHS and subsequent private counseling with Catholic Community Services occurred from 7/81 - 8/81. Reports indicate initial rigidity toward normal adolescent independence.

/2

Correspondence from Catholic Community Services describes "severe emotional disturbance, possibly thought disorder". Learning disabilities were revealed by testing as were several significant strengths, wherein he scored well above his grade level. His greatest learning deficit is poor auditory memory (a short or easily distracted memory). His requests for repetition are genuine. His visual memory is better and the use of a visual presentation should be used (pictures, diagrams, films, etc.) whenever possible. Though showed strengths in verbal areas their effect is restricted by a limited vocabulary.

When is expected to retain information the following points should be kept in mind:

- a. He conceptualizes well; sees relationships and associations. Stress this as it may be the key to future recall.
- b. Present material or information visually whenever possible.
- c. Limit instructions to three steps. More may be forgotten and lead to frustration.
- d. Encourage to compose lists to help him recall things he must do, ask, buy, etc.
- e. Have him paraphrase when it is important for him to remember parts of a conversation.
- f. Be patient. Though "huh?" may be annoying it is based on a legitimate need for repetition.

is enrolled in 11th grade remedial classes at Columbia River High School and has missed several days recently due to family conflict, runaway and placement at the Crisis Residential Center.

is described by his parents as a hard worker, he shows artistic talent in handcrafts and is interested in motor vehicles and the guitar and drums.

#### PROPOSED CARE AND TREATMENT PLAN

The following treatment goals have been established for while he is in the program:

1. Education - will successfully complete the 1981-82 school year at Columbia River High School. Attendance will be monitored and tutoring services will be provided as necessary.
2. Daily Behavior Rating System - will achieve and maintain level III status. Special attention will be given to areas of communication, compliancy with group home and school policies, and reliable and responsible behaviors.

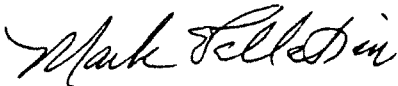
3. Counseling - will participate in regular weekly counseling sessions with facility staff. Emphasis in these meetings will be on self-reporting feelings from school and family contacts, problem solving, especially in light of his learning deficits, and self-control of behavior.

It is expected that stay at the Hazel Dell home will be successful. Program limits should prove sufficiently clear and definite to produce compliant behavior though testing is anticipated. A plan of regular home visits leading to a 5-2 program will hopefully be implemented following the end of school. Termination is planned for summer's end.

#### FINANCIAL

This referral is being made to DSHS for the cost of care while is in the program.

Prepared by:



Mark E. Pelletier  
Caseworker

MEP:mfc



YOUTH OUTREACH, INC.  
Intake Social Summary

225

CASE HISTORY #5

Pages 225-235

b.d.

Entered: 10-15-82

Prepared: 11-1-82

IDENTIFYING INFORMATION

is a 16 year old Caucasian female. She has blond hair, is approximately 120 lbs and is 5'5½". is the daughter of of Vancouver and and her husband of Vancouver. sister, has frequently been in and out of home placements.

CUSTODY AND REASONS FOR PLACEMENT

has been referred by Jan Schafer, Caseworker of Vancouver CSO following unsuccessful placements in numerous other settings which include grandparents, aunt and uncle, Faith Home, CRC and Interim Home. All of these placements failed due to runaway or family refusal within the first 60 days. No other resources have been secured for Foster care has been unsuccessful as rejects male authority.

behaviors have included chronic running away, drinking, theft, non-attendance of school, vandalism, taking a motor vehicle without permission and six probation violations. A psychological evaluation by Dr. Kirkpatrick describes fantasies regarding psychic powers, fake epileptic seizures, the hearing of voices, hallucinations, extreme mood swings and a moderate suicide risk. is also reported to have claimed heart problems and asthma.

This placement is being asked to provide long term structure, outpatient psycho-therapy, positive, encouraging relationships and the development of communication skills.

FAMILY INFORMATION

is viewed as an emotionally and behaviorally disturbed adolescent. Her problems appear to stem from years of rearing in a grossly dysfunctional family. is seen as the family scapegoat and is being torn between being supportive of and risking divorce from her husband, and being uninvolved with thus sustaining her marriage though avoiding dealing with the painful issues with who routinely threatens divorce.

has been unable to accept as a father. She fears and dislikes him and is angry at her mother for marrying for money, thus placing in a position of having to pay the price for her mother's needs.

parents have traditionally responded to their family crises with money, trying to buy off and through private counseling which they refuse to participate in. The parents have been very instrumental in undermining foster home placements in the past and have blocked placement of with relatives.

relations with her sister, have been strained. describes them as very different. Parenthetical comment, is "outgoing, hyper, funny" but is shy and withdrawn. Intense sibling rivalry have characterized their relationship.

natural father, refuses any involvement with either of his girls.

Due to family violence, it is unlikely will return home.

#### PERSONAL HISTORY

Little information is available regarding early life. Her natural parents were divorced twice, the second and final divorce occurring when was 11. She lived with her mother throughout her mother's three marriages until 1981 when she was placed with her natural father briefly. Additional placements with the at a foster home were made during the same year.

is described by her mother as always having been stubborn, defiant and uncooperative. Her acting out behaviors became pronounced at the time of the birth of her half brother in 1977 and are viewed by recently involved professionals as cries for help and attention and responses to the conflictual home environment.

first recorded juvenile offense occurred 10-2-80. Four more court appearances, including two probation violations, occurred during 1981. By September 1982 had four more probation violations and an additional charge of theft III.

academic history is poor. Though officially in the tenth grade, she did not complete her ninth grade work. Dr. Kirkpatrick indicates a full scale IQ of 84. She scores low on general knowledge, math, vocabulary, common sense, reasoning and judgment, attention and perceptual detail and abstract perceptual motor reasoning. She scored high on a test involving abstract verbal reasoning. On the wide range achievement test she attained grade level scores as follows: reading 8.3, spelling 9.1, math 3.9. According to Dr. Kirkpatrick is functioning below her average range of intellectual potential. On psychological testing is portrayed as a quite emotionally and behaviorally disturbed girl with prominent personality features which include extreme withdrawal, alienation, over sensitivity, distrust, high anxiety, extreme anger and resentment, very low self-esteem, some marginal reality testing, inner

rebelliousness and impulsivity, moodiness and depression. She tends to present herself in a negative light in the sense of acknowledging virtually all and any emotional symptoms which make it difficult to sort out which ones are more characteristic of her. She is also full of resentment and anger and behaviorally she is likely to become passive aggressive and acting out even though on a face to face basis she may sound passive and cooperative. She also seems very manipulative, unreliable and frequently irresponsible. Frequently is over-controlled and suppresses or represses her feelings, however when under stress or highly resentful she displays considerable temper and may run away or become verbally abusive. She has extreme difficulty identifying and expressing her feelings, partly because of the conviction that she will neither be accepted nor understood by others. She very much wants and needs close relationships and this need tends to be expressed in attention seeking, manipulative behaviors and a tendency to become a problem kid so that she gets attention even if the attention is negative. Her presentation of herself as having "special powers" also gains her attention from others and helps her to establish some feeling of personal worth or personal identity by virtue of being different from others. Unfortunately seems so invested in being a problem child and special case that it is very difficult for her to allow herself to open up to others and develop close relationships within a family setting. Viewing herself as different and unlikely to gain acceptance from others she shields herself from the possible pain of attempting to get close to others and possibly being rejected.

health status seems to be good. There are no ongoing medical problems nor regular use of medication. repeatedly tells people she has had head injuries and is epileptic. She fakes seizures, states she has numerous allergies, all of which have proven to be false. Her last physical checkup was in the spring of 1982.

Among assets are her attractive personal appearance, some fairly good communication skills when she feels interpersonally comfortable. She also has a variety of interest in activities such as water skiing, swimming and drama and has indicated some interest in art. has resisted almost all influences to get involved in drugs though she has a weakness for alcohol. She has shown herself able to follow some rules in foster care for several months without too much difficulty. Though she engages in frequent sexual acting out she seems to have avoided much sexual contact. seems most responsive to one on one relationships and has established a relationship with a professional counselor in the past.

#### PARENTAL INTEREST AND PARTICIPATION

mother has continually expressed an interest in staying involved with . . . The extent of that involvement seems limited due to pressure brought on by stepfather. has been kicked out of her parents' home three times recently. would like to live with her grandmother. Her parents have convinced them that it would not work due to their age and past criminal activity. All available relatives have been contacted and none are currently willing to deal with and her family.

PROPOSED CARE AND TREATMENT PLAN

The following goals have been identified for \_\_\_\_\_ while at the Youth Outreach Girls' Group Home:

Short Range Goals:

1. Behavior - \_\_\_\_\_ will decrease her running behaviors. While a total elimination of all running is not expected a consistent decrease in the frequency and length of absence will be sought. \_\_\_\_\_ will maintain Level II behavior or better as indicated by D.B.R.'s.
2. Counseling - \_\_\_\_\_ will participate in weekly counseling sessions with program staff. The focus of these sessions will be self-awareness, anger control and communication and appropriate attention getting methods. Furthermore, \_\_\_\_\_ will meet weekly with the Youth Outreach therapist, Len Zylstra, for individual counseling. Such group counseling as is effected by program staff will also be part of \_\_\_\_\_ program.
3. School - \_\_\_\_\_ will participate at Hudson's Bay High School and complete the 1982-83 school year. Such special education courses as will be appropriate will be developed. The Vancouver School District's alternative program, Pan Terra, may be utilized instead of Hudson's Bay if \_\_\_\_\_ skill level or behavior warrants this. Individual tutoring will be available and \_\_\_\_\_ progress and attendance will be closely monitored by program staff.
4. Legal - \_\_\_\_\_ will not be engaged in illegal activities. No further offenses will occur. \_\_\_\_\_ will avoid the use of drugs and alcohol.

Long Range Goals for \_\_\_\_\_ are projected as follows:

1. Upon \_\_\_\_\_ successful termination from this program placement with relatives or in foster care is expected. While at the group home \_\_\_\_\_ will participate in emancipation preparation which will include the learning of survival skills and a successful work experience of at least two months.
2. \_\_\_\_\_ success in this program will be characterized by consistent progress toward her high school diploma.
3. \_\_\_\_\_ will achieve pro-social adjustment as indicated by maintenance of Level III behavior or better for three months.
4. Throughout \_\_\_\_\_ placement at the Girls' Group Home she will continue in counseling with the agency therapist.

The anticipated length of stay for        will be nine to twelve months. She can be expected to have continuing problems accepting authority figures, with acting out and passive aggressiveness, but over time should be able to improve in this regard. Her prognosis at this point will be guarded as her psychological evaluation suggests a possible need for formal psychiatric residential treatment. Though a summary of recommendations prepared for the Clark County Juvenile Court suggested that community resources would be sufficient to meet        needs, the recommendation seems predicated upon        willingness to remain in foster or group care and the        family's willingness to cooperate and not undermine        care. Since the summary was submitted        has had six more court appearances, has run frequent times and the        have continued to be non-cooperative with        care.

#### FINANCIAL

Referral is being made to the Department of Social and Health Services for the cost of care while        is in the program, including an exception to policy for additional individual counseling.

Submitted by:



Mark E. Pelletier  
Caseworker

MEP:mfc

GROUP CARE ASSESSMENT  
AND  
INDIVIDUAL SERVICE PLAN (ISP)

## 1. IDENTIFYING INFORMATION

A Case Name \_\_\_\_\_ B Case No. 155577

C. Child's Present Address 102 W 31<sup>st</sup> St Vancouver Wash  
31<sup>st</sup> St group home.

C. Parents Name \_\_\_\_\_

5. Parents Present Address \_\_\_\_\_

F. Child's Birthdate \_\_\_\_\_  
(Month) (Day) (Year)

G. Sex: ☐ Male ☒ Female H. Ethnicity: Caucasian

## 1. Legal Status of Chile

☐ Custody with Parent—Voluntary Placement Request ☐ Parental Rights Terminated—Custody with USHS

☒ Dependency Order — Custody with DSHS ☐ ARP — Custody with DSHS

☐ Dependency Order — Custody with other / responsible adult

#### J. Source of Referral

☐ Sell or Family \_\_\_\_\_ ☐ DDD \_\_\_\_\_ ☒ CSO \_\_\_\_\_

☐ Private Agency ☐ DJR ☐ DMH

( ) Other \_\_\_\_\_

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CSO REVIEW

Date of Review \_\_\_\_\_ Name of Reviewer \_\_\_\_\_

Action Taken: ☐ Approved ☐ Denied

## REGIONAL REVIEW

Date of Review \_\_\_\_\_ Name of Reviewer \_\_\_\_\_

Action Taken: ☒ Approved ☐ Denied

Comentarios:

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## II. ASSESSMENT AND CASE PLAN (ISP)

## A. DESCRIPTION OF FACTORS CONTRIBUTING TO THE GROUP CARE PLACEMENT REQUEST

## 1. Provide a description of the child's behavioral, emotional, and peer/adult (non parent) relationship status:

Runaway behavior - short term friendships -  
 doesn't relate well to kids her age, doesn't  
 like counseling services as her father has  
 been reluctant to participate  
 Very boy crazy, falls in + out of love & plans  
 to marry boys easily.  
 Wants freedom no idea of how to  
 actually support herself  
 Very promiscuous

## 2. Provide a description of the child's medical status:

Allergies: Hay fever etc. Allergy to Bee Stings  
 No physical in 1982  
 Taken Birth Control Pills -  
 two other on going meds  
 Chronic Complaints about achy joints  
 to apparently avoid school.

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3. Provide a description of the child's educational and/or vocational status (including information on whether the child is enrolled in special education or receiving related services):

Has never been in special ed - failing grades  
10<sup>th</sup> grade due to poor attendance - prior to  
Age 13 attendance & grades were above average  
Hasn't been in school long enough this year to  
determine passing or failing in 10<sup>th</sup> grade

4. Describe the child's involvement in delinquency, criminal, or other diverted offenses (include information on number of arrests, reason for arrest, number of placements in correctional institutions or detention, date of placement and length of stay in detention and correctional institutions, whether the child is currently on probation or parole):

Detention holds have been for run away, stated  
no criminal history



5. Provide a description of the perceived strengths of the child, as well as any interests he/she might have:

doesn't appear to have any special interests inside or outside of school.

has deep feelings about her father's health and is often very committed to living at home to "take care" of him. She is very neat & clean; enjoys a pretty appearance & likes grooming in school.

- b. Provide a description of the child's parents in terms of their strengths and weaknesses. If the parents are initiating placement, describe why they feel the child is not able to reside within his/her own home. Does the parent's explanation for the need for placement actually necessitate group placement (are there other ways of dealing with the problem). Are there services that can be provided to the family to prevent out of home placement?

limited contact with mother in Colorado. Mother turned her into authorities after keeping her 1 wk. while on the run - Mother remained not a resource to her.

& her father often doesn't live together but fight constantly. denies the authority and keeps kicking her out - currently they aren't speaking - Child & father do not seem to know how to communicate, father very committed to settling her own law suits & medical problems rather than parent. He refuses to allow her to return to his home.

-5-

7. Describe the services that have already been provided to the family to prevent out of home placement. Describe any previous out of home placements the child had prior to this referral (include information on the dates placements were made, length of placements, type of placements, strengths and weaknesses of placements, and reason for terminations):

has been in 2 interim placements & ran from both - (over a boy) she was placed into ongoing care 3 times 1 home was closed as a foster home ending placement. The other 2 had difficulty following rules about dating attending school regularly etc. She has been placed in the CRC & 3<sup>rd</sup> St group home many times she has remained for placement and run on different occasions. She has lived with Cousin & her mother all were short term placements

8. Describe whether the child has relatives available as placement resources. Describe the child's relatives in terms of their strengths and deficiencies. Describe whether the child has suggested a relative he/she would be interested in residing with:

mother - no resource feels uncontrollable  
 father - currently refuses to have her in his home  
 grandmother - refuses to be resource for any grandchild  
 father - very wound up in resolving his own issues rather than spend energy on parenting & her problems at this time

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9. Describe whether the child could appropriately be served in a family foster home, specialized family foster home, or other non group care placement resource, i.e., friend of family (once they are appropriate, licensed). Has the child suggested a friend that he/she would be interested in staying with?

has run to & been rescued many times by friends & short tail relatives all are short term and she winds up needing placement or trying to get back to her father's home.

#### B. PERMANENT PLAN, TREATMENT GOALS, AND SERVICES

Group care is the most intense and costly service option available to children and families through the Community Services Division. This program serves only those children whose behaviors and emotional difficulties are so severe that other less restrictive placement options are not appropriate. Treatment is focused on assisting children and their families to correct their deficiencies in order to reunite the family or to serve them in a less restrictive resource in the most expeditious time possible. All case plans are developed in consultation with the parents and child.

1. If other less restrictive placement options are not appropriate and group care placement is required describe the permanent plan for this child (i.e., return home to parents, placement with a relative, adoption, guardianship or permanent foster care). Describe how long the child will need to be in a group care placement (please justify). For request involving voluntary placements, describe the agreement reached between the CSO and parents regarding the condition under which a petition will be filed including information on who will be responsible to initiate court action.

needs counseling to learn communication skills she needs to learn to respect and follow authority. She needs to follow through with a school program. needs to learn to develop long range plans for herself and stop running away. she needs to understand how to form a relationship not built on sexual gratification.

2. Describe the treatment goals and the services that should be provided to the child by the CSO and group care provider during the placement that will achieve the permanent plan (including information on required services to the child established by court order). Describe the time frames in which these services will be provided and the anticipated behavioral changes in the child.

CSO will participate in staffing to facilitate visitation with family & cooperate with group home in treatment goals.

Group home will need to provide counseling, assist in schooling needs and help with items listed in #1.

3. Describe the treatment goals and services that should be provided by the CSO and group care provider to the child's family resource (natural parents, relatives, or surrogate parents) that will achieve the permanent plan (include information on required services to the family resource established by court order). Describe the time frames in which these services are to be provided and the anticipated behavioral changes in child's family resource. Describe the agreed upon frequency of contact between the child and his/her family resource. If the child's natural parents are not part of the permanent plan, describe what minimal contact should occur between them. If the permanent plan for this child involves "adoption" describe what services will be provided to achieve this goal.

CSO will attempt to get father + brother involved in counseling & we will attempt to facilitate transportation & or use of medical coupons for this CSO will cooperate with group home treatment plan for long range goals for return to her family

#### A "TESTIMONIAL" FROM A HOUSE PARENT

The following appendix is taken from "a document submitted by Sandra M. Reeves for external credit to Evergreen State College, Olympia, Washington, 1980."

This is The Foreword and Chapter One of this fascinating account of the experiences shared by a young couple who were in charge of a group home. There are eight chapters to her captivating narrative. A good sense of humor is one of the prime requisites of a genuine "people-helper."

Working with delinquents is hard work, but it has its rewards.

## FOREWORD

The topics which I chose to discuss in this document are only the ones I considered pertinent to learning experience. I regret that time and space did not allow inclusion of more details for each boy. I could not include the innumerable incidents which were utterly hilarious, or the many moments of pure joy. Every child is unique, and has painted his own picture in my mind; I could write countless pages about every one of my boys. Even then, I could not convey to you how precious they are to me.

I was warned repeatedly about the danger of becoming too emotionally involved. I suppose it could be said I was too concerned. That was a risk I had to take, and it was worth it. Letting go was hard; it never became any easier. There isn't time here to explain the strain of trying to be professionally objective with a child to whom I was particularly attached. Such conflicts of interest were not infrequent, and I was often crying as I handed out the sentence.

Mine was never a thankless job--indeed, I have a whole cupboard full of ceramics, glassware, wood carving, book ends, paperweights, etc., which bear witness to the fact that I was amply rewarded. Any love I gave was returned tenfold, and seven or eight of the boys are still in contact with us. Space does not permit me to share the outgrowth of friendships and the ongoing relationship our boys want. That's okay,

though, because as I travel around doing public relations work for our agency, I am given opportunities to share special memories when I speak to groups and organizations.

Only the tip of the iceberg has been touched in these pages because they are inclusive of only the first two years of my life in a group home. There have been two years of agony, glory and daily grind since then. Perhaps I'll have to write another document to include these last two years! My diary gets more graphic with time, and my life is richer by the day, for knowing these teenage people who are trying to grow up. Just when I think I've got a fairly good grasp of things, some kid comes along to shoot holes in my theories. It's a constant process of building and rebuilding to incorporate the new experiences. As a student of people, I'm never finished. I feel that no job or life-style could contain as much potential, as many variables, and be as rewarding as mine. It's Heaven and it's Hell, thrills and spills, but it's never dull. I hope you have as much fun reading about it as I had writing it!

WHAT'S A NICE MOTHER LIKE YOU DOING WITH THESE HOODLUMS?

"Sandy, how would you like to be a houseparent for a Youth Outreach group home?" asked my husband, Joe.

"Boys, or girls?"

"Boys."

"Sounds good--let's do it."

That was the extent of the decision-making process which preceded my career of group home parenting. The purpose of the group home was merely to furnish employment for us during Joe's program of study at Western Conservative Baptist Seminary in Portland, Oregon. I was not trained for group care, and it was a real education. Indeed, it has become a way of life.

It was cold, wet and windy when, in December 1975, we moved into the group home. To our two small sons--Brian, 5½ and Andy 15 months--it was all a big adventure. Having had two teenage foster girls for a year prior to the move to Vancouver, I was under no illusions about the difficulties that lay ahead. However, I am the oldest of four children, and I grew up in the farm country of Eastern Washington. That background has made me bossy, stubborn, and not afraid of hard work.

There are those who would idealize and glorify my life-style, remarking with awe how much they "admire" me for "such a noble Christian service." Allow me at the outset to clarify that there is nothing noble in the nitty-gritty work I do. And a lot of times, it's a real



struggle for me to remember that I'm a Christian. My training did not come from books, but from the necessity to develop my own system, one which works for me. I was unprepared for the total gamut of emotions I would have to face. There was no way anyone could have warned me about the extremes--the unspeakable fatigue, the overwhelming excitement, the incredible struggle. Perhaps it was a greater growth experience to "fly by the seat of my pants" than to take all the college courses. Certainly, the practical application came purely from instinct, and was not without error.

As with any group-care facility, there are certain standard systems. Ours is called the Daily Behavior Rating system, and works on a behavior-modification theory. Each set of houseparents is encouraged to create a family atmosphere; there is also a caseworker and relief staff assigned to each group home. A child has an average score of 3 points when he/she wakes up in the morning. That score rises to a possible 5 or 6 points, or falls to 0, 1, or 2, depending on the behavior observed during the day. At the end of the week, an allowance and a wide range of privileges are forthcoming in accordance with total points earned. I was told to let the system work; I learned that the system works when a child invests in it. The child invests in the system when I invest in him. There is no standard way to deal with people; the DBR system is only the vehicle by which a child may form socially acceptable behavior patterns. I am not a terry-cloth monkey-mother-substitute. If I am a mother-figure, I am a mother, not merely a female behavior monitor. It has been my feeling that more kids became successful with my total investment, than without it. (By "successful" I mean that the child left our home to return to his own family or be placed in foster-care, with no further law involvement and with a continuance of school attendance with passing grades.)

Bob W. was first on our list of group-home acquaintances. Initially, he was friendly and outgoing, and in possession of better communication skills than most of the other boys.

Mark was tall, thin, and wild. I suppose his wild red hair and angry eyes made him look more out of control than he actually was.

Duane always had a cold and whined his way around whatever challenges he faced.

Lonnie lost no time in making us aware of his violent temper and epileptic seizures.

Ted, charming and intelligent, was a bully with good taste in clothes, and good grades in school.

Sam was small, mouthy and defensive, and several years behind his grade level.

Gary was loud, boisterous and accustomed to having his way, with a very weak mother, and an angry, over-reactive father.

As they returned to the group home that first night, the boys impressed me as a bunch of Hell's Angels recruits. Without exception, they were dressed in shabby, dirty denim; they were unhappy and hostile. My throat constricted in sheer panic, and I instinctively held my children closer. The degree of suspicion and resentment with which the boys eyed me was matched by my sense of inadequacy.

Understanding nothing except that to show my fear would only worsen the situation, I quickly prepared several packages of hot dogs and buns, and about a gallon of hot chocolate. I believed that not much is solved on an empty stomach--besides, it would buy me some time!

Not much was said, and I felt we were locked in a standoff. I'm sure the boys felt betrayed. They were not told prior to vacation that houseparents were being hired; suddenly, there we were !

Acceptance proved to be my first key to reaching the crew of street-wise ruffians who were in my charge. With Joe at school from 6:30 A.M. until 5 P.M., I knew I had to find a way to survive. So, when they verbalized their feelings, I voiced understanding of their situation, without using my mental file of sermons. I felt that, to get to the base of the problem, I would have to walk softly and without criticism.

The small hassles, which I later came to know as power struggles, began soon. Nobody wanted study hall, which was a requirement of the agency. On the first day of school after we came, the boys tramped in and turned on the T.V., knowing full well that it was time for study hall. Instead of being diplomatic, I marched over and switched off the set, thereby inviting the defiance with which my action was met. After a moment of shocked silence, the boys as a unit stood and went upstairs. They spent the afternoon shouting obscenities down at me.

Getting the clear message that I had "blown it," I paced the floor and thought about how to rectify the situation. Nothing in the policy and procedure manual was of any help. I could not reach our caseworker by phone. My two small boys were becoming increasingly upset by the tension, and I was baffled, confused, and emotionally drained. What do you do, when 8 boys, most of them bigger than you are, go on strike? There is no book of answers--nobody even puts out a book or all the questions!

After two hours with no response from me, the yelling and swearing stopped. Relief washed over me in a flood when I realized that they were as hurt and confused as I. They had real fear--all I had was momentary lack of knowledge. I had not known to fall back on the simple solution of doing nothing. They were disturbed, wanting someone to be "in charge." I suddenly had things in perspective again, and I didn't

mind sacrificing my considerable wall of pride by going upstairs onto their turf. I was hoping they wanted reconciliation as much as I did.

They were gathered in the hallway, a formidable bunch of someone else's uncontrolled brats, griping about the status quo. With their shoulders hunched up and an angry look on every face, they reminded me of a scene from "West Side Story." I could almost see the headlines, "Housemom Cut to Shreds; Police Looking for Kids." Wonderful thought. I gulped and forged ahead.

"Look, guys, I may be new here, but I'm not stupid. I was wrong, and I've come to say I'm sorry. I'm not offering you any excuses for what I did."

Silence. Two full minutes of it. The proverbial ball was in their court, and they knew it. I had not tried to save face, and I had not humiliated them, either. They were off-guard.

"How come you aren't mad?" came the question. I explained that their feelings were important, and I had not considered them when I turned off the T.V.

Ted, who could be a positive leader when he chose to be, acknowledged that he had been out of line, and apologized for his conduct. A couple of the other boys grudgingly muttered that they were sorry, too. It was more of a coup than I had dared hope for! Feeling almost dizzy with new hope, I began dinner.

Those first weeks were a blur of continual testing on the part of the boys. For example, Bob's chore was evening dishes, but one night he refused to do his job. Since things had gone well all day, I was taken off-guard; at that point, Joe entered the picture. Bob screamed several oaths at us, and then whirled around to face us. He was brandishing a butcher knife! It was a few seconds before we realized that he had so

quickly passed the point of reason. Threatening all of us, he advanced a few steps, talking in a menacing tone. Nobody reacted, and, after what seemed like an eternity, one of the boys said quietly, "Bobby, you can't win that way." Distracted by the words, Bob glanced away from us, and in that instant, Joe kicked the knife out of his hand, pinning him against a wall. When he appeared to be reasonable, Joe released him, and Bob bolted out the back door.

Joe and I both felt guilty about the knife incident. What had pushed him so far as to threaten other lives with a lethal weapon? How could we have averted the outburst? An answer of sorts came several months later, when we were told that Bob had been admitted to a mental hospital. He had broken into his grandmother's home and stolen a new prescription of valium, taken 29 of the pills in a suicide attempt. Then we knew that he had been beyond the scope of our program all along. But why weren't his problems diagnosed and cared for sooner? The inequities of our current juvenile code is an issue I would like to discuss with someone in a position to change things; perhaps someday I'll get my chance.

Then there was the time I remarked how tired I was. Sam picked up the ball and ran with it.

"Tired, huh? Can't cut it, huh? We got rid of Mike and Linda. (Former house parents for this house). We can get you out of here, too. I'll bet I'll be here longer than you!" followed by one of his cocky little chuckles.

As I saw clearly the master plan, my blood began a slow boil. Up to that point, I had been tolerant and patient. I knew that some of the boys were coming home "high" every day from school. I had ignored it, because I was alone in the house, no match for all that brute strength. On a surface level, things were calm. But there was a quiet manipulation going, to wear me down and force me out.

Yes, I was shaken. I was not about to admit defeat, but I had to find a way to break the pattern which had developed months before, with another set of houseparents. I was being businesslike and getting the job done--the house was clean, the grades were passing, the chores were done. The DBR's reflected good behavior. But there was a missing element. Somehow I had to get my hand on the key to success, or I would be merely another adult in the lives of these mixed-up kids.

The key came several days later, when I took the big boys roller skating. Joe had to study constantly, and our little ones were sleeping. I was looking forward to a group activity--I needed a break from the atmosphere of a Mexican standoff, too.

The rink manager noticed the boys' baseball caps and headbands, and asked them not to wear them on the rink because of the danger involved. The boys ignored him and went around the floor one more time. The manager flew into a rage, calling them all kinds of names, and threatening everything legal and otherwise. I was instantly as angry as he, and found myself shouting, "Look, you! These kids are my kids. If they need discipline, it's my responsibility, not yours. You come to me with your gripes, not them. Don't you ever let me hear you screaming and swearing at my kids again. Do I make myself clear!?" After he stomped off, I sat down, weak and shaking. I had not know that I felt so protective and defensive of my hoodlums. They were all stunned into solemn silence, awe-struck at my display of temper. Over cokes, I recovered my composure and chewed them out for their part in the whole scene. They admitted responsibility and I told them it was also their job to apologize to the manager, which they did. It was the turning of a vital corner for all of us.

Enroute home, one of the boys said, "What makes her tick, anyway?" and I knew they were getting the message. I was slowly learning that the whole key lay in my ability to be myself and to accept them for themselves. After several experiences of insincere adults, they could accept any amount of having to conform to my high expectations, because I was sincere with them. Without being aware of it, I had become fond of them, and from the night of the roller rink incident, throughout my career of houseparenting, my boys were not worried. They always knew I would defend them to the death if they were right, discipline them to fit their crime if they were wrong, but love them always, no matter what. There were power struggles, hard times when tempers flared, and the testing never ceased. Months later, when I shared that I had really been afraid at first, the boys laughed uproarously, "We knew you'd never give in--we were scared, too!" they said.

Acceptance and diplomacy are lessons I keep re-learning. In no area so much as in juvenile care are the questions silently asked, "What are your intentions?" and "Can I be myself, even if I don't know yet who that self is?" It took me a while to make the system work, because the system had to be injected with my personality. The kids didn't want my Behavior Mod. system as a group--they wanted me, one-to-one. To give that, I had to be completely open, honest, and sincere. And that's my system, one-to-one, learning better ways to meet challenges, cope with feelings and change approaches.

### A LETTER OF GRATITUDE

The walls of Youth Outreach offices are covered with pictures, framed and otherwise, of "graduates" who have sent them in gratitude and for remembrance. Some are in military uniform, and others in business clothes. There are pictures of infants, children of former residents. There are trophies and plaques given to young people who have gone on to excel in sports, school activities, or civic participation. Files contain letters such as the following appendix.

Liz Smith came from a maladjusted home. In spite of many conflicts, and rebellion, she endeared herself to the Staff and to the Executive Director, Ron Hart, and his wife. She is an example of the effect of care and therapy of a group resident home. Her letter is copied on this more permanent paper.



August 14, 1983

Dear Ron and Youth Outreach Staff,

I would like to take this time to express my gratitude for all the help you have given me. It was six years ago August 6th that I first came into the Youth Outreach office, as a teenager full of rebellion, bitterness, and hatred.

I thank you for not giving up on me. There were times that I had given up on myself, but you never did. It was because of that the rebellion, bitterness, and hatred that I had six years ago have turned into respect, forgiveness, and love. Even after I turned 18 instead of "writing me off," you were there when I needed you.

As you know, I am attending Clark College, and in June of this year I will be graduating with a two-year degree in Early Childhood Education. I would not have made it if it hadn't been for you always saying, "You can do it Liz, I know you can."

In closing I would like to thank you Ron and your wife Patti for all the help you have given me since I have been out of Youth Outreach and for allowing me to be part of your family.

Thank you again for everything!

Sincerely,

Liz Smith

August 15, 1983

Mr. Harvey C. Klapstein  
700 West 39th Street  
Vancouver, Washington 98663

Dear Harvey:

You've asked that I write and make some comments in reference to my experience and involvement with Youth Outreach (YO). As you are aware, YO is the successor organization of Vancouver Boy's Academy that was started by King's Garden in 1955. Of the 28-year history of the two organizations, I have been involved with the program directly or indirectly for 24 years, of that time, joining the staff in 1959.

Essential for survival over the years has been an attitude that I could not take responsibility for success or failure in the lives of the kids. It was my responsibility to provide an environment whereby growth, learning, and behavior change could take place. We have won some, we have lost some.

The great joys of working here are seeing those youngsters we have made it with and being able to talk with them and relate with them and share with them their joys and successes. This past week was the Clark County Fair. As you are aware, we help fund the organization by the operation of three or four food booths at the county fair. It was interesting to see the youngsters we have worked with through the years come by the food booths to identify themselves, to re-introduce themselves, to bring their wives and children, and now even grandchildren, back to meet us.

One young man I encountered is active in a church in Portland, and all of his five children are presently serving the Lord. One is a graduate of Oral Roberts University and another is in the Military. A number of former residents in the program came by to introduce themselves and their spouses and children. Many of them are most appreciative of the positive influence of Vancouver Boy's Academy and Youth Outreach.

As you are aware, we have fairly well eliminated ourselves over the years to those areas of ministry that dealt with residential child care. We have a continuum of services to youth and their families, but all services evolve in some measure out of home care for children whether that be foster care, crisis intervention in short-term care, or long-term residential group care.

It appears to me that if we are really going to make an impact on our community that we need to develop the special ministries area of our organization that deals with family counseling, parent and child

Harvey C. Klapstein  
August 15, 1983  
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training seminars, drug and alcohol abuse clinics, and shoplifting seminars in which we are currently engaged and forums for discussion in a broad range of community issues. I believe that there is a great deal more that we can do to impact our community, through the development of our special ministries activities. Over the next several years it is this area in which I would like to put the emphasis of the organization.

Obviously, we will continue to need to put emphasis on funding and fund raising as the competition for the State and Federal dollar becomes more competitive. I would like to see the day that YO is no longer dependent on any Government funds for the support of the organization but that we are dependent only on our own ability to raise money for the support of those programs and services we offer. Central, however, in anything we do will be the continued thrust of program activity directed toward children and their families.

Sincerely,

Ronald Hart,  
Executive Director,  
Youth Outreach Inc.

## OBSERVATIONS AND EXPLANATIONS

The appendixes contain various forms required for admission by private parties or parents. Youth Outreach no longer depends on these forms as the State provides this information. However, Youth Outreach still requires the medical forms included.

Placement is usually made directly by State case workers. Youth Outreach is provided a complete portfolio on each resident. An ISP (Individual Service Plan) is established for each child and Youth Outreach responds to this plan.

Placement by families is no longer feasible because of the cost of treatment and housing now required by the State. However, there are some parents who still feel that the therapy offered by group homes is worth the investment and the procedure outlined in the appendixes is of great value.

Clothing requirements are no longer enforced. Usually, the agency has to provide clothing for children admitted because generally they have very inadequate clothing.

Assignment to homes is based on individual needs and directives by the State as to the type of treatment and group home required. Youth Outreach and State caseworkers confer and a decision is made. Length of stay is based on response of the child, and the Court's sentence. The stay varies from one month to one year. If further supervision is needed, foster homes are assigned by the State case worker. Juvenile supervision ends at age eighteen.

Every effort is made to re-habilitate the older children as to ability to obtain employment, to rent and maintain an apartment, and to do adequate cooking.

Residents attend the neighborhood schools during their stay in resident homes.

## SUMMARY AND EVALUATIONS

The resident group home is a practical, proven method of rehabilitating juvenile delinquents. It is not perfect, nor does it meet complete needs for each individual. Every effort must be made to plan an individual program for each person. The "family" program should be supplemented with regular, personal, counseling contact. In some cases, psychological help may be needed. State case-workers, or a staff psychologist should be available.

It is very important that the residences be comfortable, practical, and an atmosphere of "home" be established. Most of the juvenile residents have never known an organized, established environment. Some find it difficult to adjust and sometimes rebellion is evident.

The success of the agency rises or falls on the ability of the staff. A practical, sensitive, flexible personality is needed. Adequate technical training is necessary, but a genuine interest in youth is mandatory. A continual, regular program of staff briefing and self-evaluation programs are valuable in the maintaining of morale and direction.

State funding brings far more reports and regulations. It is, however, the safest and most efficient in the operation of group homes. Private agencies must still fulfill basic standards, plus a heavy struggle with funding. Not too many private agencies have survived because of the increased costs of juvenile care.

Individual resident homes can be operated on the general principles of large agencies. They could be worthwhile projects for churches, civic groups, or dedicated, experienced people. A supportive Board of Reference or financial backing is strongly recommended.

There is a deep satisfaction in the person-to-person relationship that is established in resident group homes. Even though all juveniles do not respond to change, the percentage of success is high and gratifying. Suggestions for consideration are:

1. Qualifications and prior experience of applicants for agency staff. This should be of major consideration in selection. The institution should keep a high rate of experience versus inexperience. Temptation to economize by hiring lower paid beginners should be resisted.
2. Specific treatment modalities should be designated and rigorously followed. Staff should be advised regarding treatment best suited to the individual juvenile. Supervisors should be alert to the changing needs of development. Treatment should not be static.
3. Follow-up of "graduated" juveniles should be pursued. Contact as much as possible should be maintained. This effort will bring its rewards in a lower rate of recidivism. Former residents will be reinforced in determination to maintain a "straight life" by the realization that they are not forgotten after leaving.

There are certain negative observations that are evident. "Burn-out" of staff is evident. Most personnel do not stay more than two years. Reasons are: low pay in relation to hours and responsibilities, slow advancement in rank and levels, frustration in negative response of some residents. Youth Outreach conforms to the usual State requirements.

It would seem that if salary provisions could be supplied that were adequate, more married people could be employed. Usually, these people provide more experience and stability. Because of low salaries, as a general rule, only single recent graduates can afford to serve in

agencies. As a result, "career staff" is more slowly developed.

Adequate agency funding should be a major concern of leadership.

Advancement in levels of responsibility should be provided in the requirement of attendance at seminars, observation and examination of other successful programs, and the encouragement of staff "feed-back." Staff leadership should be in constant training programs. Incentives of pay increase and fringe benefits should be a source of encouragement for excellence.

Frustration and a sense of defeat in dealing with rebellious delinquents are constant hazards of resident staff. This leads to reliance on daily performance records, excessive pressure to conform to rules, and a negative attitude. This should be corrected by counsel from supervisory personnel and the continued reminding of goals and objectives. A "esprit de corps" is a must among staff members.

Public relations must be a constant concern and project for an agency. Every media should be used; newspaper feature articles seem to be the best. State subsidized agencies cannot advertise, but they can supply informative and news-worthy material to feature reporters. Contacts through regular mailing are necessary. Personal appearances in speaking engagements and participation in civic functions are valuable. Personal contacts are usually rewarding.

Resident Group Homes require aggressive, practical, yet imaginative leadership. It is tough, hard work to turn delinquent, rebellious juveniles around. It should not be a "business" or a "profession." It must be a "calling" and sense of inner desire.