

- EVALUATION OF S.O.F.T.L.Y. -

A Criminology Research Council (Australia)  
funded evaluation of a peer-group  
(delinquent and pre-delinquent) activities  
programme operated by the Department for  
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ABSTRACT

S.O.F.T.L.Y. is a teenage peer-group activities programme (5 - 8 teenagers per group with 1 adult). Selected participants lacked socially relevant skills for interacting, do not plan or use their leisure time constructively (especially juvenile delinquents), isolate themselves, have low self-esteem....or are normal teenagers, who are included to create a balance in the direction of community norms. Aims of the programme were:- to develop socially relevant skills, develop an awareness of options, teach skills to create further options, teach decision-making, planning and organisational skills (being at the same time aware of the effects of the choice on self and others), and reduce recidivism. The evaluation project was carried out to determine whether the aims were being achieved. 39 S.O.F.T.L.Y. participants were successfully matched with a comparison group of similar size. Pre and post Community Integration, Jesness Inventory and Recidivism measures were used to assess both groups. Results indicate that whilst S.O.F.T.L.Y. has some merits (i.e. enjoyable to participants, inexpensive compared to alternate techniques, leads to marginally more effective control of antisocial behaviour while operating, and increased usage of certain options), its neutral effects and costs in terms of----serious recidivism on cessation of the intervention, possible group dependence and some suggested retarded normalisation of attitudes relevant to social functioning----make it an ineffective technique in comparison to non-intervention. Recommendations are made concerning the modification of the technique.

CONTENTS

Acknowledgements	Page 1
Abstract	11
Table of Contents	iii
List of Tables and Graphs	
Introduction	1
Literature Review	4
a) Recreation Projects	5
b) Street-Corner Programmes	5
c) Area projects	6
d) Mini-Bike Programmes	6
e) Outward-Bound Programmes	7
Method	8
Subjects	8
Peer Group Treatment Intervention	13
The Role of the Peer Group Leader	14
Assessment - Time Scale, Procedures & Measures	14
Time Scale	14
Assessment Procedures	15
Assessment Measures	15
i) Community Integration Questionnaire	15
ii) Jesness Inventory	16
iii) Stanford-Binet Vocabulary	17
iv) Recording of Group Activity Scale	18
Programme	
v) Least Preferred Co-Worker Scale	18
Results	20
Community Integration Questionnaire	20
i) Demographic Characteristics	20
ii) School and Work Involvement	20
iii) Parent Involvement	21
iv) What the Teenager does in his place of residence or in his neighbourhood: acceptable behaviour	21
v) What the teenager does in his place of residence or in his neighbourhood: unacceptable behaviour	22
vi) Activities Participated in	24
vii) Social skills knowledge	24
Court Records	26
i) Number of Offenders	26
ii) Appearance rate data	26
iii) Offence rate data	27
iv) Multiple and minor offenders	28

Jesness Inventory	31
i) Jesness Descriptive Scales	31
ii) Jesness "I" level descriptive scales	32
Least Preferred Co-Worker Scale	35
Discussion	37
Factors Effecting the results	37
Discussion of Results	38
Does S.O.F.T.L.Y. increase awareness and participation in existing options	38
Does S.O.F.T.L.Y. develop social skills, particularly those relating to using (and creating further) options?	39
- Knowledge of Social Skills Section - Community Integration Questionnaire	39
- Jesness Inventory	40
- Pre-and Post-behaviour checklist	41
Does S.O.F.T.L.Y. reduce recidivism?	41
Do the same trends emerge in the second follow-up Data?	43
Does S.O.F.T.L.Y. have merits?	43
Conclusions	44
Recommendations	46
References	47
Bibliography	49

#### Appendices

I. Research Measures	1
I(A) Community Integration Questionnaire	2
I(B) Jesness Descriptive Scales	40
Sequential "I" level classification	42
I(C) Least Preferred Co-Worker Scale	44
II. Peer Group Activities, Hours of Involvement and Social Skills Taught	46
III. Community Integration Questionnaire results	61
IV. Court Records Data	75
V. Jesness Inventory Data	83
VI. Binet Vocabulary I.Q. scores	107
VII. S.O.F.T.L.Y. and the Urban Aboriginal	109
Aboriginal peer group questionnaire	
Delinquency record of peer group	
Interpretations of tables	

Discussion of results

- i) family life
- ii) standards of living
- iii) skills
- iv) activities
- v) conclusion

VIII Carnarvon Youth Programme (Mayau, S.O.F.T.L.Y. and Experimental Probation Groups)

118

Acknowledgements

Synopsis

The problem

Exploratory survey and pilot programmes

The Programmes

- i) pilot youth group
- ii) Mayau club
- iii) S.O.F.T.L.Y. groups
- iv) probation groups

Effects of the programme on.....the youth of Carnarvon and.....the community

- 1) observed effects on the behaviour of Carnarvon children
- ii) effects of programme on two children - two case studies
  - (a) "J"
  - (b) "C"
- iii) effects on the children's parents
- v) effects on the local community
- vi) effects evident in the crime statistics
  - (a) changes in the number of charges/offences
  - (b) changes in offence type
  - (c) changes in the number of children offending
  - (d) changes in the number of multiple offenders
  - (e) other changes
    - 1. race
    - 2. age
- vii) probation groups

conclusions

references

supporting graphs and figures

Appendix IX	S.O.F.T.L.Y. Booklet	137
Appendix X	Social Skills in Delinquents and Non-delinquents. A re-analysis of a survey carried out by R. Sanson-Fisher et al (1976).	158
	- results	
	- conclusions	
	- tables	
APPENDIX XI	S.O.F.T.L.Y. Leader's Report	175

LIST OF TABLES, GRAPHS and FIGURES

	Page
a) <u>List of Tables - text</u>	
1.1 Sex Distribution for (E) and (C) Groups	10
1.2 Age Distribution for (E) and (C) Groups	10
1.3 Comparison of the Number of Minor and Multiple Offenders in (E) and (C) Groups	10
1.4 Comparison of Offence Records for (E) and (C) Groups	11
2.9 Comparison of Mean Number of Regular (i.e. weekly) activities participated in by (E) and (C) Ss at Baseline and 6 month follow-up assessment	24
2.10 Comparison of Mean number of activities infrequently participated in by (E) and (C) Ss at Baseline and 6 month follow-up assessment	24
2.11 Comparison of Mean number of skills questions correct for (E) and (C) at baseline and 6 month follow-up assessment	24
3.1 Table showing total number of (E) and (C) Ss offending across the time period	26
3.2 Table showing total number of appearances (court and panel for (E) and (C) across the time period	27
3.3 Table showing total number of offences committed by (E) and (C) Ss across the time period	27
3.4 Table showing percentage of (E) and (C) multiple offenders, offending across the time period.	28
3.5 Table showing percentage of (E) and (C) minor offenders offending across the time period	29
3.6 Tables 3.4 and 3.5 re-expressed in a ratio form	
5.0 Table showing the L.P.C. scores for each peer group leader, and the respective mean peer group members L.P.C. score for the 10 peer groups.	35
<hr/>	
b) <u>List of Tables - Appendices</u>	
Appendix II Peer Group Activities, Hours of Involvement and Social Skills Taught	46
1.1 Group 1	47
1.2 Group 2	48
1.3 Group 3	50

4.3(a)	Table showing percentage of (E) and (C) Ss who made 10 points or more improvements or deteriorations on the Jesness descriptive scales at 6 month follow-up assessment.	86
Appendix VI	Binet Vocabulary I.Q. Scores	107
1.	Table showing mean Binet vocabulary I.Q. score, standard deviation and "t" test comparison for (E) and (C)	108
Appendix VII	S.O.F.T.L.Y. and the Urban Aboriginal	109
	Table of questionnaire results	113
	Activities of children and friends	117
Appendix VIII	The Carnarvon Youth Programme: an extension of S.O.F.T.L.Y.	118
Appendix X	Social Skills in Delinquent and Non-Delinquents : A re-analysis of a survey carried out by R. Sanson-Fisher et al (1976)	157
	- skills knowledge	160
	- knowledge of law	164
	- personal and family details	166
	- miscellaneous	171

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c) List of Graphs and Figures - Text

Graph 1 :	Fremantle peer group programme	3
Fig. 1 :	Profile comparison of "t" score means - Jesness descriptive scales	33
Fig. 2 :	Profile comparison of "t" score means - Jesness "I" level scales	34

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d) List of Graphs and Figures - Appendices

Appendix IV Court Records

Fig 1.2 Graph showing mean number of appearances (Court/panel) for (E) and (C) Ss in total prior period preceding peer group intervention, (6-0 months) prior to peer group intervention and (0-6 months) post peer group commencement (or initial interview in control group) 80

Fig 1.1 Graphs showing mean number of offences committed by (E) and (C) group Ss in total prior period preceding peer group intervention, (6-0 months) prior to peer group intervention and (0-6 months) post peer group commencement (or initial interview in control group). 81

1.5	Group 5	51
1.6	Group 6	52
1.7	Group 7	53
1.8	Group 8	55
1.9	Group 9	56
1.10	Group 10	58
1.11	Table summarising the number of activities participated in and the total hours of peer-group involvement for the 10 peer groups	60
Appendix III Community Integration Questionnaire Results		61
2.1	Summary of Questions relating to Demographic Characteristics	62
2.2	Summary of School and Work Involvement of Experimental and Control Group at Baseline and 6 month follow-up Assessment	63
2.3	Summary of questions relating to parental involvement	64
2.4	Summary of questions relating to what the child does in his place of residence and in his neighbourhood	65
2.5	Summary of questions relating to what the child does in his neighbourhood - unacceptable behaviour: drinking alcohol	69
2.6	Summary of questions relating to what a child does in his neighbourhood - unacceptable behaviour: arguing and fighting.	70
2.7	Summary of questions relating to what a child does in his neighbourhood - unacceptable behaviour: stealing	71
2.8	Summary of questions relating to what a child does in his neighbourhood - Breaking and entering and damaging public property	72
2.11	Showing number and percentage of correct responses to the 65 skills questions for (E) and (C) Ss at Baseline and 6 month follow-up Assessment, together with Chi Square analysis.	73

3.2(a)	Summary (and "t" test comparisons) of mean number of appearance (Court and Panel) for (E) and (C) over the time period.	76
3.3(a)	Summary (and "t" test comparisons) of mean number of offences committed by (E) and (C) Ss over the time period.	76
3.4(a)	Table showing the mean number of appearances made by (E) and (C) multiple offenders across the time period	77
3.5(a)	Table showing mean number of appearances made by (E) and (C) minor offenders across the time period.	77
3.6(a)	Table showing mean number of offences committed by (E) and (C) multiple offenders across the time period	77
3.7(a)	Table showing the mean number of offences committed by (E) and (C) minor offenders across the time period	77
3.8(a)	Table showing total and mean number of Ss offending, offences committed and appearances made in the 6 month period preceding the commencement of the peer group and the 6 month period following the completion of the peer group for the (E) group	78
3.9(a)	Table showing the total and mean number of Ss offending, offences committed and appearances made in the 6 month period preceding the commencement of the control group, and the 4-6 month period following the completion of the control period for the (C) group.	79
4.1(a)	Table showing mean "t" scores, standard deviations and significance levels of "t" test comparisons for (E) and (C) on the Jesness descriptive scales across the time scale.	84
4.2(a)	Table showing mean "t" scores, standard deviations and significance levels of "t" test comparisons, for (E) and (C) on the Jesness "I" level descriptive scales, across the time period.	85

Fig 1.3 Graph showing % of Ss offending in total prior period preceding peer group intervention, (6-0 months) prior to peer group intervention and (0-6 months) post peer group commencement (or initial interview in control group)	82
--	----

#### Appendix V Jesness Inventory Data

Fig 3.1 Graph showing frequency distribution for "t" scores on Jesness descriptive scale (social maladjustment)	87
Fig 3.2.....(value orientation)	88
Fig 3.3.....(immaturity)	89
Fig 3.4.....(autism)	90
Fig 3.5.....(alienation)	91
Fig 3.6.....(manifest aggression)	92
Fig 3.7.....(withdrawal)	93
Fig 3.8.....(social anxiety)	94
Fig 3.9.....(repression)	95
Fig 3.10.....(denial)	96
Fig 3.11.....(asocial index)	97
Fig 4.1 Graph showing frequency distribution for "t" scores on Jesness "I" level (Aa Unsocalised Aggressive)	98
Fig 4.2.....(Ap Unsocalised passive)	99
Fig 4.3.....(cfm Immature conformist)	100
Fig 4.4.....(cfc Cultural conformist)	101
Fig 4.5.....(Mp manipulator)	102
Fig 4.6.....(Na Neurotic acting out)	103
Fig 4.7.....(Nx Neurotic anxious)	104
Fig 4.8.....(Sc Situational Emotional)	105
Fig 4.9.....(Ci Cultural Identifier)	106

Appendix VIII    The Carnarvon Youth Programme : An  
Extension of S.O.F.T.L.Y.

118

- Graph 1 : Number of offences per annum
- Graph 2 : Offences per month, 1971-1978
- Graph 3 : Average No. of offences per month
- Graph 4 : No. of children appearing each 6 months
- Graph 5 : Children appearing each month
- Graph 6 : Average number of offenders per month
- Graph 7 : Offences against persons
- Graph 8 : Property offences
- Graph 9 : Good Order offences
- Graph 10 : Traffic offences

#### INTRODUCTION:

The S.O.F.T.L.Y. programme evolved within the Western Australian Department for Community Welfare over a period of three years commencing in 1972. It grew out of an observation by a Children's Court Magistrate....."that many offenders appearing before him seemed unable to occupy themselves constructively during their leisure time". The Department's initial response was to devise a mini-bike programme for a select group of offending youths. This programme operated over several years but was criticised on the grounds that the programme offered a sole activity that was attractive to only a small group of offenders.....the activity was not relevant to the children's immediate everyday lives.....it was moderately expensive.....youths had to travel to a central location away from the normal environment.....and some youths continued to offend, particularly after they had completed the programme.

The alternative programme was a variable activity, peer-group programme operated in several regions within the Perth Metropolitan area. Soon after the commencement of this programme it was modified to emphasise the maximising of experiences and opportunities to learn social skills, for each selected activity. Hence S.O.F.T.L.Y. emerged as a fully fledged programme having as its aims:-

"The assistance of those children who are having difficulty functioning in society (i.e. those who repeatedly break society's standards) to

1. develop an awareness of the existing options in their community.
  2. learn the skills for creating further relevant options.
  3. make appropriate choices, and, in doing so experience the effects of their choice on themselves and on others
- and
4. having made their choice, plan and put into effect responsible behaviour". (see S.O.F.T.L.Y. Booklet, Appendix IX)

The merits of the programme were thought to be: (for details, see S.O.F.T.L.Y. Booklet, Appendix IX)

- a) rapid learning of socially relevant skills
- b) more effective generalisation of learning
- c) a lower probability that deviant children would be labelled or stigmatised
- d) the programme made use of a natural developmental stage

- e) it was highly enjoyable for the participants
- f) it was inexpensive
- g) and most important, it seemed to be reducing recidivism

In respect to the latter point, a retrospective analysis of children's recidivism rates was carried out in early 1975 for 32 children who had participated in seven groups between January 1973 and December 1974. The results indicated a twenty-five percent (25%) decrease in Court appearances in the first post-programme six month block compared with the pre-programme six month block. Appearance rates returned to the pre-programme level in the second post-programme six month block. The interpretation of this result was that the programme was probably having only a short term effect. (Refer to Graph I).

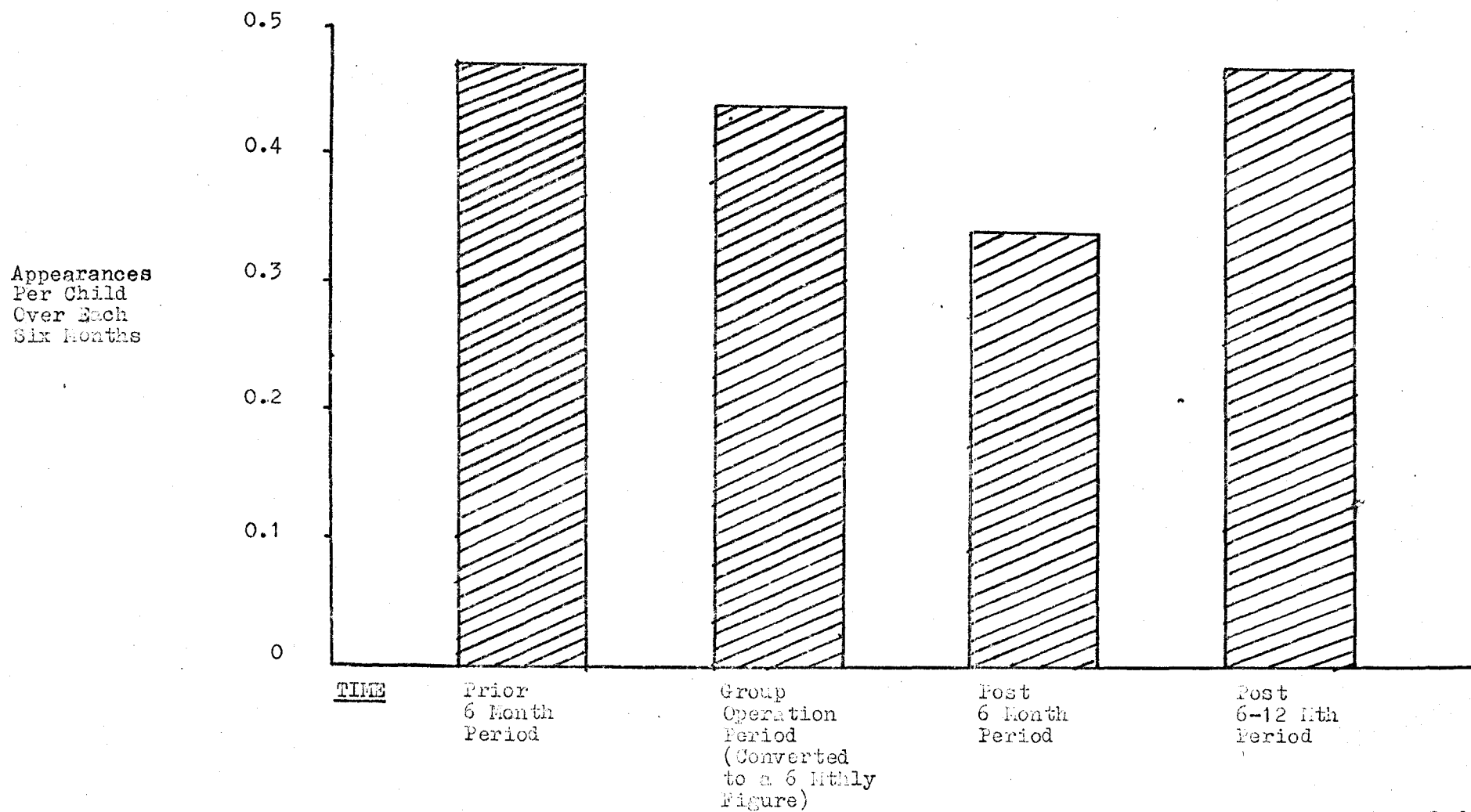
This probe data was too general and incomplete to draw any firm conclusions. Moreover, there was no control data with which to compare it. It was therefore decided to evaluate the programme to determine if it was effective, whether it achieved its aims and finally, whether the merits attributed to this particular kind of technique were in fact demonstrable strengths.

GRAPH 1

FREMANTLE PEER GROUP PROGRAMME (JANUARY 1973 TO DECEMBER 1974)

COURT APPEARANCES FOR PEER GROUP MEMBERS

(Population : 7 Groups Having 32 Members)



B.J. Dufty &  
M. Prendergast  
9 October 1975

LITERATURE REVIEW:

During the 1950's, 60's and early 70's, delinquency prevention projects were being experimented with throughout the world because of increased juvenile crime rates, and the failure of institutional programmes to transfer their good effects from the institutional environment to the community. With respect to the latter, outcome indices such as parole performance and recidivism were consistently indicating no effects or deteriorations on re-entry to the community (Moos, 1975).

Witmer and Tufts, 1954 (Reported in Wright & Dixon, 1977) seem to have been one of the first groups to review the effectiveness of preventive juvenile delinquency projects. Their review produced little concrete evidence on the effectiveness of such projects because they found that exceedingly few projects had been evaluated. The few projects that had been evaluated produced data of a highly subjective nature, and the evidence that emerged indicated little in the way of programme effectiveness. Witmer & Tufts apparently attributed the lack of research to the imbalance in publicly available funds --- massive federal funding (i.e. U.S.A.) was available for service projects but very little for research.

Amos, Manella & Southwell, 1965; Beck & Beck, 1968; Harlow, 1969 and Wheeler, Cottrell & Romasco, 1970 carried out similar reviews with almost identical results.

In one of the most recent reviews, Wright & Dixon (1977) examined 6600 papers describing "community prevention and treatment of juvenile delinquency" programmes. Only 96 reports (or 1% of all reports) were found to contain some form of empirical data on project effects --- many were low in both scientific validity and policy utility. They concluded that no delinquency prevention strategies could be definitely recommended.

The literature seems to contain no identical projects to S.O.F.T.L.Y. Nevertheless, there are some reports on preventive delinquency interventions which do have some relevance to the current project:-

5.

- a) Recreation Projects
- b) Street Corner Programmes
- c) Area Projects
- d) Mini-Bike Programmes
- e) Outward Bound Programmes
- a) Recreation Projects:

Reports in the literature indicate that these projects have been of a general, non-specific nature where groups of non-selected children attend a programme for planned leisure activities. Evaluations have generally been highly subjective, with follow-ups and comparison groups usually lacking. Results have been neutral (indicating "no effect") or occasionally, slightly positive. S.O.F.T.L.Y.'s resemblance to these projects is that it is also a leisure programme.

- b) Street Corner Programmes:

Street-corner programmes developed partly as an answer to the failure of recreational projects to demonstrate an ability to markedly reduce delinquent behaviour. The strategy of street-corner workers was to make contact with juvenile gangs, gain their confidence and then direct their disruptive energies into positive channels. But the idea has not proven viable. Not only have the traditional street-corner programmes failed to prove that they can significantly reduce delinquent behaviour (Wright & Dixon, 1977) but there is some evidence that they may increase the cohesiveness of the gang and thereby indirectly influence the gang to further exploits (Klein, 1969).

S.O.F.T.L.Y. resembles these programmes in the sense that it is also a peer group programme. However, it differs in a number of other respects. For example, the S.O.F.T.L.Y. facilitator spends more time with his group (6 to 10 hours per week) than the street-corner worker (5 minutes to an hour per week) --- both programmes make use of naturally occurring groups, but in S.O.F.T.L.Y. the groups are modified to keep the negative influences in the minority --- S.O.F.T.L.Y. emphasises getting parents to be present and interested --- and so on.

c) Area Projects:

The area approach assumes that delinquency in slum areas stems from a lack of neighbourhood cohesiveness and a lack of residents' concern about the welfare of their children. Area projects attempt to involve people in changing the character of their neighbourhood, and thereby make it a better place for children to grow up.

Very few area projects have been evaluated. Wright & Dixon, 1977 found mildly positive reports in the few studies they could find. However, almost all the reports on the projects suffered from lack of comparison groups, lack of follow-up information and a heavy reliance on subjective opinion.

Two area projects are currently operating in Western Australia - one in Carnarvon and the other in Roebourne. Both projects have produced a major reduction in delinquency and recidivism over 2½ years. Evaluations of both can be criticised from the point of view that they did not use comparison groups and there is some reporting of subjective data. (Hornby, Nicholson & Pentz, 1978; Dufty, 1977, 1978; Leung & Robinson, 1977).

S.O.F.T.L.Y. has some elements in common with these Western Australian and overseas projects. It operates on similar lines but the tasks and goals differ to a lesser or greater extent when compared to various area projects.

d) Mini-Bike Programmes:

Mini-bike programmes have been used by the American Y.M.C.A. (Wright & Dixon, 1977) as a tool to establish rapport between youth and project staff. The objectives of the programme were to reduce recidivism, reduce delinquency, improve attitudes and improve self-regard. The evaluation reports indicate that the project was successful in reducing recidivism. However, examination of the reports indicates that there was no follow-up and there was a heavy reliance on subjective opinions.

The Western Australian programme, previously mentioned, also produced a similar result; i.e. reductions in offending while the programme was operating and an increase in offending after the programme was completed.

e) Outward Bound Programmes

The first Outward Bound School was established in Aberdovey, Wales, in 1941 in order to train merchant seamen for survival during the battle of the Atlantic. The initial success of the programmes has resulted in the establishment of Outward Bound Schools in many parts of the world (e.g. Britain, U.S.A.). Each school adapts a programme according to its own physical environment. These school programmes stress (1) physical conditioning such as running, hiking, and swimming; (2) technical training such as the use of specialised tools and equipment, camping, cooking, map reading, navigation, life-saving, drown-proofing and solo-survival; (3) safety training; and (4) team training such as rescue techniques, evacuation exercises and firefighting. Kelly and Baer (1969) have shown that this kind of programme (for groups of 12 boys, one boy per group being a delinquent) promotes positive change in the social attitudes and self concept for male delinquents.

The programme is similar to S.O.F.T.L.Y. in that it offers training in survival skills for small groups of teenagers. However, it differs from S.O.F.T.L.Y. in that delinquents form a much smaller minority in the outward bound programmes; and the outward bound programmes are of much longer duration.

In conclusion, the research literature at the time when the evaluation of S.O.F.T.L.Y. was being considered (and since then), shed little light on the direction the evaluation ought to take --- to quote Prather & Gibson (1977), "research has found nothing that consistently and unambiguously makes a difference" to delinquency and recidivism. Results from previous programmes with comparable elements indicate that S.O.F.T.L.Y. is not likely to produce startling results. Most preventive delinquent research with comparable elements has produced mildly positive or neutral results. In some studies mild negative effects have emerged.

METHODSUBJECTS:

Each divisional office organised and supervised its own peer group. The divisional officers selected the teenagers to participate in the peer groups. The teenagers had come to the divisional officers' attention through court action, parental approach or from the divisional files. The teenagers chosen to participate in a particular peer group were all of the same sex, of similar age, and for practical reasons (i.e. transport) lived within close proximity of each other. Where possible the groups were composed of naturally occurring peers who had been involved together or separately in the same or similar deviant behaviour. Other considerations in choosing the members of a peer group included:

- I) Whether it was felt the teenager would benefit from the peer group experience. This decision was based on whether the teenager displayed one or more of the following characteristics:-
  - a) Lack of social skills.
  - b) Inability to plan leisure time.
  - c) Isolated or not belonging to any group.
  - d) Inability to interact with peers.
  - e) Low self-esteem.
- II) Within each group a balance between the more serious disruptive offenders, and minor offenders was sought --- serious offenders always being the group minority.

In all, 10 peer groups were included in the S.O.F.T.L.Y. evaluation. The number of teenagers in each group ranged from four to seven, the mean number of children per group being 4.6. Of the 46 teenagers who were selected to participate in the peer groups, only 43 were assessed at baseline. The remaining 3 who were not assessed comprised:-

- ( i) 2 teenagers who had previously participated in a peer group.
- (ii) 1 teenager who did not wish to be interviewed.

A further four subjects who participated in the peer group on only one or two occasions were also deleted from the experimental group (one was deleted because of low intellectual ability and failure to fit in with the rest of the group; the remaining three seriously offended after the commencement of their group and were admitted to a maximum security facility). Thus the experimental group consisted of 10 peer groups with 39 participants.

A control group of 39 teenagers was selected (for an outline of the problems relating to the selection of the control group refer to discussion). The control subjects were matched to the experimental subjects on a one-to-one basis controlling for the following variables:-

- ( i) Sex.
- ( ii) Chronological Age (within 6 months).
- (iii) Offending history in 6 month period prior to the initial interview; matching with respect to the total number of offences and appearances over this period. The length of history of offending and seriousness of offences was also taken into consideration.
- ( iv) In addition, demographic data (i.e. race, guardianship, parental figures, nationality of parental figures, work involvement of parental figures), and a measure of intellectual capacity were obtained to determine the similarity of the experimental and control group, with respect to these factors. (Refer to Appendix III, Tables 2.1, 2.2 and 2.3 for details of this data).

Inspection of Tables 1.1, 1.2, 1.3 and 1.4 shows that a close matching of experimental and control subjects was achieved.

TABLE 1.1 SEX DISTRIBUTION FOR (E) &amp; (C) GROUPS

Group \ Sex	Male	Female
(E)	34	5
(C)	34	5

TABLE 1.2 AGE DISTRIBUTION FOR (E) &amp; (C) GROUPS

Group \ Age in Years	12	13	14	15 or More
(E)	6	8	18	7
(C)	4	14	13	8

$\chi^2$  not significant at .05 level \*

TABLE 1.3 COMPARISON OF THE NUMBER OF MINOR\* AND MULTIPLE\* OFFENDERS IN (E) AND (C) GROUPS

Group \ Age in Years	Minor Offenders	Multiple Offenders
(E)	26	12
(C)	31	8

$\chi^2$  not significant at .05 level

\*Minor Offender: 1 or less appearance (Court/Panel) in total period preceding peer group intervention (or initial interview in (C) group).

\*Multiple Offender: 2 or more appearances (Court/Panel) in total period preceding peer group intervention (or initial interview in (C) group).

(E) denotes Experimental Group; (C) denotes Control Group.

\* An  $\alpha$  of .05 was chosen as the level of significance for all statistical analysis of the data.

TABLE 1.4

## COMPARISON OF OFFENCE RECORDS FOR (E) &amp; (C) GROUPS

Offence Record Groups	Panel Or No Record	12 Mths History Of Offending	12 Mths History Of Offending & Probatn.	12 Mths History Of Offending
(E)	12	9	13	4
(C)	18	7	11	3

$\chi^2$  not significant at .05 level

Of the additional information collected to determine whether the groups were similar across other relevant demographic dimensions, the following trends emerged:-

1. There were no differences in percentage distributions with respect to (a) Race.  
(b) Length of Residence in Australia.  
(c) Work Involvement of Parents.
2. There were differences in percentage distributions with respect to:-
  - (a) Guardianship:  
10% of (E) Ss were wards of the State, whilst 0% of the (C) S's were wards.
  - (b) Parental Figures:  
A greater percentage of (E) Ss (41.1%) were living with either a single parent or one natural parent and a step-parent or de-facto. The percentage for (C) Ss was (37.3%).
  - (c) Nationality of Parental Figures:  
A greater percentage of (C) Ss parental figures were classified as "Other European".

(d) Work Involvement - Subjects:

More (C) Ss were working or seeking employment.

(e) Parental Involvement:

In comparison to (E), 18.2% more (C) Ss had been on a family outing during the previous week.

3. With respect to the measure of intellectual potential, a "t" Test analysis yielded no significant difference between the (E) and (C) groups' mean I.Q. score. (The mean for (E) being 92.4 and for (C) 96.9). (For details of this analysis refer to Appendix VI, Table 1.)

SELECTION & TRAINING OF PEER GROUP LEADERS:

Six peer group leaders were involved in the S.O.F.T.L.Y. evaluation. The peer group leaders were generally tertiary students with previous experience in working with young people. Extremely autocratic personnel were not accepted due to the type of task they were required to perform.

Training of the peer group leaders took the following form:-

- i) (a) The peer group leader was given the S.O.F.T.L.Y. booklet to read. The supervisor then went through the booklet with the peer group leader ensuring their understanding of the aims and goals of the programme.
- (b) The supervisor presented relevant examples to demonstrate leader behaviours required under different circumstances.
- (c) The peer group leader was given the Research Booklet, (for details of the Research Booklet refer to assessment measures) and an explanation on how it was to be completed (refer to discussion for problems relating to the peer group leader's completion of Research Booklet).
- ii) A meeting with the prospective members of the peer group and their parents was arranged. Impressions of the teenagers, likely management problems, and teenagers

interests were then discussed with the supervisor. Where appropriate, verbal role playing of likely problem areas took place.

- iii) Weekly supervision (reporting back of problems encountered and verbal role play where appropriate). In practice this supervision was only once fortnightly, and for some leaders only on an intermittent basis.
- iv) At the completion of the group, peer group leaders were required to report on their impressions of the group's progress and to supply the data collected for research purposes (Research Booklet).

#### PEER GROUP TREATMENT INTERVENTION:

Once the members of the peer group were chosen, the officer visited the family, obtaining the permission of the parents for their child's participation in the group and the co-operation of the participant. The officer also arranged a time for a visit from the peer group leader. After this the peer group leader assumed responsibility for the organisation of the group.

Normally the group met twice a week, once to arrange an activity and the other to carry it out. Each peer group generally ran from 10-12 weeks. Participation was voluntary. Throughout the period of peer group operation normal procedures (as applicable to the individual subject, i.e. probationary supervisors, counselling) were maintained. The control subjects experienced these normal procedures only. Where possible the group met at the homes of the members, rotating among them, so that the burden did not fall totally on any one set of parents. Another reason was to give all the parents an opportunity to see what was going on in the group and to remain interested in their teenagers' activities. (Refer to the discussion for practical issues and problems of operating the group meetings in the teenagers' homes).

The actual activities of the group were decided by the group members with the following restrictions:-

- i) The activities were not to be illegal.
- ii) The activities were subject to parent approval.

- iii) Activities well beyond the financial resources of the peer group members were not to be undertaken.

The peer group members were encouraged to consider a range of alternatives which would normally be available to their age group, to decide on a particular activity, plan out how the activity was to be organised and to share out the tasks involved in carrying out this plan.

#### THE ROLE OF THE PEER GROUP LEADER:

The role of the peer group leader is one of a facilitator rather than a leader. Whilst the "leader" can offer suggestions for activities he must not force activities on the peer group members. He should be able to widen their horizons without forcing them to choose activities that he sees or believes the community sees as productive. The "leader's" role is also one of offering the group members guidance and assistance in the planning and organising of activities. For example, if the group decides to go roller skating, the "leader" may suggest they look up skating rinks in the telephone directory and that they ring up to enquire about opening times, and costs, etc. At the end of each activity or at the next planning session, the "leader" attempts to draw out aspects of the consequence of the activity both to the peer group members and to others who may have been affected by it.

For a detailed description of the activities participated in by the peer groups, the hours of involvement and skills taught within the group, refer to Appendix II.

#### ASSESSMENT - TIME SCALE, PROCEDURE & MEASURES:

##### Time Scale:

Each subject in the experimental and the control group was assessed twice. The initial assessment for the experimental subjects was carried out just prior to the commencement of their respective peer groups. The second assessment, six months after the commencement of the peer group. The control subjects were not yoked in time to their matched experimental subjects. The second assessment for a control subject was carried out six months after his initial assessment. 9 experimental and 4 control subjects have been assessed for a third time in 12 month follow-up interviews.

### Assessment Procedure:

Each subject was given an initial battery of tests; the Community Integration Questionnaire, the Jesness Inventory, and the Binet Vocabulary Test. A further measure, the Least Preferred Co-Worker Scale was administered to the experimental group only in the initial interview, and to the peer group leaders. Court records for each subject were also obtained. Only the Community Integration Questionnaire and the Jesness Inventory were administered in the 6 and 12 month follow-up interviews. The tests were all given by the research officer as a face-to-face interview in the teenager's home. Each interview took between 1¼ to 1½ hours. The interview situation was made as informal and relaxed as possible. Despite both the length and nature of the interview, subject co-operation was good. The majority of subjects were willing to participate in the second 6 month follow-up interview.

### Assessment Measures:

#### I) Community Integration Questionnaire

(Refer to Appendix Ia for a full copy of the questionnaire).

This questionnaire was developed to measure a child's integration into his community. Many of the questions were borrowed from a delinquency survey carried out by Mr. R. Sanson-Fisher and Miss B. Mulligan, Nyandi, Western Australia, (1975). The questionnaire is administered by the interviewer. Both the interviewer and the child have typed copies of the questionnaire so that the child can read along with the interviewer and answer the questions. The questionnaire covers the following areas:-

1. General information - this was filled out prior to seeing the child and included such things as name, sex, age, race, guardianship and Court record.
2. Factors influencing the child's capacity to integrate. This section measured those variables which inhibit, prevent or encourage a child to integrate and include:-

- (a) The child's background (e.g. whether he goes to school, or is an immigrant, or has friends, etc.).
  - (b) The background of the child's parents (e.g. whether the child has parents, or if they have a job, etc.)
  - (c) The child's home environment (e.g. is there a T.V. set in the home, does his parents have a car that goes).
  - (d) Community involvement (e.g. do outsiders intrude into family life).
  - (e) Social skills (e.g. does he know about laws that affect his everyday behaviour, does he know how to apply for a job, can he manage money, etc.).
3. Parent participation in the child's life. This section covered parent behaviour, their interest in their child, etc.
  4. What does the child do in his place of residence? i.e. child's behaviour in his home (e.g. does he invite friends to his home, how does he use his time).
  5. What does the child do in his community? This section covered actual behaviour in the community, both acceptable and unacceptable (e.g. destructive acts, constructive use of leisure time, awareness of community resources, etc.).

## II) Jesness Inventory

This is an attitudinal scale consisting of 155 true-false items. Two techniques were used to analyse the obtained results:-

1. Jesness Descriptive Scales (Refer to Appendix I(b) for a description of scales).

The 11 descriptive scales assess a variety of attitudes relevant to social functioning within a community. The descriptive scales assessed areas of social functioning

that were difficult or almost impossible to assess behaviourally.

2. Sequential "I" - Level Classification - Descriptive Analysis (Refer to Appendix I(b) for description of scales).

I-Level or level of integration scales assess a person's maturity in terms of his philosophy of life. The scales are based on the theory that when a person begins life he is entirely self-centred. The second stage of maturity occurs when a person becomes aware of the external world but cannot understand it; he remains highly self-centred but is frequently frustrated by his world. This third stage is when he realises that he can manipulate his environment and that he is not completely at its mercy. The fourth stage involves a growing awareness of how his internal world relates to the external world and vice versa. There is an appreciation of interactions between the two and consequences are beginning to be understood. Stages five to seven are ideal stages, with only a few adults reaching stage five. These stages involve a complete understanding of interactions with a capacity to actively do things for the benefit of both himself and others.

The "I" Level scales were used to provide a further measure of a person's social attitudes and capacity to interact with his peers.

III) Stanford Binet Vocabulary Test

A measure of intellectual functioning was included as a further control variable to ensure that any resulting difference between (E) and (C) could not be explained by this factor. The Stanford Binet Vocabulary Test was used to obtain an estimate of the S's intellectual functioning. (Sattler, 1974).

Where doubt as to the intellectual capacity of a subject arose (either through the administration of the Binet Vocabulary Test, or through the other assessment tools used in the interview) further testing was conducted. One (E) subject was eliminated on intellectual grounds.

IV) Recording of Group Activity Programme

This consisted of a pocket-size booklet in which the leader recorded the following information:-

(a) General Information:

- i) The children's names.
- ii) Age of each child.
- iii) Address of each child.
- iv) Status of each child.

(b) For Each Meeting:

- i) Date.
- ii) Who attended.
- iii) Activities.
- iv) Duration of meeting.
- v) Socially unacceptable acts on the part of children.
- vi) Children who participated in:-
  - (1) Discussions.
  - (2) Decision making, planning and arranging.
- vii) Number of times leader found it appropriate to discuss "consequences" of actions.
- viii) Descriptions of any social skills taught.
- ix) Leaders degree of involvement in deciding, planning and arranging.
- x) Comments.

V) Least Preferred Co-Worker Scale

Leadership research over the past 10 years has been able to demonstrate that a group's effectiveness is dependent on an interaction of factors - no sole variable by itself can account for a group's effectiveness. The interacting variables isolated have been the "leader's style", his "position power" in the group, the "task" and "leader-member relations". Leadership style is the most difficult variable to modify and change, and for this reason it has a slightly greater influence on the interaction between all the relevant variables.

In the S.O.F.T.L.Y. programme the "leader's" position power and the task remain constant, while the "leader's" style

and "leader-member" relations are left to vary from group to group. Neither leadership style nor leader-member relations can be controlled, but an indication of their effects can be obtained through the administration of the Least Preferred Co-Worker Scale (attached) to both "leader" and group members. The "leader's" score on the scale gives a direct and reliable indication of his style. Comparison of the "leader" score with group member scores allows the level of matching to be assessed. (Refer to Appendix Ic for a copy of the scale).

## RESULTS

### COMMUNITY INTEGRATION QUESTIONNAIRE:

The data from the Community Integration Questionnaire is presented in table form in Appendix III (Tables 2.1 to 2.7).

The purpose of collection of this data was twofold:-

1. To assess the comparability of the (E) and (C) groups at baseline with respect to the various descriptive and behavioural measures.
2. To assess the behavioural changes taking place in the (E) group following their participation in the peer group programme. Unfortunately, a loss of data at the six month follow-up assessment has reduced the validity of these comparisons (for details of this loss of data refer to Appendix III, Table 2.1).

Only a brief point form summary of the relevant results will be present here.

#### ( i) Demographic Characteristics (Refer Table 2.1)

- a) A summary of the demographic characteristics of the (E) and (C) group is presented on pages 11-12 of the Methods section.
- b) The demographic characteristics of the (E) and (C) group remained relatively stable over the 6 month period following the initial assessment.

#### ( ii) School & Work Involvement (Refer Table 2.2)

- a) At baseline 94% of (E) Ss. were attending school compared with 62.5% at the 6 month follow-up assessment. A similar trend though not as significant is apparent in (C) (87% attending school at baseline, 77% at 6 month follow-up).

(iii) Parental Involvement (Refer Table 2.3)

- a) For (E) and (C) 99% of parents accompanied their children to their last court or panel appearance. (An expected result because the W.A. Child Welfare Act requires their attendance)
- b) A greater percentage of (C) Ss had been on a family outing in the previous week. (28% compared with 10% for (E).)
- c) Approximately 95% of (E) and (C) Ss required parental consent for outings and were expected to inform their parents where and with whom they were going. Parental reaction to outings without permission, or to arrival home late from an outing were predominantly punitive (telling off and punishment) or verbal (telling off only).
- d) Due to the diminished N for (E) and (C) at 6 month follow-up assessment, a comparison of the parental involvement across the time period was not possible.

(iv) What The Teenager Does In His Place Of Residence Or in His Neighbourhood : Acceptable Behaviour (Refer Table 2.4)

- a) 79% of (E) Ss and 76% of (C) Ss have a special group of friends - the size of this group of friends for the majority being less than 10.
- b) Approximately 85% of (E) and (C) Ss had an outing independent of their parents in the previous week. For the majority this outing was on a Friday or Saturday evening, or Sunday.
- c) The most popular activities participated in around the home were:-
  - i) Watching T.V.
  - ii) Listening to records or the radio.
- d) Both (E) and (C) Ss had a high degree of involvement with neighbourhood teenagers, i.e. with neighbourhood teenagers visiting their homes after school, at night and on the weekends.

- e) Activities participated in external to the home varied for (E) and (C).

At baseline the (E) group participated more often than the (C) group in mucking around on the street, going to dances, and marginally more often attended amusement centres and pool rooms. A greater percentage of (C) S's were involved in other activities, i.e. fishing.

At the 6 month follow-up assessment, the (E) group participated more often than the (C) group in walking along the street, mucking around on the street and in attending amusement centres, drive-ins, pool rooms, dances and parties. In contrast the (C) S's were more involved in clubs and other activities, i.e. fishing.

- f) For both (E) and (C) the most frequently used mode of transport was bus or train.
- g) The (E) group appears to spend more money on entertainment than the (C) group.

( v) What The Teenager Does In His Place Of Residence Or Neighbourhood : Unacceptable Behaviour (Refer Table 2.5 to 2.7)

(1.) Drinking Alcohol (Table 2.5)

- a) At baseline 50% of (E) and (C) Ss had been either drinking alcohol or in contact with people drinking within the previous week. 35.8% of these (E) Ss contact had been within the previous 2 days.
- b) At the 6 month follow-up assessment the % of (C) Ss drinking or in contact with people drinking decreased to 25% whereas the percentage for (E) remained relatively constant.
- c) For (E) and (C) the major drinking companions were: friends under 18, and family (i.e. parents, relatives).

- d) The main place of drinking was either the Ss own home or a friend's home.
- e) With respect to the frequency of drinking behaviour at the 6 month follow-up assessment the following two trends emerged:-

- ( i) (E) showed an increase in the percentage of Ss drinking once a week.
- (ii) (C) showed an increase in the percentage of Ss not drinking at all.

(2.) Arguing & Fighting (Table 2.6)

- a) At baseline 57% of (E) Ss and 40% of (C) Ss had over the previous 3 months been involved in a fight. The main reasons for involvement in the fight were:-

- ( i) Self defence.
- (ii) The other person was stirring or teasing.

With one exception all of the Ss involved in fights used only their fists.

- b) The percentage distributions for arguing and fighting behaviour remained relatively constant over the time period.

(3.) Stealing, Breaking & Entering & Damaging Public Property

For these behaviours, the number of subjects involved was too low for any meaningful conclusions to be drawn. The raw data and percentages are presented in Tables, 2.7, 2.8, 2.9.

## COMMUNITY INTEGRATION QUESTIONNAIRE:

## (vi) Activities Participated In

TABLE 2.9 COMPARISON OF MEAN NUMBER OF REGULAR (i.e. WEEKLY) ACTIVITIES PARTICIPATED IN BY (E) AND (C) Ss AT BASELINE AND 6 MONTH FOLLOW-UP ASSESSMENT.

	BASELINE			6 MONTH FOLLOW-UP			BASELINE V. 6 MONTH FOLLOW-UP	
	Comparison: (E1) v (C1)			Comparison: (E2) v (C2)			Comparison: (E1) v (E2)	Comparison: (C1) v (C2)
Mean No. Activities	(E1) N=39 19.2	(C1) N=39 19.3	Signif <sup>(a)</sup> NS	(E2) N=37 15.2	(C2) N=35 14.9	Signif NS	**	**
Stand. Dev.	7.2	7.9		8.4	5.5			

(a) Significance: NS - Not Significant at the .05 Level

\* - Significant at the .05 Level

\*\* - Significant at the .01 Level

A "t" Test for significance was performed on the data. At both the baseline and 6 month follow-up assessments there were no significant differences between (E) and (C) with respect to the mean number of activities participated in. A within groups comparison of the mean number of activities regularly participated in at baseline versus 6 month follow-up assessment yielded a significant "t" at the .01 level, with both (E) and (C) Ss participating in significantly less activities on a regular basis at 6 month follow-up assessment.

TABLE 2.10 COMPARISON OF MEAN NUMBER OF ACTIVITIES INFREQUENTLY PARTICIPATED IN BY (E) AND (C) Ss AT BASELINE AND 6 MONTH FOLLOW-UP ASSESSMENT.

	BASELINE			6 MONTH FOLLOW-UP			BASELINE V. 6 MONTH FOLLOW-UP	
	Comparison: (E1) v (C1)			Comparison: (E2) v. (C2)			Comparison: (E1) v (E2)	Comparison: (C1) v (C2)
Mean No. Activities	(E1) N=39 45.7	(C1) N=39 53.1	Signif **	(E2) N=37 46	(C2) N=35 52.1	Signif	NS	NS
Stand. Dev.	11.0	10.8		13.3	12.8			

A "t" Test comparison of the mean number of activities participated in, by (E) and (C) Ss at baseline yielded a significant "t" at the .01 level, with (C) Ss participating in significantly more activities than (E) Ss. This significant difference, with (C) Ss participating in a greater number of activities was maintained at the 6 month follow-up assessment. A within groups comparison of the mean number of activities participated in at baseline versus 6 month follow-up assessment yielded no significant differences for either (E) or (C).

## (vii) Social Skills Knowledge

TABLE 2.11 COMPARISON OF MEAN NUMBER OF SKILLS QUESTIONS CORRECT FOR (E) AND (C) AT BASELINE AND 6 MONTH FOLLOW-UP ASSESSMENT (MAXIMUM POSSIBLE CORRECT = 65).

	BASELINE			6 MONTH FOLLOW-UP			BASELINE V. 6 MONTH FOLLOW-UP	
	Comparison: (E1) v (C1)			Comparison: (E2) v (C2)			Comparison: (E1) v (E2)	Comparison: (C1) v (C2)
Mean No. Skills Questions Correct	(E1) N=39 43.4	(C1) N=39 43.7	Signif NS	(E2) N=37 49.4	(C2) N=35 49.3	Signif NS	**	**
Stand. Dev.	7.6	7.0		8.1	7.0			

A "t" Test for significance performed on the baseline and 6 month follow-up assessment data, yielded no significant differences with respect to the mean number of skills questions correct for (E) and (C) Ss.

A within groups comparison of the mean number of skills questions correct at baseline versus 6 month follow-up assessment yielded a significant "t" at the .01 level for both (E) and (C) Ss. Both (E) and (C) Ss showed a significant increase in the mean number of skills questions at 6 month follow-up assessment.

Chi squares were performed on the baseline raw data from each of the 65 skills questions to assess the comparability of the (E) and (C) groups knowledge of the specific social skills. (This data is presented in Table 2.11, Appendix III).

Only one of the 65 skills questions reached significance. This was question number 2, relating to the appropriate thing to do when quitting a job. Significantly more (C) Ss answered this question correctly at baseline.

The change in response distribution (from baseline to 6 month follow-up) for (E) and (C) Ss was analysed by a chi square test comparing the number of Ss incorrect at baseline and then correct at second assessment, with the number of Ss correct at baseline and incorrect at second assessment. A one tailed test was used. For the (E) group 10 of the 65 skills questions were significant. 7 of the questions were significant for the (C) group. The Specific Skills questions in which a significant change occurred (learning) were as follows:-

Experimental Group:

- 2 Quitting a Job.
- 17 Long Distance Phone Call - Cost.
- 19 Yellow Pages in Phone Book - Use Of.
- 21 Telephone - Who to Contact for Difficulty and Repairs.
- 28 Treatment for V.D.
- 34 Use of the Pill
- 38 Use of Bankcard
- 39 Meaning of Hire Purchase
- 46 Best Way to Send a Valuable Parcel
- 58 Legal Age for Being on Licensed Premises in the Company of Parents.

26.

(Activity data for specific groups was found to correlate with the skills learned by the experimental group).

Control Group:

- 3 Out of Work - Best Thing To Do.
- 12 Sending of Telegrams.
- 15 Continuous Burr on Telephone - Meaning.
- 17 Long Distance Phone Call.
- 28 Treatment for V.D.
- 44 Meaning of Current or Trading Bank Account.
- 51 Number of Days in January.

COURT RECORDS:

( i) Number of Offenders

TABLE 3.1 TABLE SHOWING TOTAL NUMBER OF (E) AND (C) Ss  
OFFENDING ACROSS THE TIME PERIOD.

Time Scale Groups	Total Prior Period*	(6-0) Mths Prior Peer Or Control Period	(3) Mths Of Peer Or Control Period	(0-3) Mths Post Peer Or Control Period
(E) N=38	32	28	2	8
(C) N=39	37	35	4	2

\*Total Prior Period = Period of time from when the child reached the age of 7 years (the minimum age of criminal responsibility, Child Welfare Act 1947-77) to participation in the experimental or control group.

Chi squares comparing the total number of (E) and (C) Ss offending for each specified time period were carried out. Of these only the 3 month period directly following the period of peer group operations reached significance. Significantly more S's offended during this period.

( ii) Appearance Rate Data

TABLE 3.2 TABLE SHOWING TOTAL NUMBER OF APPEARANCES  
(COURT & PANEL) FOR (E) AND (C) ACROSS THE TIME PERIOD

Time Scale Groups	Total Prior Period	(6-0) Mths Prior Peer Or Control Period	(3) Mths Of Peer Or Control Period	(0-3) Mths Post Peer Or Control Period
(E) N=38	62	39	2	9
(C) N=39	49	43	5	2

(Refer to Table 3.2 (a) Appendix IV for details of "t" Test Analysis of appearance rate data).

With the exception of the three month period directly following the period of peer group operation (E) or non-intervention (C) the remaining between-groups analysis  $[(E) v (C)]$  comparing the mean number of appearances made within the specified time periods did not yield significant differences.

A within-group analysis for (E) and (C) comparing the mean number of appearances made in the 6 month period preceding the peer group intervention or control period with the 6 month period directly following the commencement of intervention was made. For both (E) and (C) there was a significant decrease in the number of appearances made in this second 6 month period.

(iii) Offence Rate Data

TABLE 3.3 TABLE SHOWING TOTAL NUMBER OF OFFENCES COMMITTED BY  
(E) & (C) Ss ACROSS THE TIME PERIOD.

Time Scale Groups	Total Prior Period	(6-0) Mths Prior Peer Or Control Period	(3) Mths Of Peer Or Control Period	(0-3) Mths Post Peer Or Control Period
(E) N=38	108	74	5	38
(C) N=39	101	88	8	9

(Refer to Table 3.3 (a) Appendix IV for details of T.Test analysis of offence rate data).

Analysis of the offence rate data yields trends in the same direction as the appearance rate data.

Of the 5 between groups analyses performed, the only time period showing a significant difference between the mean number of offences committed by (E) and (C) Ss was the 3 month period directly following the period of peer group operation. Significantly more offences were committed by the (E) group during this period. A within group analysis for (E) and (C) compared the mean number of offences committed in the 6 month period prior to and following the commencement of the peer group or control period. A significant decrease in the number of offences committed resulted for the (C) group only.

\*\*

( iv) Multiple & Minor Offenders

A classification of the (E) and (C) Ss into multiple and minor offenders was made. This classification was based on the Ss number of court and panel appearances in the total period prior to the peer group intervention (E) or non-intervention period (C).

Minor Offenders - 1 (court/panel) appearance in the total period prior to intervention.

Multiple Offenders - 2 or more (court/panel) appearances in total period prior to intervention.

TABLE 3.4 TABLE SHOWING PERCENTAGE OF (E) & (C) MULTIPLE OFFENDERS, OFFENDING ACROSS THE TIME PERIOD.

Time Period Group	Total Prior Period	(6-0) Mths Prior Peer Or Control Period	(3) Mths Of Peer Or Control Period	(0-3) Mths Post Peer Or Control Period
(E) N=12	100%	100%	0%	33.3%
(C) N= 8	100%	100%	25%	12.5%

\*\* Offence and appearance rate data was collected for 28 (E) Ss and 30 (C) Ss for a further 3 month period, following the period of evaluation. For details of this information refer to Appendix IV Table 3.8(a) and 3.9(a).

TABLE 3.5 TABLE SHOWING PERCENTAGE OF (E) &amp; (C) MINOR OFFENDERS, OFFENDING ACROSS THE TIME PERIOD.

Time Period Group	Total Prior Period	(6-0) Mths Prior Or Control Peer Period	(3) Mths Of Peer Or Control Period	(0-3) Mths Post Peer Or Control Period
(E) N=18	100%	89%	11.1%	22.2%
(C) N=29	100%	93%	6.9%	3.5%

TABLE 3.6 TABLES 3.4 AND 3.5 RE-EXPRESSED IN A RATIO FORM (i.e. 1 OFFENCE PER "x" CHILDREN)

Time Period Group	(6-0) Months Prior or Control Peer Period	(3) Months of Peer or Control Period	(0-3) Months Post Peer or Control Period
(E) Multiple Offenders.	1:1	1:∞	1: 1.7
(C) Multiple Offenders.	1:1	1:2.5	1: 2.6
(E) Minor Offenders.	1:1.6	1:8	1:4
(C) Minor Offenders.	1:1.1	1:14	1:27
(E) Delinquent Oriented*	1: ∞	1: ∞	1:1
(C) Delinquent Oriented*	1: ∞	1: ∞	1: ∞
(E) Non Offenders**	1: ∞	1: ∞	1: ∞
(C) Non Offenders**	1: ∞	1: ∞	1: ∞

\* One minor offence more than 6 months prior to the commencement of S.O.F.T.L.Y. or control period.

\*\* no history of offending, whatsoever.

Statistical analyses of the above three tables were not undertaken due to the small number of Ss falling in each category. However, inspection of Tables 3.4, 3.5 and 3.6 reveals the following consistent trends.

- a) For the (C) group the number of offenders decreases across the time span, whether they be multiple or minor offenders. The largest improvement is in the minor offenders category.
- b) For the (E) group the number of offenders decreases during the S.O.F.T.L.Y. intervention, but increases immediately the intervention ceases. The increase in recidivism only effects those with a history of previous offending (no matter how long ago the teenager's last recorded offence occurred).

(For details of the mean number of appearances made and offences committed by (E) and (C) multiple and minor offenders, refer to Tables 3.6(a) and 3.7(a), Appendix IV).

JESNESS INVENTORY:

- ( i) Jesness Descriptive Scales (For details of the "t" test comparisons refer to Table 4.1(a) and 4.2(a) Appendix V)

a) Baseline

A comparison of the (E) and (C) groups mean "t" scores on the Jesness Descriptive Scales resulted in significant differences with respect to Social Maladjustment, Value Orientation, and Alienation. On all three scales the (E) group scored significantly higher.

b) 6 Month Follow-Up Assessment

A comparison of the (E) and (C) groups mean "t" scores yielded results similar to that found at baseline. Whilst the (E) group were still significantly higher on the Social Maladjustment, Value Orientation and Alienation Scales, a significant difference (with the (E) group scoring significantly higher) was also found on the Manifest Aggression and Autism scale. On one scale, Denial, the (E) group scored significantly lower.

c) Baseline Versus 6 Month Follow-Up Assessment

Of the within groups comparison, only one scale, Social Anxiety, yielded a significant difference. At 6 month follow-up the (C) group scored significantly lower on Social Anxiety.

d) Deteriorations Versus Improvements

A further analysis comparing the percentage (E) and (C) Ss improving and deteriorating was conducted. This analysis was based on the assumption that S.O.F.T.L.Y. may be producing similar trends to that found in the psychotherapy research (where roughly equivalent percentages of Ss improve and deteriorate).

Details of this analysis are presented in Table 4.3(a) Appendix V.

The analysis did not lend support to an explanation based on the trends observed in psychotherapy research.

( ii) Jesness I Level Descriptive Scales

(Details of the "t" Test analysis of this data are presented in Table 4.2, Appendix V ).

a) Baseline

A comparison of the (E) and (C) mean "t" scores on the Jesness I Level Scales resulted in significant differences on the following three scales.

Unsocialised Aggressive (E scoring significantly higher) and Situational Emotional, Cultural Identifier (E scoring significantly lower).

b) 6 Month Follow-Up Assessment

At the 6 month follow-up assessment, a "t" Test comparison of (E) versus (C) resulted in significant differences on 6 of the 9 scales. The scales were (E) scored significantly higher than (C) were Unsocialised Aggressive, Unsocialised Passive, and Neurotic Acting Out. On the remaining 3 scales, Immature Conformist, Manipulator and Situational Emotional, the (C) group scored significantly higher than (E).

c) Baseline Versus 6 Month Follow-Up Assessment

For (E) two of the scales resulted in a significant

FIG. 2.1

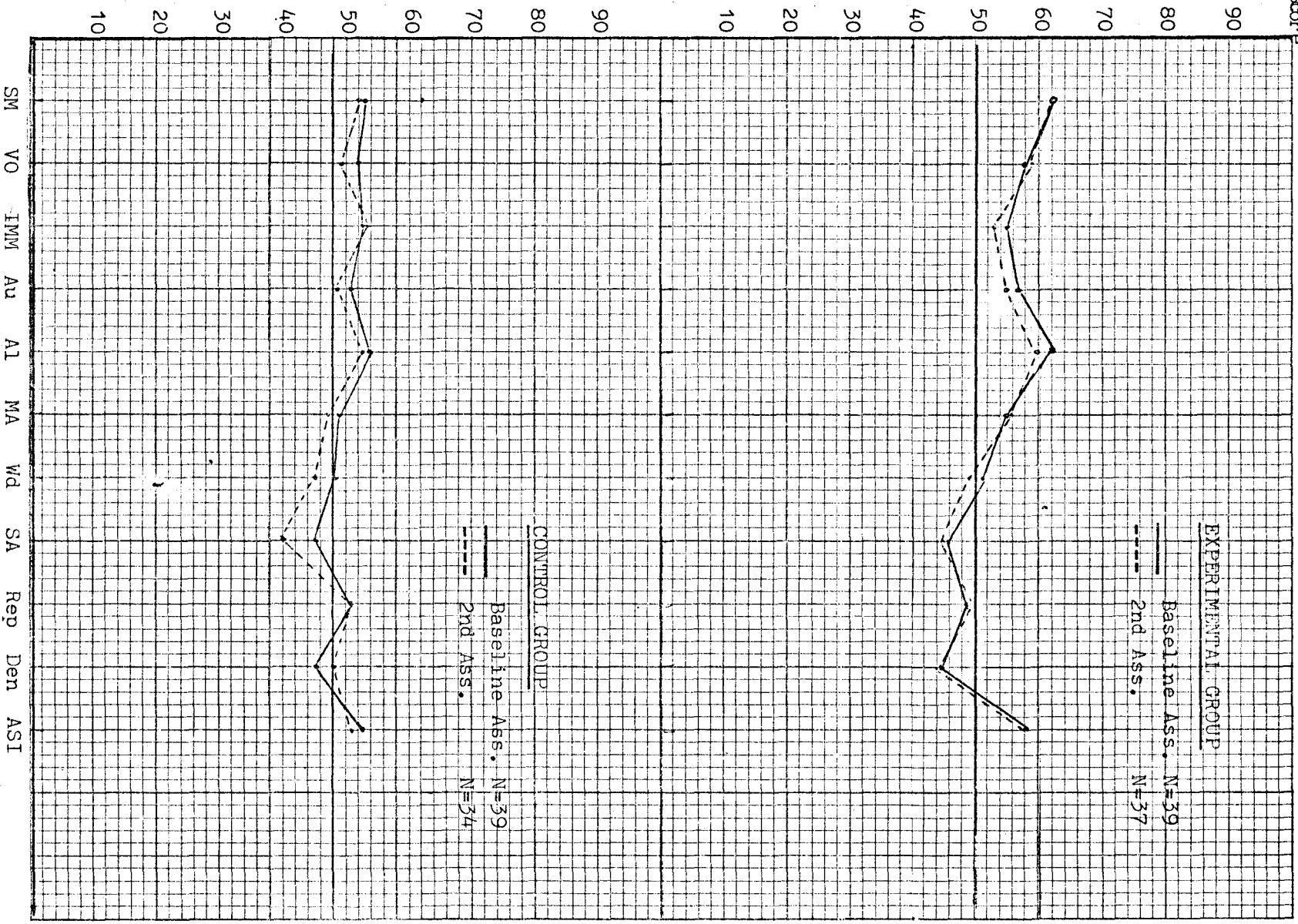
GEORGE MAC K GRAPH PAPERS : CHRISTCHURCH N.Z.

33.

10ths  $\frac{1}{2}$  & 1 inch

PROFILE COMPARISON OF T-SCORE MEANS - (JESNESS DESCRIPTIVE SCALES)  
BASELINE V's 2ND ASSESSMENT

T-Score



JESNESS T LEVEL SCALES

FIG. 2.2

GOMMACK GRAPH PAPERS : CHRISTCHURCH N.Z.

34.

0ths, 1/2 & 1 inch

PROFILE COMPARISON OF T-SCORE MEANS (JESNESS I LEVEL SCALES)  
BASELINE V's 2ND ASSESSMENT

T-Score



JESNESS I LEVEL SCALES

difference; Neurotic Acting Out and Neurotic Anxiety. The mean "t" score increased for Neurotic Acting Out and decreased for Neurotic Anxiety. With the (C) group only one within groups comparison was significant. The control subjects scoring significantly higher on the manipulator scale.

LEAST PREFERRED CO-WORKER SCALE:

TABLE 5. TABLE SHOWING THE L.P.C. SCORES FOR EACH PEER GROUP LEADER, AND THE RESPECTIVE MEAN PEER GROUP MEMBERS L.P.C. SCORE FOR THE 10 PEER GROUPS.

Peer Group No.	1	2	3	4	5	6	7	8	9	10
LPC Score Peer Group Leader	4.2	4.9	3.6	5.1	4.9	5.1	3.8	4.2	4.2	4.6
Mean LPC Score Peer Group Members	4.2	4.	6.1	4.8	3.8	3.9	2.	4.6	4.8	3.

The L.P.C. scale measures a person's leadership style. The scale is a continuum with scores ranging from 1 to 8. A low L.P.C. score ( 1 ) means that a person is authoritarian and willing to see the bad side of people. A high L.P.C. score ( 8 ) means that a person is democratic and tries to see the best side of people. Persons scoring between these two ends of the scale take on characteristics, to a greater or lesser extent (depending upon which end of the continuum they lie) of both the low and high L.P.C. scorers.

The L.P.C. scale was included as a control measure to determine whether a successful matching with respect to the peer group leaders' style and the style of leadership required by the peer group members had been achieved.

The results indicate that a successful matching had been achieved in 8 of the 10 peer groups.

Where a moderate discrepancy has occurred between leadership style and the style of leadership required by the peer group members, the results have not changed. Hence, this factor has not affected the overall functioning of the groups.

DISCUSSION:FACTORS EFFECTING THE RESULTS:

In applied research in the community the investigator does not have control over all variables which may impinge upon his subjects and influence results. Thus, the researcher is faced with the problem of selecting the most appropriate comparison group, i.e. non-intervention group or "control" group as it is referred to in this report.

The investigator's approach in this evaluation project was to match children on three highly relevant dimensions (i.e. sex, age, and offence records), and then measure other dimensions that could effect the results. The approach proved to be a successful one.....not only did the (E) and (C) groups match in terms of sex, age and offence records, but they were found to match on a large number of other dimensions (e.g. race, father's work involvement, school attendance, friendship patterns, and antisocial behaviours such as fighting, etc.).

Despite the fact that (E) and (C) groups did not differ significantly on individual dimensions at baseline, there were a number of small, consistent trends which, together, indicate that the (E) group was very marginally more deviant, less able to benefit from learning opportunities and seemed to have less supportive and involved parents than the control group. These trends are summarised as follows:-

- a) The (E) group had marginally more multiple offenders
- b) In the total period prior to the peer-group intervention the (E) Ss committed slightly more offences and had made more court/panel appearances than the control group.
- c) On the Jesness Inventory at baseline, the (E) group scored significantly higher on the social maladjustment, value orientation and alienation scales. This would tend to portray the (E) group as being a more deviant group.....behaving to a greater extent in socially unacceptable ways, identifying more with the delinquent sub-culture and showing a greater distrust of authority.
- d) The (E) group was marginally lower in intellectual capacity.
- e) With respect to demographic characteristics, a greater percentage of (E) Ss were Wards of the State, and were living with either a single parent or one natural parent and step/defacto, who showed less parental involvement than their counterparts in the (C) group.

These marginal differences, as a whole, effected the results in small ways....these effects are referred to at relevant points later in this discussion.

Another factor which effected the investigator's capacity to interpret the results were small but important losses of information. Two such losses of information occurred. Peer group leaders and their supervisors were highly service-oriented....they were always reluctant to use time that could be "group-time" for research purposes. Consequently, some leaders failed to fully complete some booklets that dealt with each group's activities, those attending and the leader's reactions to group behaviour. Some of this data was recovered through retrospective interviews. However, gaps still remain because of memory difficulties and having to discard some retrospective materials of doubtful reliability and validity.

The final factor effecting the results was small sample size. Limited resources and huge problems in obtaining suitable comparison group subjects prevented the sample size being larger than 39. The small sample meant that maximum use could not be made of the obtained data (i.e. numbers of subjects falling along a single dimension were often too small in numbers to draw worthwhile conclusions).

Despite these three problems the investigators consider that the results accurately reflect the effects of S.O.F.T.L.Y.

#### DISCUSSION OF RESULTS:

##### DOES S.O.F.T.L.Y. INCREASE AWARENESS AND PARTICIPATION IN EXISTING OPTIONS?

One of the aims of S.O.F.T.L.Y. was to assist those children who are having difficulty functioning in society (i.e. those who repeatedly break society's standards) to develop both an awareness and greater participation in leisure options. Two sections of the community integration questionnaire focussed on this area. The activities list examined children's awareness and participation in activities that required individual organisation, planning and self-discipline, activities that required organising others, planning and self discipline, and activities that required the planned seeking out of information/relevant persons and initiating participation. Question 5 (Appendix 1A, p28 ) investigated participation in existing facilities or activities arranged by others.

The activities list instrument suffered from two design faults which caused figures on awareness and participation to be widely spread and exaggerated for both (E) and (C) groups. First, the instrument did not differentiate those activities which were participated in regularly as part of the school curriculum (i.e. sporting and art/craft activities) from those participated in during leisure hours.....causing inflated figures. Secondly, the

measure did not control for seasonal variables (e.g. summer versus winter, school versus school vacations).....causing large standard deviations. Question 5 suffered from the same design faults but these faults had less of an effect on the results because the question was more refined and tight.

For the activities list the (E) and (C) groups were different at baseline but maintained their difference through to followup.... hence, they changed in the same manner - suggesting that S.O.F.T.L.Y. has no effect on getting children involved in activities that require a considerable degree of individual forethought and personal initiative.

For question 5 (Appendix 1A, p28 ) a significant difference between the (E) and (C) groups did emerge. Following the S.O.F.T.L.Y. intervention the (E) groups participated more frequently in such activities as pool rooms, drive-in theatres, bowling alleys, amusement centres, parties, hotels and window-shopping/streets walking. The (C) group remained virtually static from baseline to follow-up. Thus, S.O.F.T.L.Y. leads to greater participation in existing facilities and activities arranged by others (i.e. activities that do not require a great deal of personal planning and initiative). Moreover, it probably leads to a greater dependence on group-related activities (particularly if you are a person from a not very supportive and interested family).

Does S.O.F.T.L.Y. develop social skills, particularly those related to using (and creating further) options?

S.O.F.T.L.Y. aims to teach a broad range of social skills; social interaction skills, planning and organising skills, prerequisite skills required for use of options, skills to create options and general community skills. Some of the most important skills (e.g. social interaction skills, planning and organising skills) that S.O.F.T.L.Y. aims to teach are exceedingly difficult to assess....they have been evaluated by indirect techniques in this study. Other skills that S.O.F.T.L.Y. aims to teach have been assessed by more direct means. Despite these measurement problems we consider that the results provide a reasonable insight into the effects of S.O.F.T.L.Y.

#### Knowledge of Social Skills Section - Community Integration Questionnaire

Questions in this questionnaire tapped general community skills, and some of the skills necessary for the use (and creation of further) options. A few questions related to socialising skills and knowledge of consequences.

When the evaluation of S.O.F.T.L.Y. was commencing, the investigators were concerned that the skills section of the Community Integration Questionnaire might be too broad an evaluation tool. However subsequent content analysis of the activities and skills taught within the groups justifies the inclusion of such seemingly unrelated peer-group skills as personal hygiene, job seeking skills, knowledge on hire purchase, post office procedures, etc.

Norms for the skills questions contained in the Community Integration Questionnaire were available from a previous study carried out by Sanson-Fisher et al (1976) (see Appendix IX). At baseline the S.O.F.T.L.Y. (E) and (C) groups lie midway between the delinquent and non-delinquent groups with respect to their knowledge of various social skills. This was an expected result because the S.O.F.T.L.Y. (E) and (C) groups were mild to moderately delinquent, while Sanson-Fisher's delinquent population had committed a large number of offences (or very severe ones) which, in turn, led to them being institutionalised.

In both the (E) and (C) groups the mean number of social skills questions correct increased from 43 at baseline to 49 at the 6 month follow-up assessment (a statistically significant improvement for both groups). This result indicates that S.O.F.T.L.Y. does not improve the amount of learning for the social skills tapped by this questionnaire.

A children X skill analysis of the results indicates that significantly more children participating in S.O.F.T.L.Y. improved on ten skills, while for the control group significantly more children improved on only seven skills. This result seems to contradict the first but a pattern analysis and a group X group analysis revealed that it is consistent with the first result but reflects a different kind of learning in both groups.

For the (C) group each child seems to have learned social skills in an inconsistent, almost random fashion, with the result that children in the (C) group have consistently learned seven skills (i.e. the normal skills training forces operating in the community (e.g. parents, school, work, peers) provide inconsistent training). On the other hand, children in the (E) group have had their learning structured and focused by S.O.F.T.L.Y. This trend is more evident when a skill X skill analysis is made for each S.O.F.T.L.Y. group.....skills taught in each group (reported by facilitators) moderately correlate with what the children consistently learned for each group.

#### Jesness Inventory

One of the most important skills thought to be taught by participation in S.O.F.T.L.Y. is social interaction skills. The Jesness inventory was used to obtain a measure (though indirect) of this factor. It assesses a variety of attitudes relevant to social functioning within the community, and a person's mode of interacting with others in his community. Used as a baseline and follow-up measure it indicates how attitudes and interaction styles changed as a result of participation in the peer-group.

With respect to the Jesness descriptive scales the (E) group scored significantly higher than the (C) group on the social maladjustment and value orientation scales. This result correlates with a number of variables (e.g. more serious offenders in (E) group, more with lessened parental support, involvement and interest, more being wards of State) that indicate that the (E) group was marginally more delinquently-oriented and less capable of change than the (C) group. However, no evidence could be found within the Jesness results suggesting that this difference had an effect.

A within group analysis for baseline versus 6 month follow-up assessment for the (E) and (C) groups resulted in variable trends for the (E) group, consistent trends in the direction of normality for the (C) group, and one significant change for the (C) group. The latter was in the direction of the (C) group being less socially anxious. As the (E) group score on this scale move non-significantly in the same direction, then this probably represents a developmental trend. The (E) groups significantly different social maladjustment and value orientation scores compared to the (C) group did not significantly change from baseline to follow-up. The Jesness descriptive scale results in sum therefore indicate that S.O.F.T.L.Y. has no effect and may even slightly retard normalisation.

On the Jesness "I" level scales at baseline both the (E) and (C) groups were relatively normal for their age with respect to their styles of interacting. Both (E) and (C) groups remained normal at the second assessment.....meaning that development was occurring at the expected rate and in turn, that S.O.F.T.L.Y. was probably having no effect. At the very least this result indicates that S.O.F.T.L.Y. has no retarding effect on the development of social interaction skills, nor has it prematurely taught social interaction skills expected at a later point in development.

The investigators explored the possibility that the S.O.F.T.L.Y. intervention was causing similar effect to psychotherapeutic interventions, i.e. a number of subjects (in this case, groups) improve, while an almost equivalent number deteriorate (Wile, 1977). However, no supporting evidence was found, and the conclusion expressed above remains the same.

#### Pre- and Post- Behaviour Checklist

This information was collected to determine behavioural changes as a result of S.O.F.T.L.Y. and whether behaviour changes involved greater use of planning and organisational skills that S.O.F.T.L.Y. was thought to be teaching. Questions in the Community Integration Questionnaire relating to this aspect also relate to the use and creation of options reported earlier. The few additional questions relating to behaviour change and planning/organisational skills support the previous conclusion (see page 38)

#### Does S.O.F.T.L.Y. reduce recidivism?

Court record data was collected to determine the effects of S.O.F.T.L.Y. on recidivism. In the 6 month period following the commencement of the peer group or control period, the total number of Ss offending, court/panel appearances made and offences committed decreased for both (E) and (C) groups. With the exception of offence rate for the (E) group these decreases were statistically significant.

However, when this 6 month period is broken into two blocks - the 3 month peer group or control period and the 3 months following the completion of the peer or control period, an interesting trend emerges. For the first 3 month period, the number of S's

offending, offences and appearance rates for the (E) and (C) groups decrease very significantly.....the (E) group slightly more than the (C) group. However, the latter difference is not quite significant.

In the second 3 month period, significantly more (E) Ss offend, committing significantly more offences and making significantly more appearances than their counterparts in the (C) group.

For a more accurate reflection of this trend offence and appearance rates data was collected for a further 3 month period. At the time of data analysis this information was available for only 28 of the (E) Ss (This data is presented in Appendix IV tables 3.8 (a)). This data indicates that whilst only 8 subjects re-offended in the six month period following the completion of the peer group, the offence and appearance rates returned to a level only marginally lower than in the 6 month period prior to the commencement of the peer group. On the other hand, offence and appearance rates for the comparative group over the same period (refer to Appendix IV, table 3.9(a)) indicate that the (C) groups rates remain consistently at a low level. In sum, these results mean that S.O.F.T.L.Y. may effectively hold offending behaviour while it operates, but at the cost of increasing re-offending when it ceases.

A further analysis, comparing the numbers of multiple and minor offenders (multiple offenders being children who have committed 2 or more offences; minor offences being children with one offence) offending in the 6 month period prior to the commencement of the peer or control period, and the 6 months period post peer or control period for (E) and (C) was performed. The ratios of multiple and minor offenders, re-offending were considerably higher for the (E) group.....1:1.7 multiple offenders re-offended, 1:4 minor offenders re-offended for the (E) group contrasting with 1:2.6 for (C) group multiple offenders and 1:27 for (C) group minor offenders. Even children who had a remote connection with crime (e.g. a minor offence several years previously) markedly increased their rate of recidivism following the S.O.F.T.L.Y. intervention compared to their counterparts in the (C) group. Only children who have no previous offending history remain unaffected by S.O.F.T.L.Y. This means that S.O.F.T.L.Y. as it currently operates has a detrimental effect on the "delinquently inclined" by increasing recidivism once the intervention ceases. Results are very similar to what was found for the "street-corner worker projects" (Wright and Dixon, 1977).

As outlined earlier, the (E) and (C) group differ with respect to the amount of parental involvement, the (E) group showing less parental involvement. Data analysis carried out to test whether it was a contributing factor produced slight but insignificant trends.

The Court record data for the probe (reported p2) varies slightly from the data obtained for this study. The post-effects of S.O.F.T.L.Y. seemed to extend for a larger period after its cessation (i.e. probe data). This can be explained by two variables - increased parental involvement and continued intermittent operation of the S.O.F.T.L.Y. groups. For the groups involved in the probe study parental involvement and interest was high for at least 3 of the 7 groups. When S.O.F.T.L.Y. ceased some of the interested parents assisted their own and other children to continue operating

their groups for a short period (1 group operated for an additional month, while a second operated for a further 3 months). For the current (E) group parental support, involvement and interest was relatively low, and remained so.....and no parents volunteered (or could be cajoled) to assist any of groups to continue operating following the cessation of S.O.F.T.L.Y.

In sum, the effects of reduced parental involvement on the results is slight.

Do the same trends emerge in the Second follow-up Data (C.I.Q. and J.I. Data)? (Second followup being 12 months after commencement of S.O.F.T.L.Y.)

The Community Integration Questionnaire and Jesness Inventory had been administered to 12 (E) group S's at the time when this report was being completed. Data analysis of this information reveals identical results to the initial follow-up. Hence, conclusions remain the same for the baseline to initial follow-up data.

Does S.O.F.T.L.Y. have merits?

S.O.F.T.L.Y. was thought to produce rapid learning of socially relevant skills. As already stated, there is no evidence to support this contention....meaning that S.O.F.T.L.Y. is no more effective than non-intervention.

A second merit was thought to be more effective generalisation of learning. There is possibly some evidence in the data on use, and creation, of options which indicates a small degree of improved generalisation. S.O.F.T.L.Y. participants participated in a number of activities at the completion of the programme which they had not participated in prior to, or during the S.O.F.T.L.Y. intervention. The (C) groups behaviour on the other hand, remained relatively static from baseline to follow-up.

No data was collected to determine whether S.O.F.T.L.Y. lowers the probability that deviant children would be labelled and stigmatised. Hence, it remains an un-tested "merit".

S.O.F.T.L.Y. was thought to effectively use a natural developmental stage, i.e. peer oriented developmental stage. Results indicate that while S.O.F.T.L.Y. is operating it probably uses teenagers' natural developmental stage as effectively, and possibly slightly more so, than non-intervention. However, this is at the price of serious detrimental effects when the S.O.F.T.L.Y. intervention ceases.

S.O.F.T.L.Y. was thought to be highly enjoyable to the participants. Observations, leader reports and children's report strongly support this merit (see Appendix XI for a leader report).

S.O.F.T.L.Y. was an inexpensive intervention compared to other alternatives (e.g. institutionalisation). This remains a merit.

CONCLUSIONS:

1. S.O.F.T.L.Y. has no effect on getting children involved in activities that require considerable individual forethought and personal initiative. It does, however, lead to greater participation in existing facilities and activities arranged by others (i.e. activities that require only a small degree of personal planning and initiative). Moreover, it probably leads to a greater dependence on group-related activities.
2. S.O.F.T.L.Y. does not improve the rate of learning of social skills as measured by the Community Integration questionnaire. However, it changes the inconsistent, almost random learning occurring in community settings to a consistent and focused form.
3. S.O.F.T.L.Y. does not effect a variety of attitudes relevant to social functioning in the community as assessed by the Jesness Inventory descriptive scales. There is even the possibility that it may retard normalisation.
4. S.O.F.T.L.Y. does not effect the development of social interaction skills as assessed by the Jesness Inventory "I" Level Scales.
5. S.O.F.T.L.Y. probably effectively holds offending behaviour in check while it operates, but at the serious expenses of increasing re-offending when it ceases. On ceasing it has a serious detrimental effect on the "delinquently-inclined" (defined as those who have more than the slightest history of re-offending) but no affect whatsoever on those who have never had a recorded offence.
6. The S.O.F.T.L.Y. merit of "more effective generalisation of learning" received what seems to be a small degree of support.
7. S.O.F.T.L.Y. remains highly enjoyable to participants and inexpensive.
8. S.O.F.T.L.Y. has led to the development of an "area project" in Carnarvon which appears to be effective (see Appendix VIII) in reducing delinquency and recidivism.

In sum, whilst S.O.F.T.L.Y. may be

- enjoyable
- an inexpensive intervention technique (compared to alternative intervention techniques)
- leads to marginally more effective control of anti-social behaviour while operating
- and increased use of options (those involving little personal planning and organisation)

the lack of effects and costs

- serious recidivism on cessation of the intervention
- possible group dependence

45.

- and possible retarded normalisation of attitudes relevant to social functioning

make it an in-effective technique in comparison to non-intervention.

RECOMMENDATIONS:

1. S.O.F.T.L.Y. as it currently operates seems to be ineffective and should probably be dispensed with.
2. The Carnarvon Youth Programme evaluation (Appendix indicates that S.O.F.T.L.Y. may be an effective supportive-adjunct to area youth projects. Area projects assist a whole community, including the minority of delinquents in that community.
3. S.O.F.T.L.Y. might be effective if delinquents comprise 1% of the group, as is the case in the general population. This recommendation requires testing. Outward Bound projects operated in Britain and U.S.A. teaching survival skills have operated effectively using groups of 12 where one member is a delinquent (Kelly and Baer, 1969).

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APPENDIX I

RESEARCH MEASUR

SECTION:FAMILY BACKGROUNDYOU AND ADULTS LOOKING AFTER YOU

1. How long have you lived in Australia?
  - 1) All your life.
  - 2) One year.
  - 3) Between one and five years.
  - 4) Between five and ten years
  - 5) Ten years or more.
  
2. Who are the adults you are living with at the moment?
  - 1) Your own mother and father.
  - 2) Your own mother and step-father  
OR  
your own father and step-mother.
  - 3) Your own mother and boy-friend  
OR  
Your own father and girl-friend.
  - 4) Your father by himself  
OR  
Your mother by herself.
  - 5) Foster Parents  
OR  
Parents who have adopted you.
  - 6) Relatives (e.g. grandparents, aunts, uncles, cousins, older brothers or sisters).
  - 7) Friends.
  - 8) Boarding house - landlady
  - 9) Hostel or group home parents.
  - 10) Live by myself (e.g. in flat) or with friends my own age.
  - 11) Other.

If you answer live by myself or with friends (i.e. no adults looking after you, go straight to next Section).

FAMILY BACKGROUND (Cont.)

3. What nationality is your Dad, Foster Dad or the man looking after you?
  - 1) Australian, British, American, Canadian, New Zealand (English Speaking)
  - 2) Other European (e.g. French, German, Italian, Yugoslavian, Turkish etc.)
  - 3) Aboriginal
  - 4) Other (Specify)
  - 5) Don't Known.
4. Does your Dad, Foster Dad, or the man looking after you work:
  - 1) Permanently (full-time)
  - 2) Permanently (Part-time)
  - 3) Temporarily (full-time)
  - 4) Temporarily (part-time)
  - 5) Not Work
  - 6) Don't Know.
5. What nationality is your Mum, Foster Mum or the woman looking after you?
  - 1) Australian, British, American, Canadian, New Zealand (English speaking)
  - 2) Other European (e.g. French, German, Italian, Yugoslavian, Turkish etc).
  - 3) Aboriginal
  - 4) Other (specify)
  - 5) Don't know.
6. Does your Mum, Foster Mum or the woman looking after you work.
  - 1) Permanently (full-time)
  - 2) Permanently (part-time)
  - 3) Temporarily (full-time)
  - 4) Temporarily (part-time)
  - 5) Not Work
  - 6) Don't Know.

SECTIONADULT INVOLVEMENT

1. Have you ever been to Court or Panel?
  - 1) Yes
  - 2) No
  - 3) Don't know
  
2. The last time you went to Court, which adults went with you?
  - 1) Only your parents, or the people who look after you.
  - 2) Someone from the welfare only (e.g. After-care Officer, Welfare Officer).
  - 3) Both the Welfare and your parent(s).
  - 4) Someone from Legal Aid or the Aboriginal Legal Service.
  - 5) Someone else (e.g. a friend over 21; another kid's parent(s)).
  - 6) No-one.

6.

SCHOOL & WORK

1. Are you attending school?

1) Yes

2) No

(If you answer No go straight to question 6.)

2. If you are attending school, what is your grade?

3. How many days have you attended school during the last week?

4. As well as school do you have a job (e.g. part-time)

1) Yes

2) No

5. If you are working part-time, how many hours last week did you work?

6. If you are not attending school, are you employed:-

1) Permanently?

2) Temporarily?

3) Unemployed but on unemployment benefits?

4) Unemployed but not receiving unemployment benefits?

(If you answer 3 or 4 (unemployed) go straight to question 8.)

7. If you are working, how many hours last week did you work?

8. When you are in an interview for a job, you should try to make the employer like you and want to employ you by:-

1) Arriving late for the interview?

2) Just laughing at his jokes?

3) Answering all his questions politely and looking at him all the time?

4) Don't know.

SCHOOL & WORK (CONT.)

9. When you quit a job. the best thing to do si to:-
- 1) Just not turn up for work after pay day?
  - 2) Tell your workmates that you won't be in the next day?
  - 3) Tell your boss that you are going to leave in a week or two?
  - 4) Don't know.
10. When you are unemployed (i.e. out of work) the best thing to do is to:-
- 1) Register for unemployment benefits at the Commonwealth Employment office?
  - 2) Borrow money from your friends so that you can buy the things you need?
  - 3) Do nothing about it and start looking for a job yourself?
  - 4) Don't know.
11. According to the Law, how old must you be before you can get unemployment benefits.
- 1)  years old?
  - 2) Don't know.
12. You can only apply for Unemployment Benefits if:-
- 1) You are out of work but want to work?
  - 2) You have work but want a bit more money?
  - 3) You are on strike?
  - 4) Don't know.
13. When you are on Unemployment Benefits you have to:-
- 1) Apply for all the jobs they find for you?
  - 2) Stay at home?
  - 3) Visit the Unemployment Office every day?
  - 4) Don't know.

SECTION: TRANSPORT - GETTING AROUND

1. At what age, according to the Law, are you allowed to get a driver's licence?

- 1)  years old.
- 2) Don't know (tick).

2. To get a driver's licence you have to:-

- 1) Learn how to drive and go to the police station for an eye test?
- 2) Get a learner's permit while you learn and then go to the police station for a driving test?
- 3) Get somebody to teach you how to drive and then apply for a licence?
- 4) Don't know.

3. In the place where you are living at the moment is there a car that goes?

- 1) Yes
- 2) No

4. Can you drive a car?

- 1) Yes
- 2) No

(If you answer No. 2 or NO go straight to question 6).

5. Are you allowed to drive your parents' or the people who look after you car?

- 1) Only when they are in the car with you.
- 2) Whenever you want to or whenever they are not using it, (i.e. you can take the car without them being with you).
- 3) Never allowed to take or drive their car.
- 4) They do not have a car.

→ 6. When you go out without your parents or the people who look after you, how do you usually get there?

- 1) Walk.
- 2) Catch a bus or train.
- 3) Get dropped off by your parents in their car.
- 4) Get picked up at home by friends in cars.
- 5) Get a taxi.
- 6) Take your parents' or the people who look after you car
- 7) Other (specify in Coding Booklet).

7. When you go out without your parents or the people who look after you, how do you usually get home again?

- 1) Walk.
- 2) Catch a bus or train.
- 3) Get picked up by your parents in their car.
- 4) Get taken home by friends in their cars (i.e. not stolen cars).
- 5) Get a taxi.
- 6) Drive your parents or the people who look after you car home.
- 7) Other (specify in Coding Booklet).

8. What sort of transport do you use most often?

- 1) Walk.
- 2) Catch a bus or train.
- 3) Get given lifts by parents/relatives or people looking after you in their car.
- 4) Get given lifts by friends in cars.
- 5) Take parents car or that of the people looking after you.
- 6) Hitch-hike.
- 7) Other (specify).

9. A bus time-table shows:-

- 1) The time the buses leave from the Perth or Fremantle section and the time the return buses leave their terminal to go back to Perth or Fremantle?
- 2) Only the expected time of arrival of each bus at each major section along the route?
- 3) Only the time it takes to travel along the route?
- 4) Don't know.

10. The number on the front of an M.T.T. (Metropolitan Transport Trust) bus shows:-

- 1) The route the bus takes?
- 2) Whether or not the bus is express?
- 3) How many people the bus is licensed to carry?
- 4) Don't know.

10.

11. If you wanted to find how to get by car to an address where you had never been before, you should look:-

- 1) In the yellow pages of the phone book?
  - 2) In the Metropolitan Street Directory?
  - 3) In the white pages of the phone book?
  - 4) At an M.T.T. bus time-table?
  - 5) Don't know.
-

COMMUNICATION - TELEGRAMS - TELEPHONES - LETTERS

1. Telegrams:-
  - 1) Can only be sent from a Post Office?
  - 2) Can only be sent by phone?
  - 3) Can be sent by phone or from a Post Office?
  - 4) Don't know.
2. In the house where you are living at present, is there a telephone?
  - 1) Yes
  - 2) No
3. The emergency telephone number is used when you want:-
  - 1) The Police?
  - 2) An ambulance?
  - 3) The Fire Brigade?
  - 4) Any of the above Police, Ambulance, Fire Brigade.
  - 5) Don't know.
4. The emergency telephone number is:-
  - 1) 900?
  - 2) 999?
  - 3) 000?
  - 4) Don't know.
5. A continuous burr on the telephone means that:-
  - 1) The number you have called is engaged?
  - 2) You can begin to dial the number you want?
  - 3) The number you have called is being rung?
  - 4) The operator is signalling the end of a 3-minute call?
  - 5) Don't know.

COMMUNICATION - TELEGRAMS - TELEPHONES - LETTERS (CONT.)

6. A trunk call is:-
- 1) A telephone call dialled by you to a country area or another State?
  - 2) A telephone call made through the operator to country areas or another State?
  - 3) An ordinary telephone call within the metropolitan area where you dial the number yourself?
  - 4) Don't know.
7. When you want to make a country, interstate or overseas telephone call:-
- 1) It is cheaper to ring before 9 a.m. and after 6 p.m.
  - 2) It costs the same no matter what time of the day you ring?
  - 3) It is cheaper to ring between midday and 3 p.m.
  - 4) Don't know.
8. S.T.D. allows you to:-
- 1) Ring an overseas, country or interstate phone number without having to dial the operator?
  - 2) Contact the repair division of the Post Office?
  - 3) Ring a metropolitan phone number at a cheaper rate?
  - 4) Don't know.
9. In the yellow pages of the telephone book, you can find:-
- 1) Private phone numbers (e.g. friends, people you want to call at home)?
  - 2) Business and community services phone numbers?
  - 3) Country phone numbers?
  - 4) Don't know.

COMMUNICATION - TELEGRAMS - TELEPHONES - LETTERS (CONT.)

10. If you want to ring a friend whose telephone number is not listed in the telephone book:-
- 1) You can look in a special red book at the Post Office?
  - 2) You can ring a special information and enquiries section in the A.T.C.
  - 3) You can go to the Post Office and look in the special black book.
  - 4) Don't know.
11. When you have difficulties with your telephone (e.g. people cannot get through to you) you ring for repairs:-
- 1) The S.E.C. (State Energy Commission)?
  - 2) The P.W.D. (Public Works Department)?
  - 3) The A.T.C. (Telecom Australia)?
  - 4) The S.T.D. (Subscriber Trunk Dialling)?
  - 5) Don't know

12. The numbered groups of words above are sections of a business letter. Look at the pictures of a business letter that appears below. Read each numbered group of words, then place its number in the correct area of the business letter.

1) Dear Sir or Madam,

2) 162 West Road  
South Perth. W.A. 6151

12 May 1975

3) Sincerely yours,

E.J. Name

4) Office Manager

W.A. Clothing Company  
9 St. George's Terrace  
Perth. 6000

The diagram shows a large rectangle divided into four smaller rectangles. The top-left rectangle is labeled 'a', the top-right rectangle is labeled 'c', the bottom-left rectangle is labeled 'd', and the bottom-right rectangle is labeled 'b'.

MEDICAL

1. Have you been seen by a doctor or had a medical check up within the past 12 months?

1) Yes

2) No

If you answer 'No' go straight to question 5.

2. Within the past 12 months, have you had to go into hospital for an illness, operation, accident, etc,?

1) Yes

2) No

3. Do you get regular medical treatment (from a doctor, hospital, clinic, etc.) for any particular illness?

1) Yes

2) No

4. If so, what for?

5. Medibank Health Benefit Fund (H.B.F.) and Friendly Societies Health Services (F.S.H.S.) are organisations that:-

1) Pay most of the cost of seeing the doctor and of going to hospital?

2) Pays only your chemist and dental bills?

3) Pays your hospital bills only if you have to be taken to hospital by ambulance?

4) Don't know.

12. V.D. (Venereal Disease):-

- 1) Can be cured by needles or tablets?
- 2) Cures itself?
- 3) Can't be cured?
- 4) Don't know.

13. If you have V.D. (Venereal Disease) you can get free treatment from:-

- 1) Any doctor?
- 2) Any chemist?
- 3) The Moore Street Clinic?
- 4) Don't know.

14. If you have had V.D. (Venereal Disease) and been cured:-

- 1) You can still catch V.D. again?
- 2) You cannot catch V.D. again?
- 3) You can catch V.D. again but it will cure itself the second time?
- 4) Don't know.

15. Contraception means:-

- 1) Getting pregnant?
- 2) Ways to stop having a baby?
- 3) A type of lolly?
- 4) Don't know.

16. Which one of the following will not stop you having a baby?

- 1) The loop.
- 2) The bends.
- 3) The pill.
- 4) The diaphragm.
- 5) Don't know.

MEDICAL (CONT.)

17. Contraceptives can be bought from:-
- 1) Chemists and family planning clinics?
  - 2) Chemists and supermarkets?
  - 3) Doctors only?
  - 4) Don't know.
18. The Pill is taken:-
- 1) Twice every day?
  - 2) Once every day?
  - 3) Within 36 hours after making love?
  - 4) Don't know.

MONEY MANAGEMENT & BANKING

1. How much money did you get last week?  
(Include the money you earned last week from any jobs you have and/or pocket money).  
\$  
\_\_\_\_\_  
(If you answer None or No Money go straight to question 6.)
2. For your spending money, do you:-
- 1) Get a regular amount every week (e.g. through pocket money, wages from a job, etc.)?
  - 2) Get money from your parents/the people looking after you, whenever you ask for it?
  - 3) Get money only for bus-fares, school-lunches, clothes, etc. (i.e. not money to do whatever you like with)?
  - 4) Not get any money at all?
3. If you get money to spend, what do you usually have to buy or pay for with the money you get?
- 1) All or most of your own clothes.
  - 2) Bus-fares/train-fares/petrol.
  - 3) Meals/food.
  - 4) Board/rent.
  - 5) Any equipment, books, etc. you need.
  - 6) Your own entertainment, e.g. to go to the pictures, dances, etc.
  - 7) Other (SPECIFY)
4. Which of the following did you spend money on during the last week?
- 1) Lunches or other meals, groceries.
  - 2) Bus fares.
  - 3) Going out at night-times and weekends.
  - 4) Sweets, cool drinks, etc.
  - 5) Things you need for school or work (e.g. pens, pencils, books, etc.)
  - 6) Clothes.
  - 7) Other (Specify)

5. Which of the above did you spend most of your money on?
6. When you run out of money or have none do you ever borrow money from people and pay them back later (i.e. when you have got some money yourself)?
- 1) Yes
  - 2) Sometimes
  - 3) No
- (If you answer No. 3 or No go straight to question 8.)
7. Who do you usually borrow money from?
- 1) Parents/the people looking after you.
  - 2) Brothers or sisters.
  - 3) Other relatives (e.g. cousin, uncle, grandparents).
  - 4) Friends.
  - 5) People you don't know very well.
  - 6) Other (Specify in Coding Booklet).
8. If I had \$10 (ten dollars) and spent \$4.10 I would still have:-
- 1) \$5.90?
  - 2) \$6.90?
  - 3) \$5.10?
  - 4) Don't know.
9. If I wanted to give you twenty cents I could give you:-
- 1) 2 ten cent pieces?
  - 2) 3 five cent pieces and 1 ten cent piece?
  - 3) 1 twenty cent piece and 1 five cent piece?
  - 4) Don't know.
10. A receipt is something which:-
- 1) Shows you have paid for something?
  - 2) Helps you when you are cooking?
  - 3) You get when someone buys something from you?
  - 4) Don't know.

11. Bankcard is a credit system that

- 1) Lets you buy anything anywhere and take it home without paying for it at all.
- 2) Lets you buy something on credit and pay for it later.
- 3) Means you don't have to have any money at all to buy things.
- 4) Don't know.

12. When you buy something on lay-by:-

- 1) You pay a small amount of the total cost and take the article home with you?
- 2) You get the article after you have paid in full?
- 3) You get the article at a lower price?
- 4) Don't know.

13. When you buy things on Hire Purchase, it usually costs:-

- 1) Less than if you had paid the full amount at first?
- 2) The same as if you had paid the full amount at first?
- 3) More than if you had paid the full amount at first?
- 4) Don't know.

14. The interest payment on an H.P. (Hire Purchase) agreement is:-

- 1) A percentage of the total cost that is added onto what you pay depending on how long the H.P. agreement lasts.
- 2) A percentage of the total cost that is taken away from what you pay depending on how long the H.P. agreement lasts.
- 3) A sum added to the cost of what you buy that has to be paid within 12 months.
- 4) Don't know.

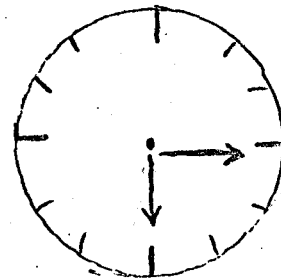
15. You can do banking (e.g. saving your money):-

- 1) Only at banks?
- 2) Only at banks and bank agencies (i.e. chemists)?
- 3) Only at building societies and bank agencies?
- 4) At banks, bank agencies, and building societies?
- 5) Don't know.

16. A bank deposit is the name given to:-
- 1) The money you put into the bank?
  - 2) The money you take out of the bank?
  - 3) The money which the bank pays you for keeping your money there?
17. A current or trading bank account is:-
- 1) An account to do with fruit?
  - 2) A loan account?
  - 3) A cheque account?
  - 4) Don't know.
18. When you want to send money in a letter you should:-
- 1) Use only paper money (notes) as this weighs less?
  - 2) Use a money order or crossed cheque?
  - 3) Ask the people at the Post Office to be very careful with the letter?
  - 4) Don't know.
19. The best way to send a valuable parcel or letter is to:-
- 1) Put the parcel or letter in ordinary mail and ask the Post Office to be careful with it?
  - 2) Register the parcel or letter by paying slightly more?
  - 3) Go to the bank and arrange for them to send it for you through a security system?
  - 4) Don't know.

SECTION:TIME & DATES

1. Do you own a watch that works?
  - 1) Yes
  - 2) No
2. At the place where you are living at the moment is there a clock?
  - 1) Yes
  - 2) No
3. In one hour there are:-
  - 1) 100 minutes?
  - 2) 60 minutes?
  - 3) 24 minutes?
  - 4) Don't know
4. In one day there are:-
  - 1) 36 hours?
  - 2) 24 hours?
  - 3) 12 hours?
  - 4) Don't know
5. The time on this clock is:-
  - 1) 6.15?
  - 2) 4.00?
  - 3) 3.30?
  - 4) Don't know
6. 2.30 p.m. means:-
  - 1) Half past two in the afternoon?
  - 2) Half past two in the morning?
  - 3) Half past two?
  - 4) Don't know



7. In January there are:-

- 1) 30 days?
- 2) 29 days?
- 3) 31 days?
- 4) Don't know

8. In one year there are:-

- 1) 365 days?
  - 2) 336 days?
  - 3) 356 days?
  - 4) Don't know
-

22. "Next of Kin" on an official form (e.g. an application for a job) means:-

- 1) Your birth date?
- 2) Whether you are married or single?
- 3) A close relative (e.g. your mother, father) who you would want to be contacted if anything happened to you?
- 4) Don't know.

19. If there is an electricity (power) failure in your house or street, the best place to ring is:-

- 1) The S.E.C. (State Energy Commission)?
- 2) The Police?
- 3) The Fire Brigade?
- 4) Don't know.

17. You can join a Public Library and borrow books:-

- 1) If you are over 10 years old and if you pay \$2.00 each year?
- 2) Anyone can join by paying \$2.00 each year?
- 3) Anyone can join without paying any money?
- 4) Don't know.

INVOLVEMENT OF PARENTS OR THE PEOPLE YOU LIVE WITH

1. Did all the people who live at the house you are living in at the moment (including yourself) go out together last week?
  - 1) Yes
  - 2) No
2. If you have answered yes, circle the days when you spend more than one hour away from the house all together.
  - 1) Monday
  - 2) Tuesday
  - 3) Wednesday
  - 4) Thursday
  - 5) Friday
  - 6) Saturday
  - 7) Sunday
3. If you go out, about what time do you usually have to be home at night (except for Friday and Saturday night).
4. Did you go out last Friday and/or Saturday night?
  - 1) Yes, both nights.
  - 2) Yes, one night.
  - 3) No.
5. If you did go out last Friday and/or Saturday night about what time did you have to be home by?
6. What would the people looking after you do if you got home late?
  - 1) Tell you off and punish you? (e.g. stop you going out again for the next few nights; take away some pocket money; hit you).
  - 2) Tell you off, but not punish you.
  - 3) Nothing.
  - 4) They would not know what time I get home.

SOCIAL ACTIVITIES (Cont)INVOLVEMENT OF PARENTS OR THE PEOPLE YOU LIVE WITH

7. Do people looking after you say you cannot go to a certain place, or with certain people who you want to go with?
- 1) Yes
  - 2) No
8. Do the people looking after you at the moment:-
- 1) Always let you go out without them in the evenings whenever you want to?
  - 2) Usually let you go out without them in the evenings whenever you want to?
  - 3) Never let you go out without them?
  - 4) Let you go out each week on certain agreed-to-nights? (e.g. Friday, Saturday).
9. Do you have to ask the people looking after you before you can go out?
- 1) Yes
  - 2) No
10. Do the people looking after you expect you to tell them where you are going when you go out?
- 1) Yes
  - 2) No
11. If you went out without their permission, would the people looking after you:-
- 1) Tell you off and punish you? (e.g. stop you going out again for the next few nights; taking away some pocket money, hit you).
  - 2) Tell you off but not punish you?
  - 3) Do nothing about it?

SECTION:SOCIAL ACTIVITIES(AT HOME)

1. Do neighbourhood kids sometimes come round to your home and stay for more than one hour?
  - 1) Yes
  - 2) No
2. Does this happen after school?
  - 1) Yes
  - 2) No
3. Does this happen at weekends?
  - 1) Yes
  - 2) No
4. Does this happen at nights?
  - 1) Yes
  - 2) No
5. If no kids come to your home is there any particular reason why not?
6. During the last week have you:-
  - a) Listened to the radio for at least one hour?
  - b) Watched T.V. for at least one hour?
  - c ) Used the telephone?
  - d) Driven the car?
  - e) Listened to records?
  - f) None of these?

1. Did you go out last week without your parents or the people looking after you?

1) Yes

2) No

— (If your answer No, go straight to question 3).

2. If you have answered yes, on which evenings did you spend more than one hour away from the house?  
(Include the evenings you spent on a part-time job, if you have one).

(NOTE: For this question you can circle more than one answer).

1) Monday

2) Tuesday

3) Wednesday

4) Thursday

5) Friday

6) Saturday

7) Sunday

3. Do you have a special group of friends whom you often go around with?

1) Yes

2) No

(If you answer No, go straight to question 5).

4. If you do have a special group of friends (i.e. if you have answered yes to question 3) how many people are there in the group?

1) One, two or three.

2) Between four and ten.

3) More than ten.

5. In the last week have you done any of the following for at least one hour?

1) Just walking or running along the street.

2) Mucking around:-

a) On the street.

h) Party.

b) In an amusement centre.

i) Club.

c) Bowling Alley.

j) Other (Specify).

d) Drive-in.

e) Pool room.

f) Hotel.

1. Since the last school holidays ( ) when was the last time you were either by yourself, or with other people who were drinking alcohol?

CODE AS LENGTH OF TIME (NUMBER OF DAYS) FROM LAST OPPORTUNITY DAY, INCLUDING ONLY OPPORTUNITY DAYS IN THE TOTAL.

(If you answer NONE or AT NO TIME go straight to question 6).

2. Who were you with?
- 1) No one.
  - 2) Parents and guardian only.
  - 3) Friends under 18 only.
  - 4) Friends over 18 only.
  - 5) Friends both over and under 18 years.
  - 6) Parents and/or friends and/or relatives.
  - 7) Other (specify).
3. Where were you (where did you spend most of the time)?
- 1) Hotel/bar/licensed premises.
  - 2) Car.
  - 3) Park/street.
  - 4) Your house/the place where you were living at the time.
  - 5) Someone else's house.
  - 6) Other (specify).
4. Did you have a drink of alcohol while you were there?
- 1) Yes.
  - 2) No.
- (If you tick No.2 "no" go straight to question 6).
5. How many times since the last school holidays ( ) have you had a drink of alcohol?.

RECORD FREQUENCY OVER NUMBER OF OPPORTUNITY DAYS. CODE BY DIVIDING FREQUENCY INTO OPPORTUNITY AND EXPRESS AS A RATIO.

6. At what age, according to the Law, can you drink alcohol in a hotel, bar or tavern, with friends?
- 1)  years old.
  - 2) Don't know (tick).
7. At what age, according to the Law, can you drink alcohol in a hotel, bar or tavern, with your parent(s) or the people who look after you?
- 1)  years old.
  - 2) Don't know (tick).
8. At what age, according to the Law, can you go into a hotel with friends but not drink?
- 1)  years old.
  - 2) Any age at all.
  - 3) Don't know (tick).
9. At what age, according to the Law, can you go into a hotel with a parent or the people who look after you, but not drink?
- 1)  years old.
  - 2) Any age at all.
  - 3) Don't know (tick).
10. At what age, according to the Law, can you drink alcohol in a park or in a car?
- 1)  years old.
  - 2) Any age at all.
  - 3) You are never allowed to.
  - 4) Don't know (tick)
-

1. Since the last school holidays ( ), when was the last time you hit somebody (not just micking around with people in your own family nor with friends having a "fun" fight?). Do not include gang fights.

CODE AS LENGTH OF TIME (NUMBER OF DAYS) FROM LAST OPPORTUNITY DAY), INCLUDING ONLY OPPORTUNITY DAYS IN THE TOTAL.

(If you answer NONE or AT NO TIME go straight to question 5.)

2. When you hit the other person what did you use?
- 1) Chain.
  - 2) Knife, razor blade, switch blade.
  - 3) Stick/club.
  - 4) No weapons - used fists, feet, etc.
  - 5) Bar/steel rod.
  - 6) Other (specify).
3. Why did you hit the other person?
- 1) You wanted something the person had (e.g. money, alcohol, etc.).
  - 2) The other person was "stirring" you (teasing you, calling you names, etc.).
  - 3) The other person hit you first and you were trying to defend yourself.
  - 4) Because you wanted to beat somebody up.
  - 5) Just for something to do.
  - 6) Other (Specify).
4. How many times, since the last school holidays ( ), have you started a fight with someone you did not know, or backed up somebody who had not done anything to you?

RECORD FREQUENCY OVER NUMBER OF OPPORTUNITY DAYS. CODE BY DIVIDING FREQUENCY INTO OPPORTUNITY AND EXPRESS AS A RATIO.

5. Is it against the Law to pick on some kids who have not done anything to you and bash them up?

- 1) Yes
- 2) No
- 3) Don't know

6. Is it against the Law to have a friendly fight with a few (3 or more) of your friends on the street or in a park or public place?

- 1) Yes
  - 2) No
  - 3) Don't know
-

1. Since the last school holidays ( ), when was the last time you were either by yourself or with friends who took something belonging to someone else, or from a shop without paying? (Include only items worth over \$1 - this does not include borrowed things).

CODE AS LENGTH OF TIME ( NUMBER OF DAYS), FROM LAST OPPORTUNITY DAYS, INCLUDING ONLY OPPORTUNITY DAYS IN THE TOTAL.

If you answer NONE or AT NO TIME go straight to question 8.

2. Last time you did this, who were you with?

(If you answer ON OWN or ALONE or BY MYSELF, go straight to question 4).

3. If you were with friends, why did you go with your friends?

- 1) Just for something to do/because you had nothing else to do.
- 2) To be with your friends.
- 3) Because your friends talked you into it.
- 4) Because your friends promised you that you could share the stolen things.
- 5) Because your friends forced you to go with them.
- 6) Because your friends were making fun of you.
- 7) Other (specify).

4. The last time you did this were you:-

- 1) Actually taking things yourself or helping your friends in some way?
- 2) Just with your friends, not taking part at all nor helping your friends in any way?

(If you tick No. 2 "not taking part", go straight to question 8.)

5. Why did you take the particular things you did?

- 1) Because you needed them and could not afford to pay for them.
- 2) Because someone had asked/told you to take those things.
- 3) Because you saw them there and decided to take them.
- 4) Because you just felt like taking anything (and they just happened to be around).

6. If the things that you wanted were actually on somebody, how did you get them? Did you:-
- 1) Just pick their pockets (e.g. they were not aware that you were taking things from them)?
  - 2) Tell them that you would bash them up, hurt them in some way unless they gave you the things you wanted?
  - 3) Bash them, hurt them so that they were slightly injured (NOT requiring medical treatment)?
  - 4) Bash them, hurt them so that they were badly injured (e.g. knocked unconscious, badly cut, etc.)?
  - 5) Other (specify in Coding Booklet)?
7. How many times since the last school holidays (            ), have you or your friends actually taken something belonging to someone else, or from a shop without paying?

<p>RECORD FREQUENCY OVER NUMBER OF OPPORTUNITY DAYS. CODE BY DIVIDING FREQUENCY INTO OPPORTUNITY AND EXPRESS AS A RATIO.</p>
--

8. Is it against the Law to take things from a shop without paying for them?
- 1) Yes
  - 2) No
  - 3) Don't know
-

1. Since the last school holidays ( ), when was the last time you were either by yourself or with friends who went into someone else's building, house, factory, etc., without their permission? (Do not include neighbours, friends, etc.).

CODE AS LENGTH OF TIME  
(NUMBER OF DAYS) FROM LAST  
OPPORTUNITY DAY, INCLUDING  
ONLY OPPORTUNITY DAYS IN  
THE TOTAL.

(If you answer NONE or AT NO TIME go straight to question 4).

2. What were you actually doing? Did you:-

- 1) Act as a "lookout", keep a watch?
- 2) Go in, have a look around and come out again without anything or doing any damage?
- 3) Go in and take something when you left?
- 4) Go in and deliberately break things up before you left?
- 5) Break things up/damage things and take things when you left?
- 6) Set fire to anything?
- 7) Use it as a place to eat, sleep, have a party?
- 8) Just watch while the others did any of these things but not help them in any way?
- 9) Other (specify).

3. How many times, since the last school holidays ( ) have you and/or your friends been into someone else's house/property/building/etc. without their permission?

RECORD FREQUENCY OVER NUMBER  
OF OPPORTUNITY DAYS. CODE BY  
DIVIDING FREQUENCY INTO  
OPPORTUNITY AND EXPRESS AS A  
RATIO.

4. Is it against the Law to go into a factory or someone's house without the owner's permission if you do not intend taking or damaging anything?

- 1) Yes.
- 2) No.
- 3) Don't know.

1. Since the last school holidays ( ), when was the last time you were either by yourself or with friends who were breaking furniture, public facilities (bus stops, light poles, telephone booths, etc.), trees or bushes, throwing rocks, sticks, etc. to break something, or hurt someone?

CODE AS LENGTH OF TIME (NUMBER OF DAYS) FROM LAST OPPORTUNITY DAY, INCLUDING ONLY OPPORTUNITY DAYS IN THE TOTAL.

(If you answer NONE or AT NO TIME, go straight to question 4.)

2. What were you actually doing?
- 1) Breaking up furniture in someone's place or in a bus or train.
  - 2) Writing on walls, doors, etc.
  - 3) Breaking up public telephones, telephone booths.
  - 4) Breaking down trees, bushes or flowers in a park, on the street or on someone else's property.
  - 5) Throwing rocks, sticks, etc. to break something (e.g. street lights, windows) or to hurt someone.
  - 6) Stripping things from other people's cars, bikes, etc. (e.g. hubcaps, petrol caps).
  - 7) Interfering with other people's cars, bikes and damaging them in some way (e.g. letting tyres down, breaking or bending aerials).
  - 8) Just watching the others but not taking part at all.
  - 9) Other (specify).
3. How many times, since the last school holidays ( ) have you actually been doing any of the above things?

RECORD FREQUENCY OVER NUMBER OF OPPORTUNITY DAYS. CODE BY DIVIDING FREQUENCY INTO OPPORTUNITY AND EXPRESS AS A RATIO.

4. Is it against the law to damage public property, e.g. writing on toilet walls, damaging public telephones, breaking windows or street lights, etc.?

- 1) Yes.
- 2) No.
- 3) Don't know.

## COMMUNITY INTEGRATION QUESTIONNAIRE

ACTIVITIES RECORD SHEET: INTERVIEWERS

FORM

ACTIVITIES	COLUMNS		
	1	2	3
1. Keeping a pet bird			
2. Keeping a pet cat			
3. Keeping a pet dog			
4. Keeping fish (gold) (tropical)			
5. Keeping pigeons			
6. Keeping a hamster			
7. Keeping a guinea pig			
8. Keeping insects			
9. Keeping a horse			
10. Keeping pet mice			
11. Bottle collecting			
12. Beer mat/coaster collecting			
13. Coin collecting			
14. Label collecting			
15. Matchbox collecting			
16. Rock collecting			
17. Shell collecting			
18. Stamp collecting			
19. Bead collecting			
20. Butterfly collecting			
21. Card collecting			
22. Rock collecting			
23. Astronomy			
24. Boating			
25. Bushwalking/Hiking			
26. Canoeing			
27. Camping			
28. Caravaning			
29. Caving			
30. Climbing (hills, cliffs)			
31. Cycling (bicycle)			
32. Fishing			
33. Gardening			
34. Go - Karting			
35. Mini-bikes			
36. Pony/horse riding			
37. Riding a motorcycle			
38. Roller skating			
39. Rhythmic League (marching)			
40. Staying at the beach			

ACTIVITIES (Cont)	1	2	3	
41. Skin diving				
42. Skateboarding				
43. Surfing				
44. Waterskiing				
45. Yachting/Sailing				
46. Archery (bows and arrows)				
47. Athletics				
48. Australian Rules Football				
49. Badminton				
50. Baseball				
51. Boxing				
52. Cricket				
53. Golf				
54. Gymnastics				
55. Hockey				
56. Judo				
57. Karate				
58. Netball				
59. Rugby League Football				
60. Rugby Union Football				
61. Soccer				
62. Softball				
63. Squash				
64. Surf-Lifesaving				
65. Swimming				
66. Tennis				
67. Table Tennis				
68. Ten-Pin bowling				
69. Volley Ball				
70. Water Polo				
71. Weight lifting				
72. Wrestling				
73. Played cards				
74. Played Chess				
75. Played games (monopoly)				
76. Played carpet bowls				
77. Played darts				
78. Played Pool/Snooker				
79. Writing				
80. Read a book				
81. Read a comic				
82. Read a magazine				
83. Read a newspaper				

ACTIVITIES (Cont)	1	2	3
84. Been in coffee or a hamburger bar			
85. Been to a friend's place (and baby sitting)			
86. Been to a pool room (amusements)			
87. Been to a Public Library			
88. Been to a Y.M.C.A function			
89. Been to a Y.W.C.A. function			
90. Been to Guides or Brownies			
91. Been to Cubs, Scouts, Rangers			
Sea Scouts, Venturers			
92. Been to Police and Citizens Groups			
93. Been to an Aboriginal Group			
94. Been to dances/dancing/parties			
95. Been to cinema/pictures/movies			
96. Been to a band/show			
97. Driving around in cars			
98. Public speaking			
99. Singing with a group of kids			
100. Walking around streets			
101. Art/Painting/Drawing			
102. Copper Work			
103. Cooking			
104. Dressmaking			
105. Drama/acting			
106. Embroidery/fancy sewing			
107. Flower arranging			
108. Jewellery making			
109. Model making			
110. Mechanical work			
111. Pottery			
112. Photography			
113. Spinning and weaving			
114. Woodwork			

APPENDIX I (B)JESNESS DESCRIPTIVE SCALES1. Social Maladjustment Scale:

Social Maladjustment refers here to a set of attitudes associated with inadequate or disturbed socialisation, as defined by the extent to which a youth shares the attitudes of persons who do not meet environmental demands in socially approved ways.

2. Value Orientation Scale:

Value Orientation refers to a tendency to share attitudes and opinions characteristic of persons in the lower socio-economic class.

3. Immaturity Scale:

Immaturity reflects the tendency to display attitudes and perceptions of self and others that are usual for persons of a younger age than the subject.

4. Autism Scale:

Autism measures a tendency, in thinking and perceiving, to distort reality according to one's personal desires or needs.

5. Alienation Scale:

Alienation refers to the presence of distrust and estrangement in a person's attitudes toward others, especially toward those representing authority.

6. Manifest Aggression Scale:

Manifest Aggression reflects an awareness of unpleasant feelings, especially of anger and frustration; a tendency to react readily with these emotions; and an obvious discomfort concerning the presence and control of these feelings.

7. Withdrawal Scale:

Withdrawal indicates the extent of a youth's satisfaction with self and others, and a tendency toward isolation from others.

8. Social Anxiety Scale:

Social Anxiety refers to conscious emotional discomfort in getting along with people.

9. Repression Scale:

Repression reflects the exclusion from conscious awareness of feelings and emotions that the individual normally would be expected to experience; or it reflects his failure to label these emotions.

10. Denial Scale:

Denial indicates a reluctance to acknowledge unpleasant events or conditions encountered in daily living.

11. Asocial Index:

Asocialisation refers to a generalised disposition to resolve social or personal problems in ways that show a disregard for social customs or rules.

Sequential "I" Level ClassificationMaturity Level 2 (I-2)

(a) Unsocialized Aggressive (Aa)

(b) Unsocialized Passive (Ap)

The two sub-types within I-2 are very alike in their characteristics. The I-2 perceives the world in an egocentric manner, being concerned primarily with his own needs. His behaviour is impulsive and he shows limited awareness of its effect on others. He blames others for denying him, and does not understand why they do this or what they expect of him.

The most important differentiating characteristic between the Ap and the Aa is in the nature of their response to frustration or demands; the former complains or passively withdraws, while the latter reacts in a hostile or aggressive manner.

Maturity Level 3 (I-3)

The I-3 attempts to manipulate his environment to get what he wants. In contrast with the I-2, he is aware that his own behaviour has something to do with whether or not he gets what he wants. Efforts to attain his ends may be in the form of conformance to the perceived power structure of "conning" and manipulation. He seeks structure in terms of rules and formulas for behaviour. Problems are internalized:

(a) Immature Conformist (Cfm)

The Cfm responds to the world with a rather inflexible formula. He earns acceptance through immediate conformity to the actual or perceived demands of others. He is dominated by the need of social approval and yields as easily to pressure from the peer group as from adults.

(b) Cultural Conformist (Cfc)

His formula for bringing about desired outcomes is surface conformity to the power structure. He is alienated toward adults and prefers to rely on peers for social approval and satisfaction of his needs.

(c) Manipulator (Mp)

The Mp's formula involves manipulation to control others in order to satisfy his own needs. The Mp perceives the world in terms of power and control, and he fights those in power, both subtly and overtly. It is important to him to be in the controlling position, or at least to be able to manipulate those who are in power.

Maturity Level 4 (I-4)

The I-4 has internalized a set of standards by which he judges his own and other's behaviour. He may experience guilt about his failure to live up to these standards. Sometimes it is not guilt over self-worth, but conflict over values that create problems. Those at the I-4 level show some ability to look for and understand reasons for behaviour, and show some awareness of the effects of their behaviour on others and behaviour on themselves.

## (a) Neurotic, Acting-Out (Na)

The Na is characterised by the presence of guilt based on the internalization of a negative or "bad" self-image. As a result, anxiety is not situationally determined but is constantly with him. The Na attempts to overcome immediate problems without necessarily trying to uncover or unravel long-standing conflicts. He does, however, want to improve himself and his life, particularly to hurt himself less or to stop hurting others.

He usually anticipates a parent-child type relationship focused on attempts to control his behaviour; and since he expects adults to treat him in an authoritarian manner, he constantly "tests" adults to determine whether or not they are supporting figures or persons to whom he can relate.

## (b) Neurotic, Anxious (Nx)

The Nx, like the Na, is characterised by internalization of the "bad me" self-image. Anxiety, a constant factor in this boy's life, is typically related to perceptions of self as inadequate and typically internal conflicts. In contrast to the Na, the Nx places value upon introspection and investigation of the past causes of his present problem. He searched for an understanding person who can see and respect his "good me" and at the same time accept and forgive the "bad me".

## (c) Situational Emotional (Se)

The Se evidences distress or conflict over personal and family problems or environmental situations. The Se will ordinarily judge his own misbehaviour severely and wish to compensate for the difficulty he has caused others.

## (d) Cultural Identifier (Ci)

The Ci, non-neurotic in nature, has internalized the value system of a deviant sub-culture. He suffers little from anxiety and defines most problems he may have as conflicts between himself and society or himself and his environment.

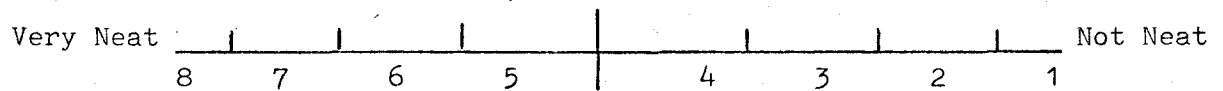
The Ci is flexible in that he can shift roles according to the requirements of a particular situation. He responds to others mainly in terms of their integrity. He takes pride in living up to his own standards, which often include a stance of attacking society.

APPENDIX I (C)LEAST PREFERRED CO-WORKER SCALE:

People differ in the ways they think about those with whom they work. This may be important in working with others. Please give your immediate, first reaction to the items on this questionnaire.

On this sheet are pairs of words which are opposite in meaning, such as "very neat" and "not neat". You are asked to describe someone with whom you have worked by placing an "X" in one of the eight spaces in the lines between the words.

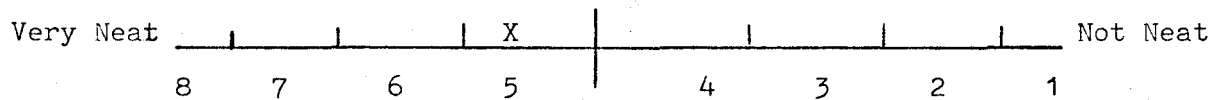
Each space represents how well the adjective fits the person you are describing as if it were written:



For Example: If you were to describe the person with whom you are able to work least well, and you ordinarily think of him as being quite neat, you would put an "X" in the second space from the words "very neat", like this:-



If you ordinarily think of the person with whom you work least well as being slightly neat you would put your "X" as follows:-



APPENDIX I (C)

Look at the words at both ends of the line before you put in your "X". Please remember there are no right or wrong answers. Work rapidly; your first answer is likely to be the best. Please do not omit any items, and mark each item only once.

Now, think of the person with whom you can work least well. He may be someone you can work with now, or he may be someone you knew in the past.

He does not have to be the person you like least well, but should be the person with whom you had the most difficulty in getting a job done. Describe the person as he appears to you.

Pleasant	_____	_____	Unpleasant
Friendly	_____	_____	Unfriendly
Rejecting	_____	_____	Accepting
Helpful	_____	_____	Frustrating
Unenthusiastic	_____	_____	Enthusiastic
Tense	_____	_____	Relaxed
Distant	_____	_____	Close
Cold	_____	_____	Warm
Co-operative	_____	_____	Unco-operative
Supportive	_____	_____	Hostile
Boring	_____	_____	Interesting
Quarrelsome	_____	_____	Harmonious
Self-Assured	_____	_____	Hesitant
Efficient	_____	_____	Inefficient
Gloomy	_____	_____	Cheerful
Open	_____	_____	Guarded

APPENDIX II

PEER GROUP ACTIVITIES,  
HOURS OF INVOLVEMENT & SOCIAL SKILLS TAUGHT

TABLES 1.1 - 1.11

TABLE 1.1      SUMMARISING THE ACTIVITIES PARTICIPATED IN, HOURS OF INVOLVEMENT & SKILLS TAUGHT IN PEER GROUP 1.

PEER GROUP 1.

Number of Participants: 5 (3 participated in only first two sessions).

Age Range: 13 year olds.

Sex: Male.

No.	Meeting/Outing (Description)	Hours	Skills Taught
1	Visit to Speedway	(4 Hrs)	Group co-operation.
2	Ice Skating	(4 Hrs)	Personal Hygiene - Avoiding Disease.
3	Fishing & Boating	(11½ Hrs)	Safety/consideration for others.
4	Putting	(4 Hrs)	
5	Speedway	(5½ Hrs)	Planning and preparation of activities. Co-operation with other people - sharing of equipment.
6	Fishing/Crabbing		Ditto.
7	Surf Cat Sailing	(4 Hrs)	Using a street directory - courtesy to other road users.
8	Fishing	(5½ Hrs)	Thinking and planning ahead.
9	Boating & Fishing Camp	(48 Hrs)	Cooking, washing selves, sharing work, politeness to strangers.
10	Ten-Pin Bowling	(3½ Hrs)	Scoring/Counting - teamwork; courtesy to other players.
11	Camp on Rottnest Island	(36 Hrs)	Camp hygiene - interaction with other campers.
12	Roller Skating	(5 Hrs)	
13	Ice Skating	(5 Hrs)	Conversing without excessive swearing.
14	Kelly's Pool Hall	(4½ Hrs)	Socially acceptable dress. Racial tolerance.
15	Roller Skating	(5 Hrs)	
16	Ten-Pin Bowling	(3 Hrs)	
17	Motor Cycle Camp	(36 Hrs)	Looking after selves, sharing.

Total Hours of  
Peer Group

180

TABLE 1.2 SUMMARY OF THE ACTIVITIES PARTICIPATED IN, AND THE HOURS OF INVOLVEMENT IN PEER GROUP 2.

PEER GROUP 2.

Number of Participants: 4

Age Group: 12 year olds.

Sex: Male.

No.	Meeting/Outing (Description)	Hours	Skills Taught
1	Fishing Trip	5½ Hrs	No record.
2	Meeting With Boys - Discuss Activities	3 Hrs	
3	Bushwalk in Hills area Mundaring/ Picnic/Swim	8½ Hrs	
4	Meeting with kids to discuss activity	2 Hrs	
5	Ditto		
6	Crabbing - Swan River	5½ Hrs	
7	Crabbing meeting with boys	3 Hrs	
8	Weekend canoeing trip to Heron Point	24 Hrs	
9	Meeting to discuss previous trip and plan next activity	2½ Hrs	
10	Film - "Airport" in city and coffee afterwards	4½ Hrs	
11	Meeting	2½ Hrs	No record.
12	Visit to South Perth Zoo and then on to football match	7 Hrs	
13	Meeting with boys	2½ Hrs	
14	Ditto	2½ Hrs	
15	3 day camp at Rottnest Island	24 Hrs + 12	
16	Meeting to discuss Rottnest Island Camp and to discuss next trip	3 Hrs	

Cont.

TABLE 1.2 (Cont.)

No.	Meeting/Outing (Description)	Hours	Skills Taught
17	Drive to beach/ Activity and dinner at Peer Group Leader's Place	10½ Hrs	

Total Hours of  
Peer Group      122.5

TABLE 1.3 SUMMARISING THE ACTIVITIES PARTICIPATED IN, HOURS OF INVOLVEMENT AND SKILLS TAUGHT IN PEER GROUP 3.

PEER GROUP 3.

Number of Participants: 2

Age Group: 14 & 15 year olds.

Sex: Male.

No.	Meeting/Outing (Description)	Hours	Skills Taught
1	Introduction to boys and group	3 Hrs	
2	Pool & Disco Night	4½ Hrs	
3	Meeting	3 Hrs	Suggested several kinds of approaches one could use when asking girl for a dance.
4	Movies	6 Hrs	Using rubbish bin.
5	Meeting	3 Hrs	Tidying up - area after use.
6	Ice Skating	4½ Hrs	Polite response to waitress.
7	Meeting on employment - how to get a job/ applying etc.	4 Hrs	How to apply for a job, i.e. by telephone, filling in forms/ interview.
8	Friday night outing	5 Hrs	Controlling language - suitable to company.
9	Fishing Trip	11 Hrs	
10	Meeting	3 Hrs	
11	Roller Skating	6½ Hrs	Use of public transport.
12	Meeting	4 Hrs	Planning activities.
13	Perth - Movie	5 Hrs	Encouragement of sensitivity towards other members.
14	Meeting	3 Hrs	Implications of offending behaviour.
15	Dance	5½ Hrs	Appropriate behaviour in street - use of rubbish bin.
16	Meeting	4 Hrs	Planning & Budgetting.
17	Meeting	3½ Hrs	Social interaction skills - consideration for others feelings.
18	Party	6½ Hrs	
19	Meeting	4 Hrs	Consideration.

Total Hours of  
Involvement 89 Hrs

TABLE 1.5      TABLE SUMMARISING THE ACTIVITIES PARTICIPATED IN, AND THE HOURS OF INVOLVEMENT IN PEER GROUP 5.

PEER GROUP 5.

Number of Participants: 4

Age Group: 15 year olds.

Sex: Male.

No.	Meeting/Outing (Description)	Hours	Social Skills Taught
1	Introduction to Parents & Boys to explain programme	3½ Hrs	No record.
2	As Above	3 Hrs	
3	As Above	3¾ Hrs	
4	Meeting at Bicton with boys	3 Hrs	
5	Barbecue, trip to Wylunga National Park		
6	Meeting at Bicton - discussion of last activity and planning of next outing	2¼ Hrs	
7	Camping Trip: Surfing/Boating Dunsborough & Yallingup Area	24 Hrs	
8	Meeting at Bicton to arrange next activity	2 Hrs	
9	Horse Riding at Jandakot	5½ Hrs	
10	Bicton Meeting with boys: lack of attendance, problems with group. After discussion with Div. Officer group discontinued		

Total Hours Of  
Involvement      59½ Hrs

TABLE 1.6    TABLE SUMMARISING THE ACTIVITIES PARTICIPATED IN, AND HOURS OF INVOLVEMENT IN PEER GROUP 6.

PEER GROUP 6.

Number of Participants: 5

Age Group: 13-14 year olds.

Sex: Male.

No.	Meeting/Outing (Description)	Hours	Skills Taught
1	Meeting with boys & their parents to explain group	2 Hrs	No record.
2	Meeting & outing to Morley Park Bowls (10 Pin Bowling)	4 Hrs	
3	Meeting & Outing - Ice skating	4½ Hrs	
4	Meeting & Outing (Not Specified)	5 Hrs	
5	Ditto	5½ Hrs	
6	Weekend Camp	24 Hrs	
7	Meeting & Outing	5 Hrs	
8	Ditto	2½ Hrs	
9	Camp	24 Hrs	
10	Meeting & Outing	5 Hrs	
11	Ditto	5 Hrs	
12	Ditto	5 Hrs	
13	Camp	12 Hrs	
14	Meeting & Outing	7 Hrs	
15	Ditto	5 Hrs	
16	Ditto	5 Hrs	
17	Camp	10 Hrs	

Total Hours of  
Involvement      130½ Hrs

TABLE 1.7 TABLE SUMMARISING THE ACTIVITIES PARTICIPATED IN, HOURS OF INVOLVEMENT, & SOCIAL SKILLS TAUGHT IN PEER GROUP 7.

PEER GROUP 7.

Number of Participants: 6

Age Group: 13-14 Year Olds.

Sex: Male.

No.	Meeting/Outing (Description)	Hours	Social Skills Taught
1	Meeting	2 Hrs	Use of phone book - booking squash court.
2	Squash	4½ Hrs	
3	Meeting	1½ Hrs	
4	Canoeing	8 Hrs	
5	Meeting	1 Hr	Co-operation.
6	Trip to Serpentine Falls - swim	7 Hrs	Time committments.
7	Squash	2½ Hrs	
8	Meeting	1½ Hrs	Planning ahead.
9	Skiing Pt. Walter	4½ Hrs	Effect of their activities on others.
10	Group Meeting	1½ Hrs	
11	Ice Skating	4½ Hrs	
12	Meeting - Bibra Lake	7 Hrs	Planning.
13	Shopping for Camp Supplies	3 Hrs	Planning (shopping).
14	Group Meeting	1½ Hrs	
15	Planning meeting for Camp	2 Hrs	
16	Camp	48 Hrs	Pateince/living with others: sharing; co-operation; concern; consideration. Camping skills.
17	Meeting	1½ Hrs	
18	Meeting	1 Hr	
19	Beach	3 Hrs	
20	Rockingham	4 Hrs	
21	Trip to Penguin Is	7 Hrs	
22	Beatty Park Pool	3½ Hrs	Consideration for other people.
23	Meeting	2 Hrs	

Cont.

TABLE 1.7 Cont.

No.	Meeting/Outing (Description)	Hours	Social Skills Taught
24	Swimming - Booragoon Pool	2½ Hrs	Planning/Organisation. Decision-making. Planning/Organisation/Co-operation etc.
25	Shopping for Camp	1½ Hrs	
26	Meeting	1½ Hrs	
27	Camp at Rottnest Is.	48 Hrs	

Total Hours Of  
Involvement      127.5 Hrs

TABLE 1.8      TABLE SUMMARISING THE ACTIVITIES PARTICIPATED IN, AND THE HOURS OF PEER GROUP INVOLVEMENT FOR PEER GROUP 8.

PEER GROUP 8.

Number of Participants: 5 (2 not assessed).

Age Group: 13-14 year olds.

Sex: Male.

No.	Meeting/Outing (Description)	Hours	Skills Taught
1	Meeting with boys & their parents to explain programme	2½ Hrs	No record.
2	Outing to Charles St. Youth Centre	4½ Hrs	
3	Outing to Drive-in	4½ Hrs	
4	Boating Outing & Diving, Whitfords	6 Hrs	
5	Mini Bike Riding	6½ Hrs	
6	Outing to Theatre	4½ Hrs	
7	Outing - Bush Driving, Swimming at Burns Beach	4½ Hrs	
8	Fishing at Fremantle	4½ Hrs	
9	Afternoon repairing mini bikes	4½ Hrs	
10	Weekend Camp at St. Fergus	24 Hrs	
11	Roller Skating	4½ Hrs	
12	Afternoon repairing mini bikes	4½ Hrs	
13	Weekend Camp: Sampson Brock Dam	12 Hrs	
14	Ten-Pin Bowling	1 Hr	
15	Claremont Speedway	5 Hrs	
16	Drive-In	5 Hrs	
17	Weekend Camp	24 Hrs	

Total Hours Of  
Involvement      126½ Hrs

TABLE 1.9 TABLE SUMMARISING THE ACTIVITIES PARTICIPATED IN, THE HOURS OF PEER GROUP INVOLVEMENT AND THE SKILLS TAUGHT IN PEER GROUP 9.

PEER GROUP 9.

Number of Participants: 5 (1 attended only first two meetings).

Age Group: 14-15 year olds.

Sex: Male.

No.	Meeting/Outing (Description)	Hours	Skills Taught
1	Meeting with boys and parents	2½ Hrs	Navigational skills - using a road map.
2	As Above	2½ Hrs	
3	Meeting with boys - afternoon working on community work orders	5 Hrs	
4	Outing to Pt Peron Swimming/Diving		
5	Ten-Pin Bowling	4½ Hrs	
6	Community Work Orders	3 Hrs	Group discussion about school, relationships with teacher, importance of education for later life.
7	Swimming: Beatty Park Pool	2½ Hrs	
8	Meeting with boys	1 Hr	
9	Meeting with boys - repair work on mini bikes, boxing	3 Hrs	
10	Meeting with boys - group discussion & planning out of next meeting	4 Hrs	
11	Outing to Theatre	5 Hrs	
12	Meeting with boys - discussion about next outing (Camp)	4 Hrs	
13	Meeting with boys to organise car wash & other fund raising activities for event out (expensive restaurant)	3 Hrs	
14	Worked on signs for car wash for fund raising	2 Hrs	
15	Meeting with boys to finish off posters, discuss more fund raising activities	3 Hrs	

TABLE 1.9 (Cont.)

No.	Meeting/Outing (Description)	Hours	Skills Taught
16	Car wash - raised \$13	5 Hrs	
17	Meeting with boys	1 Hr	
18	Car wash - raised \$12	4 Hrs	
19	Meeting with boys	2 Hrs	
20	Evening out to restaurant	6 Hrs	

Total Hours Of  
Involvement

103 Hrs

TABLE 1.10      TABLE SUMMARISING THE NUMBER OF ACTIVITIES PARTICIPATED IN,  
AND THE HOURS OF INVOLVEMENT FOR PEER GROUP 10.

PEER GROUP 10.

Number of Participants: 5

Age Group: 14-15 year olds.

Sex: Female.

No.	Meeting/Outing (Description)	Hours	Skills Taught
1	Meeting with girls and parents	2 Hrs	No record.
2	Ditto	2 Hrs	
3	Outing with girls to Morley Swimming Pool, & discussion of further outings	3 Hrs	
4	Outing to Drive-in	6 Hrs	
5	Outing with girls to beach	8 Hrs	
6	Meeting arranged for Claremont Speedway - outing postponed	.	
7	Meeting	2 Hrs	
8	Outing to Theatre	4 Hrs	
9	Meeting at Midland - showing of films relating to teenagers & parents & group discussion	4 Hrs	
10	Meeting with girls to plan out next activity	5 Hrs	
11	Outing to Disco in town	5 Hrs	
12	Meeting to discuss previous outing etc. & plan next activity	3 Hrs	
13	Picnic to beach	6½ Hrs	
14	Meeting with girls to discuss possibility camping trip & other activities	1½ Hrs	
15	Meeting to discuss ideas on & of group party	1½ Hrs	

TABLE 1.10 (Cont.)

No.	Meeting/Outing (Description)	Hours	Skills Taught
16	Further discussion on wind-up party. Setting of limits and discussion of party with girls parents.	4 Hrs	
17	Preparation for party - i.e. transporting of records, decorating, preparing food, etc.	2½ Hrs	
18	Party	5 Hrs	
19	Clean up day after party	3 Hrs	

Total Hours of  
Involvement

66 Hrs

TABLE 1.11

TABLE SUMMARISING THE NUMBER OF ACTIVITIES PARTICIPATED  
IN (MEETINGS AND OUTINGS) AND THE TOTAL HOURS OF PEER  
GROUP INVOLVEMENT FOR THE 10 PEER GROUPS.

Peer Group No.	1	2	3	4	5	6	7	8	9	10
Number of Activities Participated In	17	17	19	No Record	10	17	27	17	20	19
Hours Of Peer Group Involvement	180	122.5	89		59.5	130.5	127.5	126.5	103	66

APPENDIX III

COMMUNITY INTEGRATION QUESTIONNAIRE

TABLES 2.1-2.11

TABLE 2.1

COMMUNITY INTEGRATION QUESTIONNAIRE:Summary of Questions Relating To  
Demographic Characteristics.

Question		Baseline Assessment		6 Month Follow Up Assessment	
		(E)%	(C)%	(E)%	(C)%
<u>RACE:</u>	White	97.4	97.4		
	Part Aboriginal	2.5	2.5		
<u>GUARDIANSHIP:</u>	Ward	10.2	0	13.5	2.9
	Parents	89.7	100	86.5	97.1
<u>AUSTRALIAN RESIDENCE:</u>	All life	69.2	82		
	10 years or more	2.5	0		
	5 - 10 years	7.7	0		
	1 - 5 years	7.7	12.8		
	less than 1 year	10.3	5.1		
<u>PARENTAL FIGURES:*</u>	Both natural	58.9	74.3	56.7	76.9
	One natural/ one step	10.3	7.7	8.1	9.7
	One natural/one defacto	5.1	0	0	0
	Single Parent	25.6	17.9	27	17.1
	Other	0	0	8.1	0
<u>NATIONALITY</u>	<u>FATHER:</u> Aust, Brit, Am,	87	71.4		
	Ca, Eng,				
	Other European	12.8	25.1		
	Aboriginal		2.8		
	<u>MOTHER:</u> Aust, Brit, Am,	92.3	74.3		
	Ca, Eng,				
	Other European	5.1	22.6		
	Aboriginal	2.5	2.6		
<u>WORK INVOLVEMENT*</u>					
	<u>*FATHER:</u> Permanent (FT)	88.5	88.5	83.3	95.8
	Permanent (PT)	5.7	2.8	5.5	
	Temporary (FT)	5.7		5.5	
	Temporary (PT)				
	Not Work		8.6	5.5	4.2
	<u>*MOTHER</u> Permanent (PT)	23	29.7	19	34.6
	Permanent (PT)	20.5	24.3	28.6	19.2
	Temporary (FT)	2.6	2.7	0	
	Temporary (PT)	2.6		4.8	
	Not Work	51.3	43.2	47.6	46.

\* Questions marked with an asterisk refer to those questions of the Community Integration Questionnaire for which data on only 21 of the (E) S'S and 27 of the (C) S'S is available. The missing data is a result of a misunderstanding by the first research officer who deleted 32 of the 123 questions of the Community Integration Questionnaire repeated at the 6 month follow up assessment. Data from these 32 questions is available for those (E) and (C) S'S assessed at the 6 month followup interview by the second research officer.

TABLE 2.2

COMMUNITY INTEGRATION QUESTIONNAIRE:

Summary School and Work Involvement of  
Experimental and Control Group at Baseline and  
6 month Follow Up Assessment.

Question	Baseline Assessment				6 Month Follow Up			
	(E)		(C)		(E)		(C)	
	N	%	N	%	N	%	N	%
<u>ATTENDING SCHOOL*</u>	37	94.9	34	87	15	62.5	21	77.7
<u>SCHOOL ATTENDANCE*</u> 5 days	34	91.9	33	97	9		17	
<u>PREVIOUS WEEK</u>	3	8.1	1	2.9	2		3	
					1		0	
<u>WORK INVOLVEMENT*</u>	Perm Employed	1	2		5		4	
	Temp Employed		1		0			
	Unemployed (not receiving benefits)	1	2		3		1	
	Unemployed receiving benefits				1		1	
<u>PART TIME JOB*</u>	3	8%	4	11.8%	3		4	19%

TABLE 2.3

## COMMUNITY INTEGRATION QUESTIONNAIRE:

Summary of Questions Relating to Parental Involvement.

Question		Baseline Assessment				6 Month Followup			
		(E)		(C)		(E)		(C)	
		N	%	N	%	N	%	N	%
<u>PARENT &amp; OTHER</u>	Parents	31	91.2	36	97.3	5		5	
<u>INV. COURT/PANEL</u>	Welfare Only					0			
	Welfare & Parents	2	6.4	1	2.7	0			
	No-One	1	2.9			1			
<u>FAMILY OUTING IN LAST WEEK*</u>		4	10.2	11	28.2	4		1	
<u>DAY OF OUTING*</u>	Monday-Friday	2		7		6			
	Sat-Sunday	2		11		4		2	
<u>CURFEW HOUR*</u>	8.00	0	0	8	20.5	1		6	
<u>WEEK NIGHT</u>	8-9.00	19	48.7	12	30.7	8		10	
	10-11.00	18	46.2	12	30.7	6		6	
	12 - Unspecified	1	2.6	3	7.7	2		5	
<u>CURFEW HOUR*</u>	8.00	1	4	2	7.4				
<u>WEEKEND</u>	8-9.00	1	4	1	3.7			1	
	10-11.00	12	46	10	37	6		9	
	12-1.00	5	20	4	10.8	2		3	
	1 or unspecif.	7	28	7	25.9	2		6	
<u>CONSEQUENCE FOR BEING LATE HOME</u>	Punitive	19	48.7	9	23				
	Verbal	14	35.8	25	64.1				
	No Action	5	12.8	2	5.2				
	Parents Unaware	1	2.6	3	7.8				
<u>PARENTAL RESTRICTIONS ON OUTINGS</u>		32	82	29	74.3				
<u>PARENTAL CONTROL OF OUTINGS</u>	No Control	7	17.9	4	10.2				
	Some Control	24	61.5	32	82				
	Rigid Control	1	2.6	0					
	Contract	7	17.9	3	7.7				
<u>PARENTAL CONSENT FOR OUTINGS</u>		38	97.4	36	92.3				
<u>PARENTAL KNOWLEDGE OF OUTINGS</u>		37	94.8	37	94.8				
<u>PARENTAL REACTION TO OUTINGS WITHOUT PERMISSION</u>	Punitive	20	52.6	24	61.5				
	Verbal	16	42.1	12	30.7				
	No Action	2	5.26	1	2.6				
	Don't Know	0		2	5.2				

TABLE 2.4

## COMMUNITY INTEGRATION QUESTIONNAIRE

Summary of Questions relating to what the child does in his place of residence and in his neighbourhood.

Acceptable Behaviour:

Question	Baseline Assessment				6 Month Followup			
	(E)		(C)		(E)		(C)	
	N	%	N	%	N	%	N	%
<u>SPECIAL GROUP OF FRIENDS*</u>	31	79.5	30	76.9	19	100	24	88.8
<u>SIZE OF GROUP OF FRIENDS</u> (1-3)	13	41.9	13	43.3	6	31.6	8	33.3
(4 - 10)	12	38.7	15	50.0	9	47.4	12	50
10 or more	6	19.3	2	6.6	4	21	4	16.7
<u>OUTING LAST WEEK WITHOUT PARENTS*</u>	34	89.4	32	82	17	89	23	85.2
<u>DAY OF OUTING LAST WEEK</u> Monday	16	41	7	21.8	7	41.2	6	26
<u>WITHOUT PARENTS</u> Tuesday	14	35.8	6	18.7	6	35	5	21.7
Wednesday	12	30.8	8	25	7	41.2	7	30.4
Thursday	16	41	9	28.1	8	47	7	30.4
Friday	24	61.5	19	28.1	14	82.4	16	69.6
Saturday	27	56.4	17	53	11	64.7	17	73.9
Sunday	14	35.9	7	21.8	6	35	5	21.7
<u>ACTIVITIES PARTICIPATED*</u> Listened to	27	69.2	24	61.5	10	52.6	21	77
<u>IN AROUND THE HOME</u> Radio								
Watch T.V.	36	92.3	39	100	19	100	26	96.3
Used Tele-	23	58.9	25	64.1	11	57.9	18	66.7
phone								
Driven the	7	17.9	6	15.4	6	31.6	1	3.7
car								
Listened to	24	61.5	26	66.6	13	68.4	16	59.2
records								
None of	2	5.1	0	0	0	0	0	0
Above								
<u>INVOLVEMENT WITH</u>								
<u>NEIGHBOURHOOD KIDS*</u> Kids come to	33	84.6	34	87.2	16	84.2	23	85.2
home								
Visit home after	29	74.3	28	71.8	15	78.9	17	62.9
school								
Visit home on	29	74.3	29	74.4	15	78.9	21	77
weekends								
Visit home at	23	58.9	25	64.1	12	63	17	62.9
night								
<u>ACTIVITIES PARTICIPATED*</u> Walking on	9	23	10	25.6	12	63.2	10	37
<u>IN OUTSIDE OF HOME</u> street								
Mucking around								
on street	19	48.7	6	15.4	8	47	5	18.5
Amusement	8	20.5	6	15.4	11	64.7	9	33.3
Centre								
Bowling Alley	0	0	2	2.6	1	5.3	1	3.7
Drive in	6	15.4	6	15.4	6	31.6	3	11
Pool Room	8	20.5	6	15.4	7	41.2	8	29.6
Hotel	1	2.6	3	7.7	2	10.5	2	7.4
Dance	10	25.6	2	2.6	6	31.6	5	18.5
Party	8	20.5	8	20.5	6	31.6	4	14.8
Club	4	10.2	4	5.2	2	10.5	8	29.6
Park	3	7.7	3	7.7	0	0	0	0
Other	3	7.7	12	30.7	2	10.5	10	37.3

TABLE 2.4

## COMMUNITY INTEGRATION QUESTIONNAIRE (Cont.)

Summary of Questions relating to what the child does in his place of residence and in his neighbourhood.

Question	Baseline Assessment				6 Month Followup			
	(E)		(C)		(E)		(C)	
	N	%	N	%	N	%	N	%
<u>COURT OR PANEL EXPERIENCE</u>	34	87	37	94.8	7	33.3	5	18.4
<u>CAR AT HOME</u>	35	89.7	35	89.7				
<u>SELF REPORTED ABILITY TO DRIVE A CAR</u>	23	58.9	23	58.9				
<u>PERMISSION TO DRIVE PARENTS CAR:</u>								
Only when parents are in car	2	8.7	5	21.7				
Allowed to take car on own	2	8.7						
Never	18	78.3	15	65.2				
Parents do not have a car	1	4.3						
Other i.e. backing up and down driveway			3	13				
<u>USUAL MODE OF TRANSPORT OUT: Walk*</u>	10	25.6	6	15.4	6	30	8	29.6
Bus or Train	20	51.2	24	61.2	10	50	12	46.1
Lift from parents	7	17.9	5	12.8	3	15	4	14.8
Picked up at home by friends	1	2.6	1	2.6	1	5	2	7.4
Taxi								
Take parents car								
other i.e. bicycle	1	2.6	3	7.7			1	3.7
<u>USUAL MODE OF TRANSPORT HOME: Walk*</u>	9	23	6	15.4	5	25	6	22.2
Bus or Train	23	58.9	27	69.2	12	60	15	55.5
Picked up by Parents	4	10.2	5	12.8	1	5	2	7.4
Taken home by friends	2	5.1			1	5	3	11.1
Taxi			1	2.6	1	5		
Take parents car								
other i.e. bicycle	1	2.5	2	5.2			1	3.7
<u>MODE OF TRANSPORT MOST OFTEN USED:</u>								
Walk*	10	25.6	6	15.4	4	20	4	14.8
Bus or Tram	20	51.2	20	51.3	11	55	16	59.2
Lift by parents	4	10.2	6	15.4	1	5	4	14.8
Lift by friends	1	2.6			1	5	1	3.7
Take parents car								
Hitch Hike								
Other! i.e. bicycle	4	10.2	9	23	3	15	2	7.4

TABLE 2.4

COMMUNITY INTEGRATION QUESTIONNAIRE:

Summary of Questions relating to the Child's Home Environment and What the Child Does in His Home Environment and His Neighbourhood.

Question	Baseline Assessment				6 Month Followup			
	(E)		(C)		(E)		(C)	
	N	%	N	%	N	%	N	%
Clock in home	38	97.4	36	92.3				
Own watch	21	53.8	27	69.2				
Telephone in home	25	64.1	23	58.9				
Doctor attendance within last 12 months	25	64.1	27	69.2				
Hospital attendance within last 12 months	6	15.4	10	25.6				
Regular medical treatment	4	10.3	4	10.3				
Dentist attendance within last 12 months	18	46	27	69.2				
<u>POCKET MONEY*</u> Regular Pocket Money	21	53.8	15	38.5	12	75	15	62.5
Ask for money when needed	16	41	11	28	4	25	8	33.3
Only money for specific expenses (i.e. lunches/fares)			4	10.2			1	4.2
No money	2	5.1	9	23				
<u>POCKET MONEY EXPENSES*(a)</u>								
All or most of clothes	4	10.2	3	10	5	31.2	4	16.6
Busfares	19	48.7	12	40	9	56.2	14	58.3
Meals/food	12	30.8	8	26.7	4	25	8	33.3
Board/rent	1	2.5			5	31.2	3	12.5
Equipment/books, etc.	2	5.1	6	20	3	18.8	10	41.6
Entertainment i.e. pictures/24		61	13	43.3	14	87.5	13	54.2
Other	6	15.3	8	26.7	5	31.2	7	29.2
<u>POCKET MONEY EXPENSES*(a) Previous week</u>								
Lunches/fares/necessities	19	51.3	19	63.3	11	68.8	14	58.3
Entertainment/snacks	32	82	15	50	12	75	8	75
Equipment/books, etc.								
Clothes	4	10.2	2	6.6	2	12.3		
Other			5	16.6	4	25	2	8.5
<u>MAJOR POCKET MONEY EXPENSES*(a) Previous week</u>								
Lunches/fares/necessities	13	33.3	15	50	4	25	4	16.6
Entertainment/snacks	24	61.5	8	26.7	7	43.7	13	54.2
Equipment/books etc.								
Clothes					1	6.3		
Other	3	7.7	7	23	1	6.2	5	20.8
<u>MONEY EVER BORROWED*</u>	20	51.2	22	56.4	13	68	14	53
<u>PERSON BORROWED FROM*(b)</u>								
Parents	10	50	11	50	5	38.4	7	50
Brothers and Sisters	3	15	5	22.7	2	15.4	2	14.3
Relatives								
Friends	10	50	7	31.8	6	46	5	35.7
Strangers or Casual Acquaintances.								

TABLE 2.4

COMMUNITY INTEGRATION QUESTIONNAIRE:

Summary of Questions Relating to The Child's  
Home Environment, and What the Child Does in  
His Home Environment and His Neighbourhood.

- (a) In the questions relating to pocket money expenditure, the N for determining the % of S's for each category is based on those S's who receive pocket money and not the total group.
- (b) In the question relating to borrowing money (who from) the N for determining the % of S's for each category is based on those S's who have previously borrowed money and not the total group.

TABLE 2.5

COMMUNITY INTEGRATION QUESTIONNAIRE:

Summary of Questions Relating to What Child Does  
in His Neighbourhood - Unacceptable Behaviour:  
Drinking Alcohol

Question		Baseline Assessment				6 Month Followup			
		(E)		(C)		(E)		(C)	
		N=39	%	N=39	%	N=37	%	N=35	%
<u>LAST CONTACT WITH PEOPLE</u>	2 days	14	35.8	9	23	4	10.8	5	14.2
<u>DRINKING ALCOHOL</u>	2 - 7 days	6	15.3	9	23	12	32.4	4	11.4
(length of time in days)	7 - 28 days	9	23	6	15.3	7	18.9	2	5.7
	28 days	3	7.7	0	0	2	5.4	2	5.7
	Not at all	7	17.9	15	38.4	11	29	22	62.8
<u>DRINKING COMPANIONS</u> <sup>+</sup>	No one					0	0	1	
	Parents & Guardians only	4	12.1	3	12.5	5	20	0	
	Friends Under 18	10	30.3	5	20.8	10	40	2	
	Friends Over 18	5	15.1	1	4.2	7	28	3	
	Friends, Parents, Relatives	13	39.4	11	45.8	3	12	8	
	Other			4	16.6	0	0	0	
<u>DRINKING ALCOHOL-PLACE</u> <sup>+</sup>									
	Licensed Premises	6	18.7					3	
	Car					2	8	0	
	Park or Street	4	12.5	2	8.3	4	16	1	
	Own House	12	37.5	15	62.5	7	28	5	
	Other House	9	28.1	5	20.8	9	36	4	
	Other	1	3.1	2	8.3	3	12	0	
<u>DRINK OF ALCOHOL</u> <sup>+</sup>	Yes	19	59.4	12	50	20	80	6	58%
<u>FREQUENCY OF DRINKING ALCOHOL</u>	Then once per week	3	7.6	3	7.7	9	24.3	0	0
	Then once/week once month	12	30.7	6	15.3	8	21.6	3	8.6
	Then once per month	7	17.9	6	15.3	5	13.5	5	14.2
	Not at all	17	43.5	24	61.5	15	40.5	27	77.1

<sup>+</sup>% based on the number of subjects who in the last week were either by themselves or with others who were drinking alcohol.

TABLE 2.6

## COMMUNITY INTEGRATION QUESTIONNAIRE:

Summary of Questions relating to what child does in his neighbourhood.

Unacceptable Behaviour : Arguing and Fighting

Question		Baseline Assessment				6 Month Followup			
		(E)		(C)		(E)		(C)	
		N	%	N	%	N	%	N	%
<u>LENGTH OF TIME (in days)</u>	7 days ago	3	7.6	3	7.7	9	24.3	0	0
<u>FROM LAST INVOLVEMENT IN ARGUING AND FIGHTING</u>									
7 days	28 days	12	30.7	6	15.3	8	21.6	3	8.6
28 days ago		7	17.9	6	15.3	5	13.5	5	14.2
not at all		17	43.5	24	61.5	15	40.5	27	77.1
<u>WEAPON USED IN LAST FIGHT +</u>									
stick, club		1	5	0	0	0	0	0	
no weapon		19	95	16	100	15	100	9	100
<u>REASON FOR INVOLVEMENT IN LAST FIGHT +</u>									
theft								1	
stirring		12	60	11	68.7	13	86.6	5	
self defence		7	35	2	12.5	2	13.4	2	
aggression									
something to do		1	5	1	6.3				
other				1	6.3			2	
<u>FREQUENCY OF INVOLVEMENT IN (actually ARGUING AND FIGHTING starting a fight)</u>									
than once per week		1	2.6	0	0	1	2.6	0	0
than once/week	once a month	3	7.7	2	5.1	2	5.4	0	0
than once per month		8	20.5	5	12.8	5	13.5	5	14.3
not at all		27	69	32	82	29	78.3	30	85.7

+ % based on number of subjects who had actually been involved in arguing or fighting.

Fighting: does not include gang fights, or fun fights, i.e. mucking around with people in own family or friends.

TABLE 2.7

COMMUNITY INTEGRATION QUESTIONNAIRE

Summary of questions relating to what child does  
in his neighbourhood; unacceptable behaviour,  
stealing

		Baseline Assessment				6 Month Followup			
		(E)		(C)		(E)		(C)	
		N	%	N	%	N	%	N	%
<u>LENGTH OF TIME (in days)</u>	7 days ago	1	26	1	2.6	2	5.4	0	0
<u>FROM LAST INVOLVEMENT</u>									
<u>IN STEALING</u>	7 28 days ago	8	20.5	1	2.6	4	10.8	0	0
	28 days ago	9	23	4	10.2	2	5.4	0	0
	Not at all	21	53.8	33	84.6	29	78.3	35	100
<u>STEALING - WHO WITH?</u>	Friends	18	100	5		7		1	
	Alone			1		1		0	
<u>REASON FOR GOING WITH</u>	Something to do	9	50	3		3			
<u>FRIENDS +</u>	To be with friends	5	27.8			2			
	Talked into it	2	11.1	1		1			
	Promised a share of goods	1	5.5			1			
	Forced into it	1	5.5			0			
	Friends making fun of you					0		1	
	Other					0			
<u>BEHAVIOUR IN SITUATION<sup>+</sup></u>									
	Actually took things	11	61.1	3		2		1	
	With friends but not involved in taking of things	7	38.9	2		5			
<u>REASON FOR STEALING<sup>+</sup></u>									
	Needed and couldn't afford	5		4		1			
<u>PARTICULAR THINGS</u>	Told to take								
	Saw and decided to take	5		2				1	
	Felt like it	1				1			
	Other								
<u>FREQUENCY OF INVOLVEMENT IN STEALING</u>									
	Once per week	1	2.6	0	0	1	2.6	0	0
	Once per week once a month	5	12.8	2	5.1	1	2.6	0	0
	Once per month	10	25.6	4	10.2	2	5.4	0	0
	Not at all	23	58.9	33	84.6	33	89.2	35	100

<sup>+</sup>% based on number of subjects actually involved in stealing behaviour.

TABLE 2.8

COMMUNITY INTEGRATION QUESTIONNAIRE

Summary of Questions Relating to What the Child Does in his Behaviour - Breaking and Entering and Damaging Public Property

Question	Baseline Assessment		6 Month Followup Assessment	
	(E) N=39	(C) N=39	(E) N=37	(C) N=35
<u>BREAKING AND ENTERING<sup>+</sup></u>				
<u>Actual Behaviour in last breaking and entering</u>				
Acted as a lookout - kept watch	2			
Enter - no damage	3	2	5	
Enter - theft	2		1	
Damage property deliberately	1	2		
Theft and damage				
Set fire to property				
Just watch, not involved		1		
<u>DAMAGING PUBLIC PROPERTY</u>				
<u>Actual Behaviour last time involved in damaging public property</u>				
Breaking up furniture	1			
Writing on walls, doors, etc.		1		
Breaking up public telephones or telephone booths	2			
Breaking trees, bushes, etc.		1		
Throwing rocks, sticks, etc. to break something.				
Stripping things from other peoples cars	2			
Interfering with other peoples cars/bikes	3			
Watching but not involved	1			
Other				

<sup>+</sup>Due to the small numbers of (E) and (C) S's in breaking and entering or damaging public property behaviour percentages are not presented.

TABLE 2.11

Showing Number and Percentage of Correct Responses to the 65 Skills Questions, for (E) and (C) Ss at Baseline and 6 month Followup Assessment, together with Chi Square Analysis

SKILLS QUESTION DESCRIPTION	QUESTION NO.	EXPERIMENTAL GROUP			(E1)v(C1) Baseline Signif.	CONTROL GROUP		
		Baseline	6 Month Followup	Signif (E1)v(E2)		Baseline	6 Month Followup	Signif (C1)v(C2)
		(E1)N=39	(E2)N=37	(E1)v(E2)		(C1)N=39	(C2)N=35	(C1)v(C2)
		%	%			%	%	
<b>EMPLOYMENT:</b>								
Behaviour in interview	1	94.9	97.2			100	97.1	
Quit Job	2	71.8	91.9	*	*	89.7	94.3	
Out of work	3	76.9	72.9			58.9	74.3	*
Legal Age -	4	48.7	56.7			35.9	45.7	
Unemployment Benefits								
When entitled	5	94.9	94.6			87.2	97.1	
Unemployed Benefits								
C.E.S. procedure	6	82	78.3			79.5	80	
<b>LAW:</b>								
Driving Age (legal)	7	79.5	78.3			79.5	88.6	
Procedure for getting a license	8	66.7	75.6			69.2	77.1	
<b>TRANSPORT &amp; COMMUNICATIONS:</b>								
Using a bus timetable	9	79.5	70.2			61.5	74.3	
Bus Route No.	10	79.5	86.4			79.5	85.7	
Using a street directory	11	84.6	83.7			89.7	82.8	
Telegrams	12	56.4	67.5			51.3	80	**
Emergency Phone No. (use for)	13	89.7	97.2			94.9	1.4	
Emergency Phone No.	14	97.4	100			92.3	100	
Continuous Burr on telephone	15	35.9	40.5			46.2	65.7	*
Trunk Call	16	28.2	48.6			41.0	48.5	
Long distance call	17	58.9	75.6	*		58.9	82.8	**
STD	18	71.8	67.5			84.6	94.3	
Yellow pages phone book	19	79.5	100	*		89.7	100	
Directory Assistance	20	74.3	75.6			76.9	74.3	
Difficulties & Repairs	21	61.5	83.7	**		66.6	82.8	
Letter writing	22	23.1	32.4			22.5	34.3	
<b>MEDICAL:</b>								
Medical benefit fund	23	79.5	75.6			74.3	82.8	
Injury accidental	24	89.7	97.2			87.2	81.6	
Dentist	25	64.1	81			74.3	91.4	
VD - meaning	26	87.2	100			74.3	85.7	
VD - catching	27	76.9	91.9			71.8	80	
VD - cure	28	88.9	81	*		58.9	71.4	*
VD - treatment	29	56.4	59.8			33.3	48.5	
VD - reoccurrence	30	61.5	75.6			48.7	54.3	
Contraception meaning	31	53.8	72.9			51.3	71.4	
Contraceptive Type	32	28.2	37.8			33.3	40	
Contraceptive purchase	33	51.3	59.4			53.8	71.4	
Taking pill	34	35.9	62.2	*		51.3	54.3	

TABLE 2.11 (Cont.)

SKILLS QUESTION DESCRIPTION	QUESTION NO.	EXPERIMENTAL GROUP			CONTROL GROUP		
		Baseline	6 Month Followup	Signif. (E1) v (C1) Baseline Signif.	Baseline	6 Month Followup	Signif. (C1)v(C2)
		(E1)N=39	(E2)N=37	(E1)v(E2)	(C1)N=39	(C2)N=35	(C1)v(C2)
		%	%		%	%	
<b>MONEY HANDLING</b>							
<b>SKILLS:</b>							
Change from \$10	35	79.5	91.9		76.9	91.4	
20c Equivalent	36	100	100		100	100	
Receipt	37	97.4	94.6		92.3	97.1	
Bankcard	38	74.3	94.6	*	76.9	85.7	
Layby	39	46.2	56.7	*	61.5	62.8	
Hire Purchase	40	38.5	54		35.9	48.5	
Interest Payment HP	41	20.5	37.8		23	34.3	
Banking Places	42	51.3	64.8		69.2	77.1	
Bank Deposit	43	66.7	72.9		56.4	80	
Current & Trading	44	25	35.1		28.2	51.4	*
Bank Account							
Sending Money in letter	45	61.5	75.6		76.9	86	
Sending valuable parcel	46	41	59.4	*	43.5	60	
<b>TIME &amp; CALENDAR:</b>							
Minutes in 1 hour	47	100	97.2		100	97.1	
Hours in 1 day	48	94.9	100		100	97.1	
Telling time	49	94.9	97.2		84.6	100	
Meaning pm	50	89.7	97.2		84.6	91.4	
Days in January	51	53.8	64.8		48.7	82.8	**
Days in year	52	71.8	78.3		76.9	82.8	
<b>MISCELLANEOUS:</b>							
Next kin	53	43.5	59.4		51.3	74.3	
Sec	54	89.7	100		94.9	94.3	
Joining library	55	64.1	75.6		76.9	77.1	
<b>LAW SKILLS:</b>							
Drinking age with friends	56	87.2	97.2		84.6	74.3	
Drinking age parents	57	58.9	75.6		46.2	51.4	
Licensed premises with parents	58	17.9	40.5	**	20.5	25.7	
Licensed premises with friends	59	71.8	75.6		74.3	80	
Drinking in public places	60	41	43.2		30.8	34.3	
Assault	61	94.9	97.2		87.2	91.4	
Street fight	62	35.9	48.6		33.3	42.8	
Law-shoplifting	63	100	100		100	100	
Trespassing	64	100	97.2		100	100	
Vandalism	65	100	100		100	100	

\* significant at .05 level

\*\* significant at .01 level

APPENDIX IV

COURT RECORDS DATA.

TABLES: 3.2(a) - 3.9(a)

FIGURES: 1.1 - 1.3

TABLE 3.2(a)

SUMMARY (AND T. TEST COMPARISONS) OF MEAN NUMBER OF APPEARANCE (COURT/PANEL)  
FOR (E) AND (C) OVER THE TIME PERIOD

	TOTAL PRIOR PERIOD (6-0) MONTHS PRIOR PEER						(0-6 MONTH POST COMMENCEMENT OF PEER OR CONTROL PERIOD			(6-0) MONTHS PRIOR v (0-6) MONTHS POST PEER		(3) MONTHS OF PEER OR CONTROL PERIOD			(0-3) MONTHS POST PEER OR CONTROL PERIOD		
	Comparison(E)v(C)			Comparison(E)v(C)			Comparison(E)v(C)					Comparison(E)v(C)			Comparison(E)v(C)		
	(E)N=38	(C)N=39	Sig.	(E)N=38	(C)N=39	Sig.	(E)N=38	(C)N=39	Sig.	(E1)v(E2)	(C1)v(C2)	(E)N=38	(C)N=39	Sig.	(E)N=38	(C)N=39	Sig.
Mean No. Appear	1.63	1.25	ns	1.02	0.97	ns	0.28	0.17	ns	**	**	.05	.01	ns	0.23	0.05	**
Stand Dev	1.97	0.74		0.81	0.59		0.65	0.5				0.23	0.4		0.48	0.23	

TABLE 3.3(a)

SUMMARY AND T. TEST COMPARISONS OF MEAN NUMBER OF OFFENCES COMMITTED BY  
(E) and (C) S's OVER THE TIME PERIOD.

	TOTAL PRIOR PERIOD (6-0) MONTHS PRIOR PEER						(0-6 MONTH POST COMMENCEMENT OF PEER OR CONTROL PERIOD			(6-0) MONTHS PRIOR v (0-6) MONTHS POST PEER		(3) MONTHS OF PEER OR CONTROL PERIOD			(0-3) MONTHS POST PEER OR CONTROL PERIOD		
	Comparison(E)v(C)			Comparison(E)v(C)			Comparison(E)v(C)					Comparison(E)v(C)			Comparison(E)v(C)		
	(E)N=38	(C)N=39	Sig.	(E)N=38	(C)N=39	Sig.	(E)N=38	(C)N=39	Sig.	(E1)v(E2)	(C1)v(C2)	(E)N=38	(C)N=39	Sig.	(E)N=38	(C)N=39	Sig.
Mean No. of offences	2.84	2.58	ns	1.94	2.25	ns	1.13	0.43	ns	ns	**	0.13	0.2	ns	1	0.25	*
Standard Develop.	3.91	2.29		1.88	2.13		2.71	1.44				0.66	0.65		2.34	1.35	

+ Significance    ns - not significant  
 \* - significant at the .05 level  
 \*\* - significant at the .01 level

TABLE 3.4(a)

TABLE SHOWING MEAN NUMBER OF APPEARANCES MADE BY  
(E) and (C) MULTIPLE OFFENDERS ACROSS THE TIME  
PERIOD.

(Multiple offender = teenager with 2 or 2+ offences)

Time Period Group	TOTAL PRIOR PERIOD	(6-0) MONTHS PRIOR PEER OR CONTROL GROUP	(3) MONTH OR PEER OR CONTROL PERIOD	(0-3) MONTH POST PEER OR CONTROL PERIOD
(E) N=12	3.6	1.9	0	0.3
(C) N=8	2.5	1.3	0.4	0.1

TABLE 3.5(a)

TABLE SHOWING MEAN NUMBER OF APPEARANCES MADE BY  
(E) AND (C) MINOR OFFENDERS ACROSS THE TIME PERIOD

(Minor offender = teenager with 0 or 1 offence)

Time Period Group	TOTAL PRIOR PERIOD	(6-0) MONTHS PRIOR PEER OR CONTROL GROUP	(3) MONTH OR PEER OR CONTROL PERIOD	(0-3) MONTH POST PEER OR CONTROL PERIOD
(E) N=26	0.7	0.6	0.1	0.2
(C) N=31	0.9	0.9	0.1	0.03

TABLE 3.6(a)

TABLE SHOWING MEAN NUMBER OF OFFENCES COMMITTED BY  
(E) AND (C) MULTIPLE OFFENDERS ACROSS THE TIME  
PERIOD

Time Period Group	TOTAL PRIOR PERIOD	(6-0) MONTHS PRIOR PEER OR CONTROL GROUP	(3) MONTH OR PEER OR CONTROL PERIOD	(0-3) MONTH POST PEER OR CONTROL PERIOD
(E) N=12	5.6	3.0	0	1.4
(C) N=8	4.6	3.5	0.6	0.1

TABLE 3.7(a)

TABLE SHOWING MEAN NUMBER OF OFFENCES COMMITTED BY  
(E) and (C) MINOR OFFENDERS ACROSS THE TIME PERIOD

Time Period Group	TOTAL PRIOR PERIOD	(6-0) MONTHS PRIOR PEER OR CONTROL GROUP	(3) MONTH OR PEER OR CONTROL PERIOD	(0-3) MONTH POST PEER OR CONTROL PERIOD
(E) N= 26	1.5	1.4	0.2	0.8
(C) N= 31	2.1	1.9	0.1	0.2

TABLE 3.8(a): TABLE SHOWING TOTAL & MEAN NUMBERS OF S's OFFENDING, OFFENCES COMMITTED & APPEARANCES MADE, IN THE 6 MTH PERIOD PRECEDING THE COMMENCEMENT OF THE PEER GROUP, & THE 6 MTH PERIOD FOLLOWING THE COMPLETION OF THE PEER GROUP FOR THE (E) GROUP. (N=28).

		6 Mth Period Prior to Commencement Of Peer Group	6 Mth Period Post Completion Of Peer Group
<u>Subjects Offending</u>	Total %	20 71.4%	8 28.6%
<u>Appearances Made</u>	Total Mean	27 0.96%	19 0.68%
<u>Offences Committed</u>	Total Mean	52 1.85%	46 1.64%

TABLE 3.9(a): TABLE SHOWING TOTAL & MEAN NUMBER OF S's OFFENDING, OFFENCES COMMITTED, & APPEARANCES MADE IN THE 6 MONTH PERIOD PRECEDING THE COMMENCEMENT OF THE CONTROL GROUP, & THE 4-6 MONTH PERIOD FOLLOWING THE COMPLETION OF THE CONTROL PERIOD\*FOR THE (C) GROUP (N=30).

		6 Month Period Prior to Commencement Of Control Period	4-6 Month Period Post Completion Of Control Period
<u>Subjects Offending</u>	Total %	28 93.3%	5 16.6%
<u>Appearances Made</u>	Total Mean	30 1	5 0.2%
<u>Offences Committed</u>	Total Mean	64 2.13%	18 0.6%

\* The period of follow-up for the 30 (C) S's ranged from 4-6 months. 10 S's were followed up for 4 months, 12 S's for 5 months and 8 subjects for 6 months. This reduced length of follow-up for 22 of 30 (C) S's needs to be taken into consideration when comparing the figures with those of the (E) S's in Table 3.8(a).

Fig. 1.2 GRAPH SHOWING MEAN NO. OF APPEARANCES (COURT/PANEL) FOR EXPERIMENTAL & CONTROL SUBJECTS IN TOTAL PRIOR PERIOD PRECEDING PEER GROUP INTERVENTION, (0-6 MTHS) PRIOR TO PEER GROUP INTERVENTION & (0-6 MTHS) POST PEER GROUP COMMENCEMENT (OR INITIAL INTERVIEW IN CONTROL GROUP)

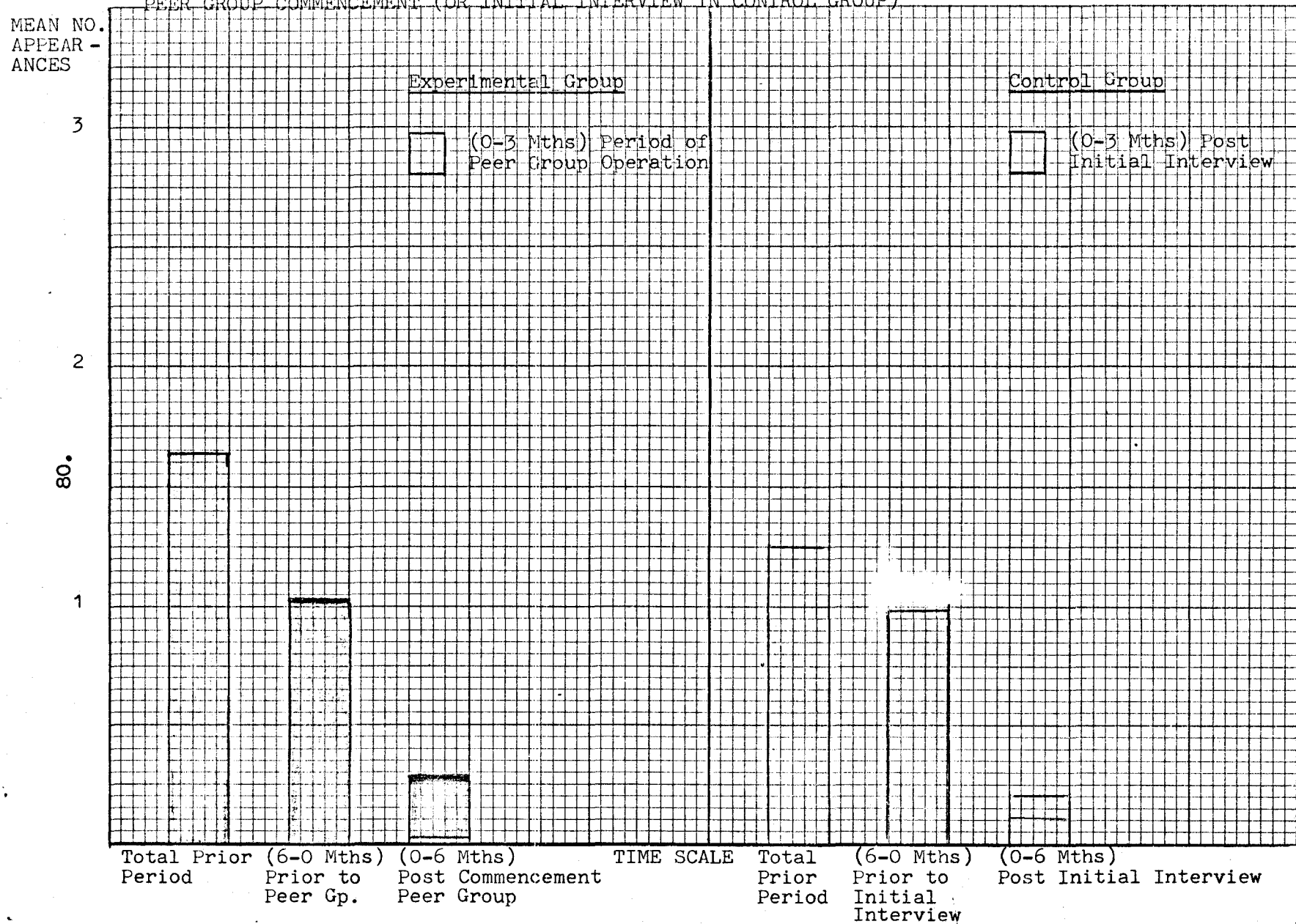


Fig. 1.1 GRAPHS SHOWING MEAN NO. OFFENCES (COMMITTED BY EXPERIMENTAL & CONTROL GROUP SUBJECTS) IN TOTAL PRIOR PERIOD PRECEDING PEER GROUP INTERVENTION, (0-6 MTHS) PRIOR TO PEER GROUP INTERVENTION & (0-6 MTHS) POST PEER GROUP COMMENCEMENT (OR INITIAL INTERVIEW IN CONTROL GROUP)

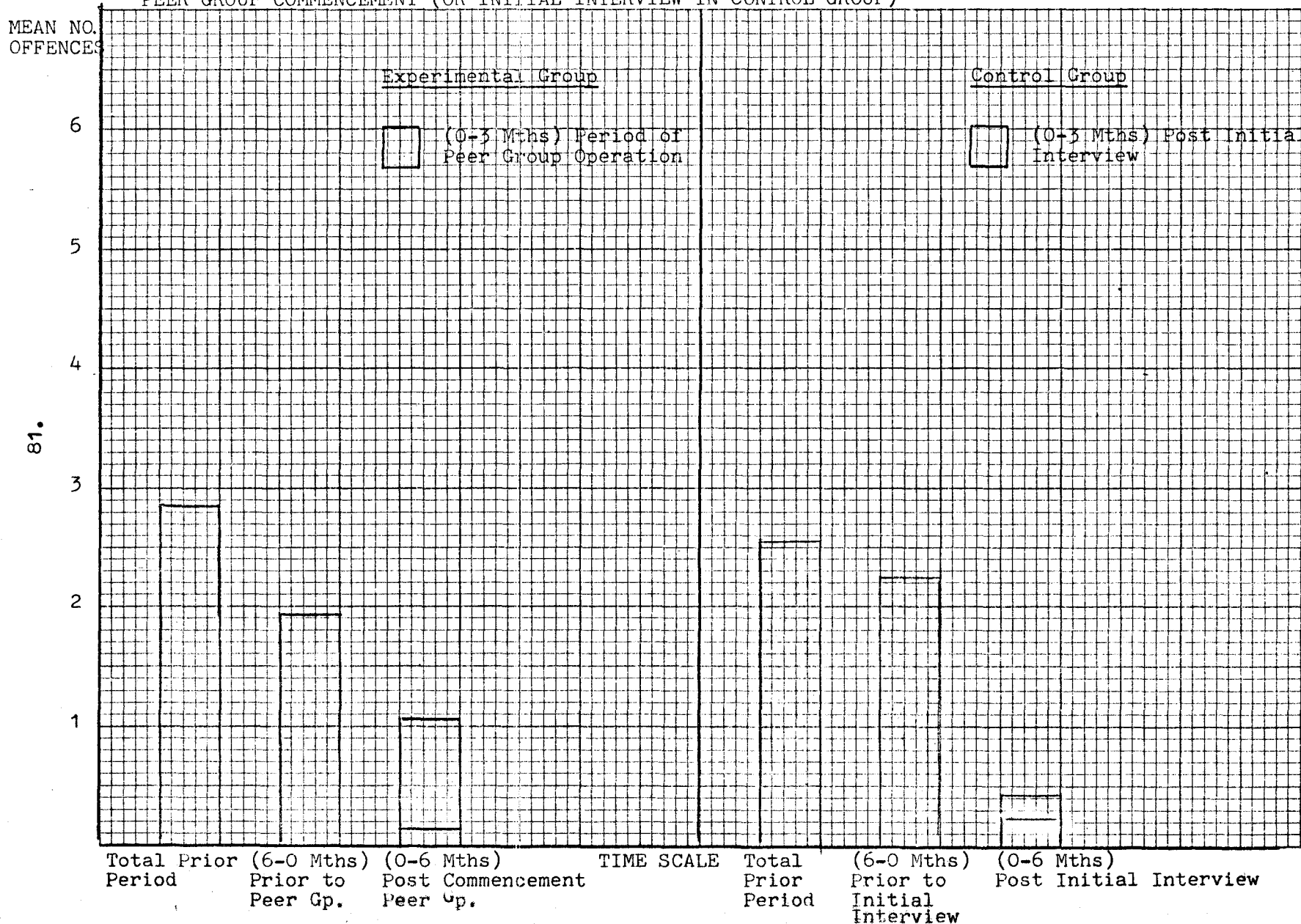
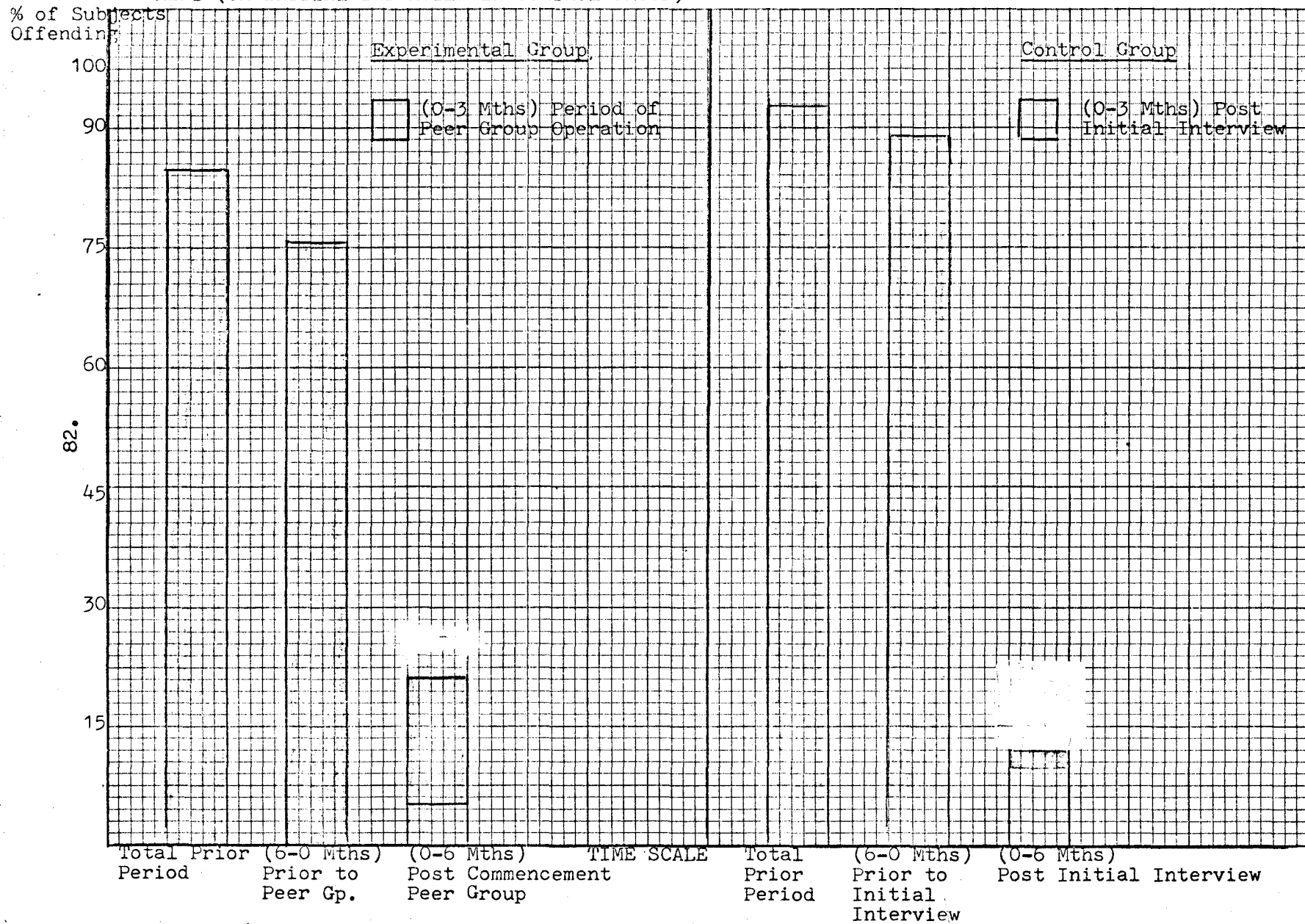


Fig. 1.3 GRAPHS SHOWING % OF SUBJECTS OFFENDING (EXPERIMENTAL & CONTROL) IN TOTAL PRIOR PERIOD PRECEDING PEER GROUP INTERVENTION, (0-6 MTHS) PRIOR TO PEER GROUP INTERVENTION & (0-6 MTHS) POST PEER GROUP COMMENCEMENT (OR INITIAL INTERVIEW IN CONTROL GROUP)



APPENDIX V

JESNESS INVENTORY DATA

TABLES: 4.1(a)  
4.2(a)  
4.3(a)

FIGURES: 3.1 - 3.11  
4.1 - 4.9

TABLE 4.1(a): TABLE SHOWING MEAN T SCORES, STANDARD DEVIATIONS, & SIGNIFICANCE LEVELS OF T-TEST COMPARISONS FOR (E) & (C) ON THE JENNETT DESCRIPTIVE SCALES, ACROSS THE TIME PERIOD.

Time Period Descriptive Scale	BASELINE Comparison: (E1) v (C1)			6 MTH FOLLOW-UP Comparison: (E2) v (C2)			BASELINE v 6 MTH FOLLOW-UP Within Group Comparison	
	(E1) N=39	(C1) N=39	Signif	(E2) N=37	(C2) N=34	Signif	(E1) v (E2)	(C1) v (C2)
<u>Social Maladjustment</u>								
X	62	55.2	**	62.2	54.5	**	NS	NS
SD	11.4	8.8		11.3	11.4			
<u>Value Orientation</u>								
X	58.5	54.1	*	59.4	51.9	**	NS	NS
SD	10.3	8.7		12.2	12.4			
<u>Immaturity</u>								
X	55.7	55.1	NS	53.1	54.8	NS	NS	NS
SD	10.5	12		13.3	9.3			
<u>Autism</u>								
X	57	52.9	NS	55.6	50.2	*	NS	NS
SD	11.6	9		11	9.6			
<u>Alienation</u>								
X	62.1	56.2	**	60.2	55.1	*	NS	NS
SD	10.4	8.4		14.5	9.8			
<u>Manifest Aggression</u>								
X	55.2	51.2	NS	56.7	49.9	**	NS	NS
SD	12.3	9.1		11.8	12			
<u>Withdrawal</u>								
X	51.6	50	NS	49.3	47.3	NS	NS	NS
SD	10.1	12.1		12.4	11.7			
<u>Social Anxiety</u>								
X	46	47.3	NS	44.8	42.1	NS	NS	**
SD	9.1	9.3		11	11.1			
<u>Repression</u>								
X	49.7	53.6	NS	48.9	53	NS	NS	NS
SD	9.6	11.2		10.5	11.3			
<u>Denial</u>								
X	44.9	47.8	NS	45.3	50.3	*	NS	NS
SD	9.9	9.7		11.8	9.9			
<u>Asocial Index</u>								
X	58.1	54.6	NS	58.5	53.7	NS	NS	NS
SD	8.7	10.4		9.7	15.8			

NS - Not Significant.

\* - Significant at the .05 level.

\*\* - Significant at the .01 level.

TABLE 4.2(a): TABLE SHOWING MEAN T SCORES, STANDARD DEVIATIONS, & SIGNIFICANCE LEVELS OF T-TEST COMPARISONS, FOR (E) & (C) ON THE JESSIE I LEVEL DESCRIPTIVE SCALES, ACROSS THE TIME PERIOD.

Time Period Descriptive Scale	BASELINE Comparison: (E1) v (C)			6 MTH FOLLOW-UP Comparison: (E2) v (C2)			BASELINE V 6 MTH FOLLOW-UP Comparison: Within Groups	
	(E1) N=39	(C1) N=39	Signif	(E2) N=37	(C2) N=34	Signif	(E1) v (E2)	(C1) v (C2)
Unsocialised Aggressive								
$\bar{X}$	53.4	49.3	*	53.5	47.4	*	NS	NS
SD	9.1	8.0		9.6	9.8			
Unsocialised Passive								
$\bar{X}$	52.2	47.9	NS	50.6	45.2	*	NS	NS
SD	11.2	9.2		11.4	10.7			
Immature Conformist								
$\bar{X}$	45.8	48.9	NS	45.9	50.8	*	NS	NS
SD	8.2	9.2		8.9	9.6			
Cultural Conformist								
$\bar{X}$	53.4	50.6	NS	54.6	52.6	NS	NS	NS
SD	8.4	6.4		9.3	8.3			
Manipulator								
$\bar{X}$	50.2	47.4	NS	47.2	51.8	*	NS	*
SD	8.8	9.2		11.6	9.1			
Neurotic Acting Out								
$\bar{X}$	51.3	50.5	NS	55.6	52.9	NS	*	NS
SD	9.1	9		8.6	9.9			
Neurotic Anxiety								
$\bar{X}$	47.6	44.8	NS	44.1	45.6	NS	*	NS
SD	7.4	8.5		9.5	7.1			
Situational Emotional								
$\bar{X}$	45.2	50.1	*	44.6	51.5	**	NS	NS
SD	8.7	8.6		9.9	10.6			
Cultural Identifier								
$\bar{X}$	44.3	49	*	45.4	50.5	*	NS	NS
SD	9.5	7.9		9.4	9			

NS - Not Significant.

\* - Significant at the .05 level.

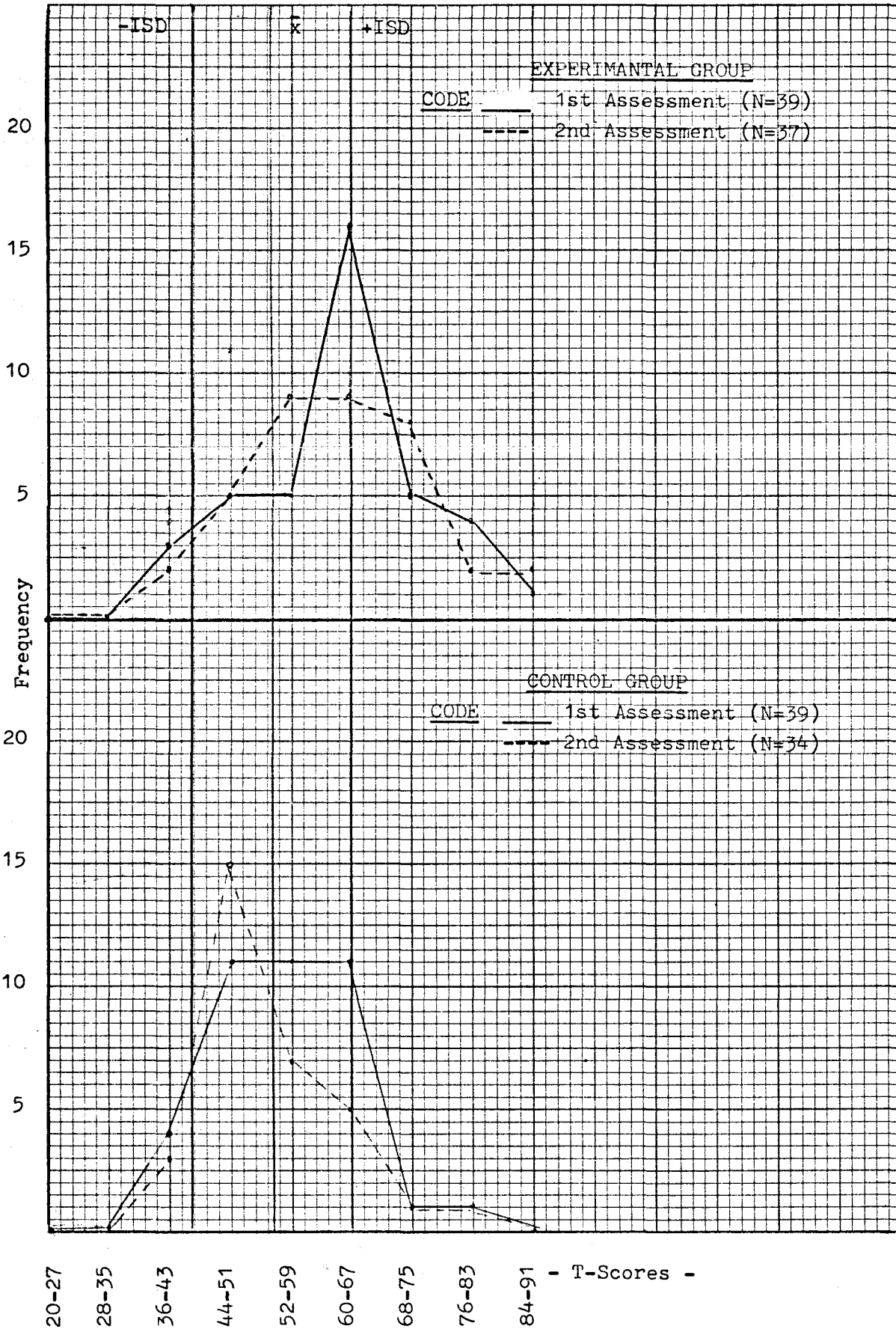
\*\* - Significant at the .01 level.

TABLE 4.3(e): TABLE SHOWING PERCENTAGE OF (E) & (C) S's WHO MADE 10 POINTS OR MORE IMPROVEMENTS OR DETERIORATIONS ON THE JENSEN PERSPECTIVE SCALES AT 6 MONTH FOLLOW-UP ASSESSMENT (N THE TOTAL NUMBER OF POINTS IMPROVEMENT OR DETERIORATION).

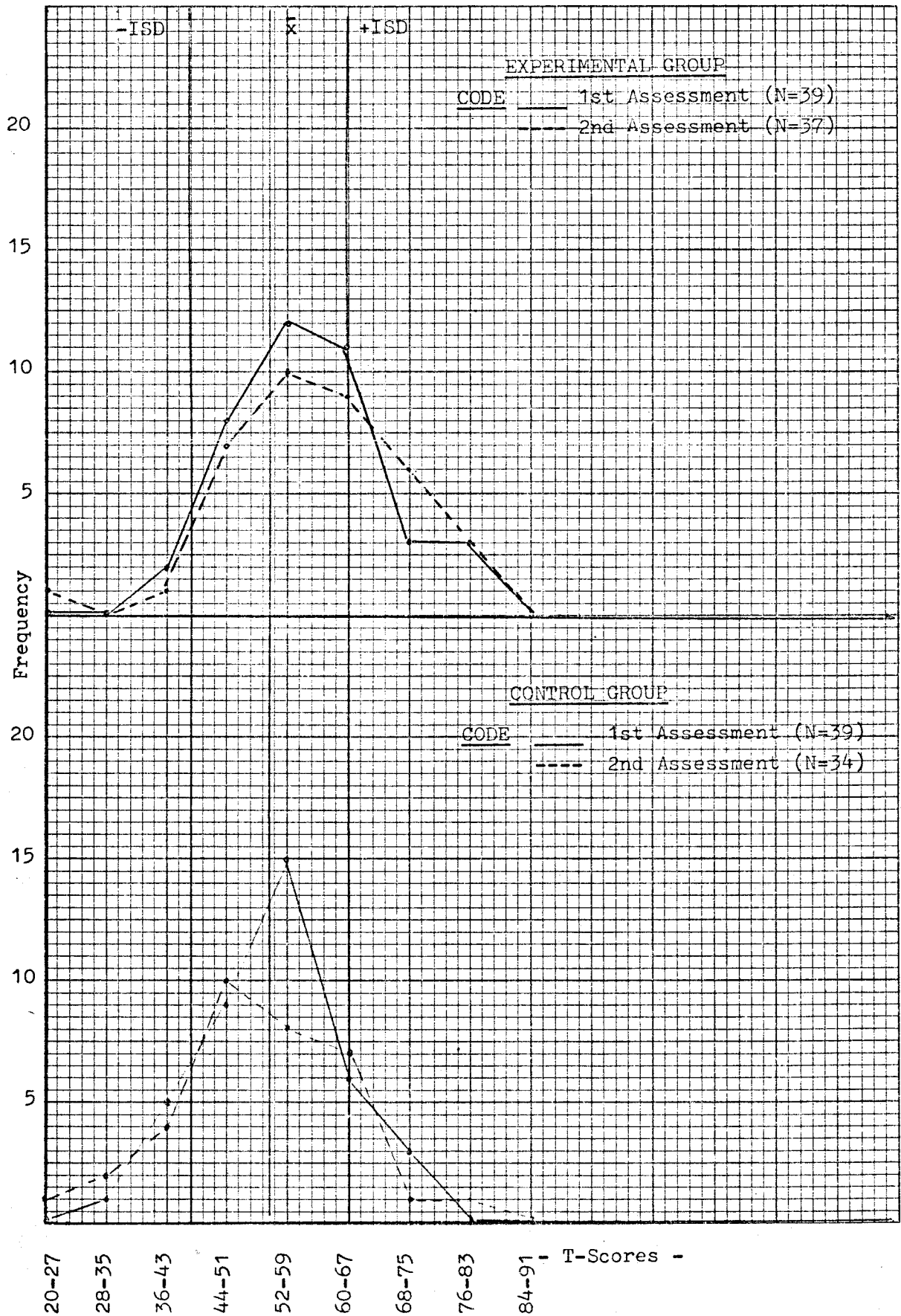
(E) N=37  
(C) N=34

	Social Maladjustment		Value Orientation		Immaturity		Autism		Alienation		Manifest Aggression		Withdrawal		Social Anxiety		Repression		Denial		Asocial Index	
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C
% of S's Improving	13.5	0	0	2.8	5.4	14.7	13.5	8.8	8.1	11.8	5.4	2.8	8.1	8.8	10.8	2.8	2.7	8.8	5.4	8.8	6.1	8.8
% of S's Deteriorating	5.4	8.8	10.8	11.8	10.8	5.9	5.4	11.8	10.8	2.8	5.4	2.8	2.7	11.8	5.4	20.5	10.8	8.8	2.7	5.9	13.5	17.6
Number of Points Improvement	64	0	0	1	42	65	96	35	40	45	28	14	61	41	51	10	24	47	43	45	50	64
Number of Points Deterioration	63	57	54	59	57	39	35	52	59	17	29	16	16	49	41	121	87	42	19	33	82	70

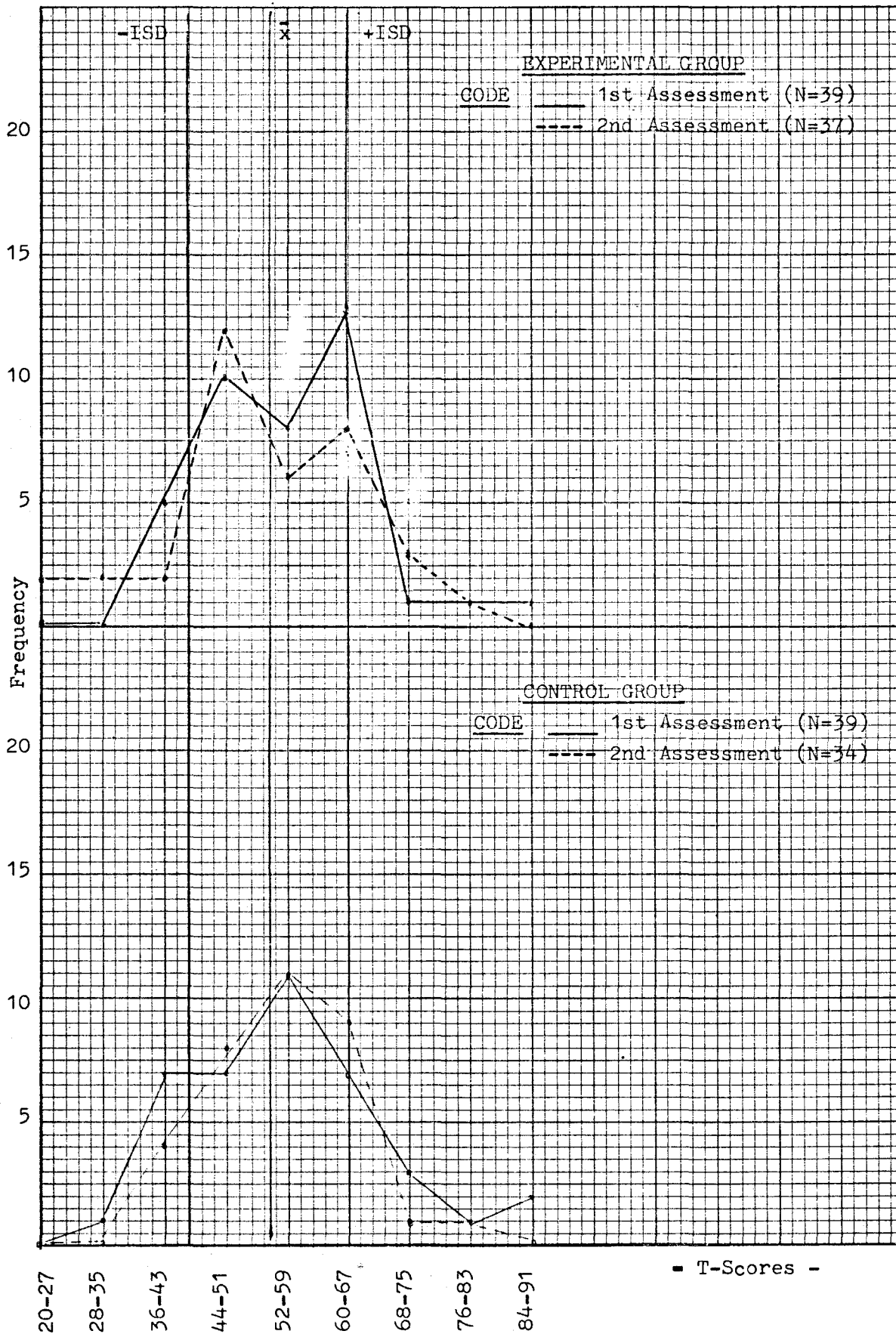
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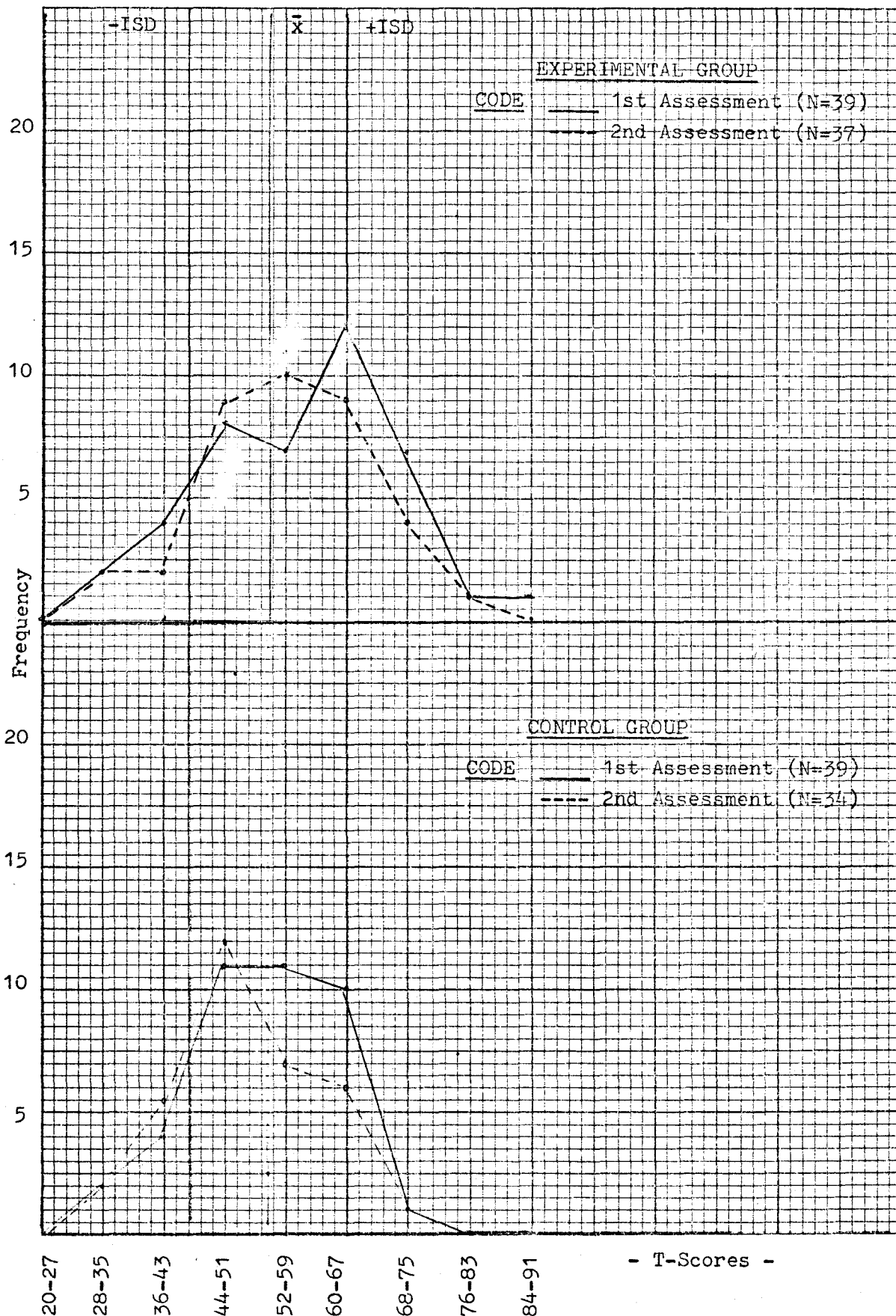
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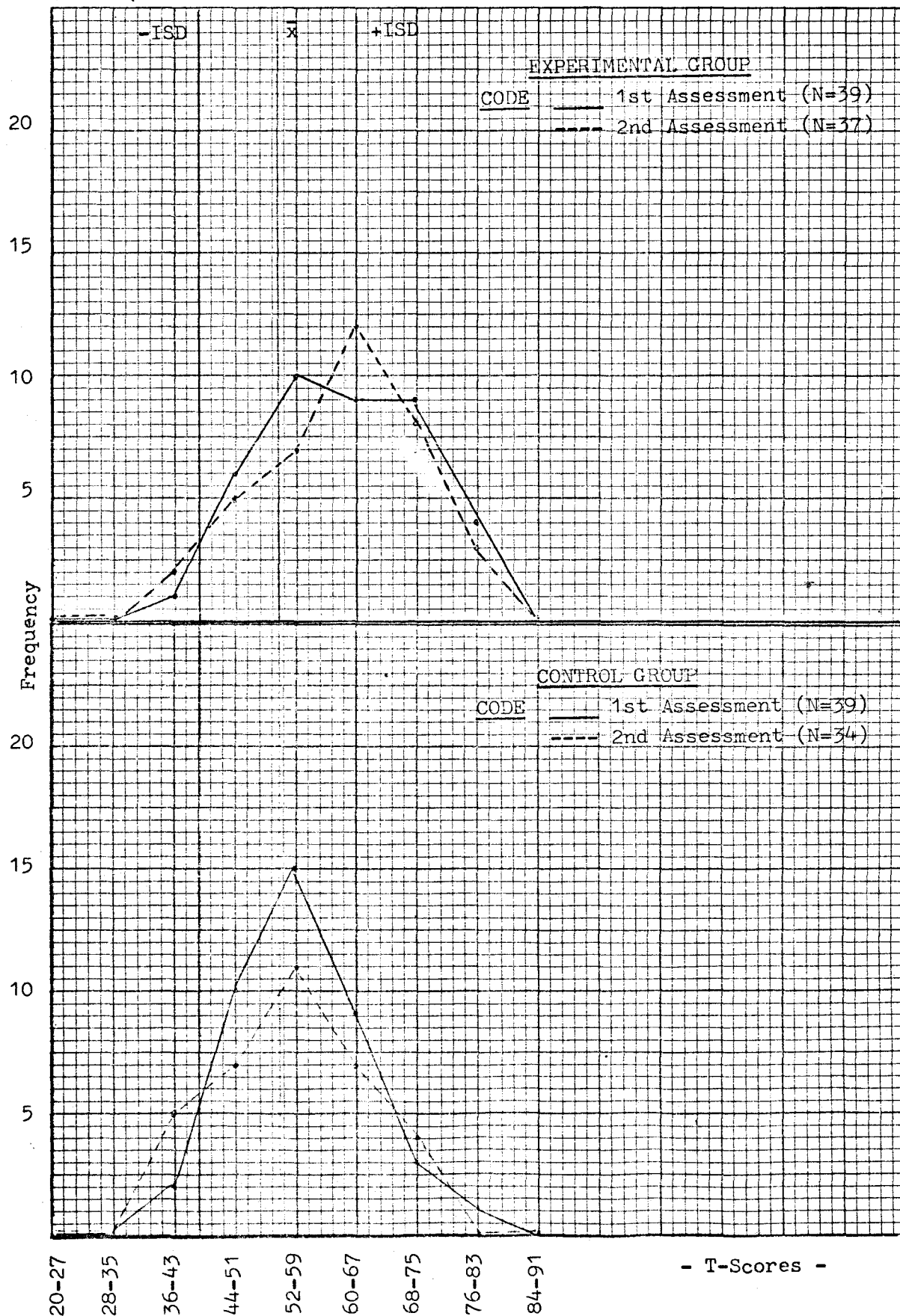
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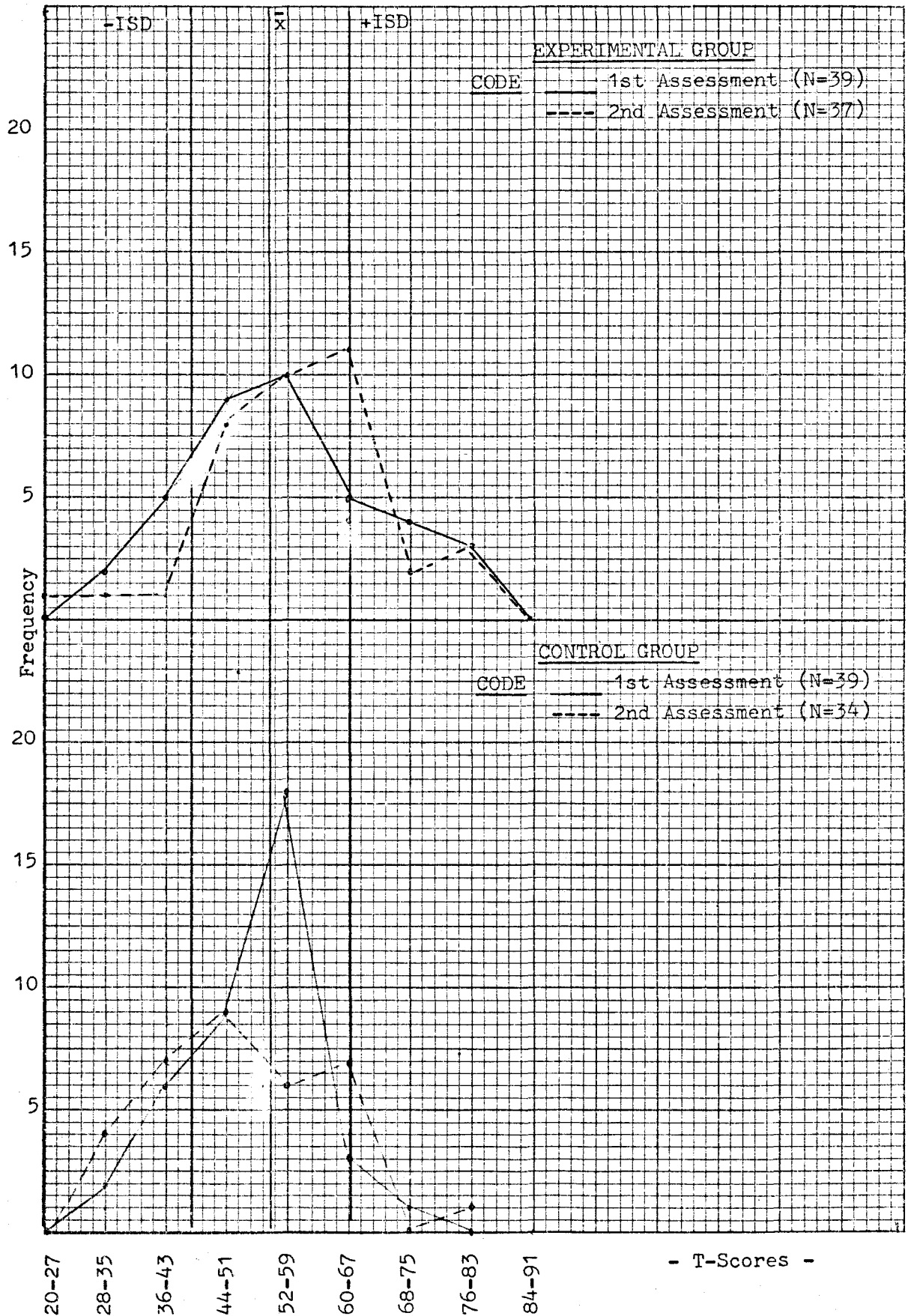
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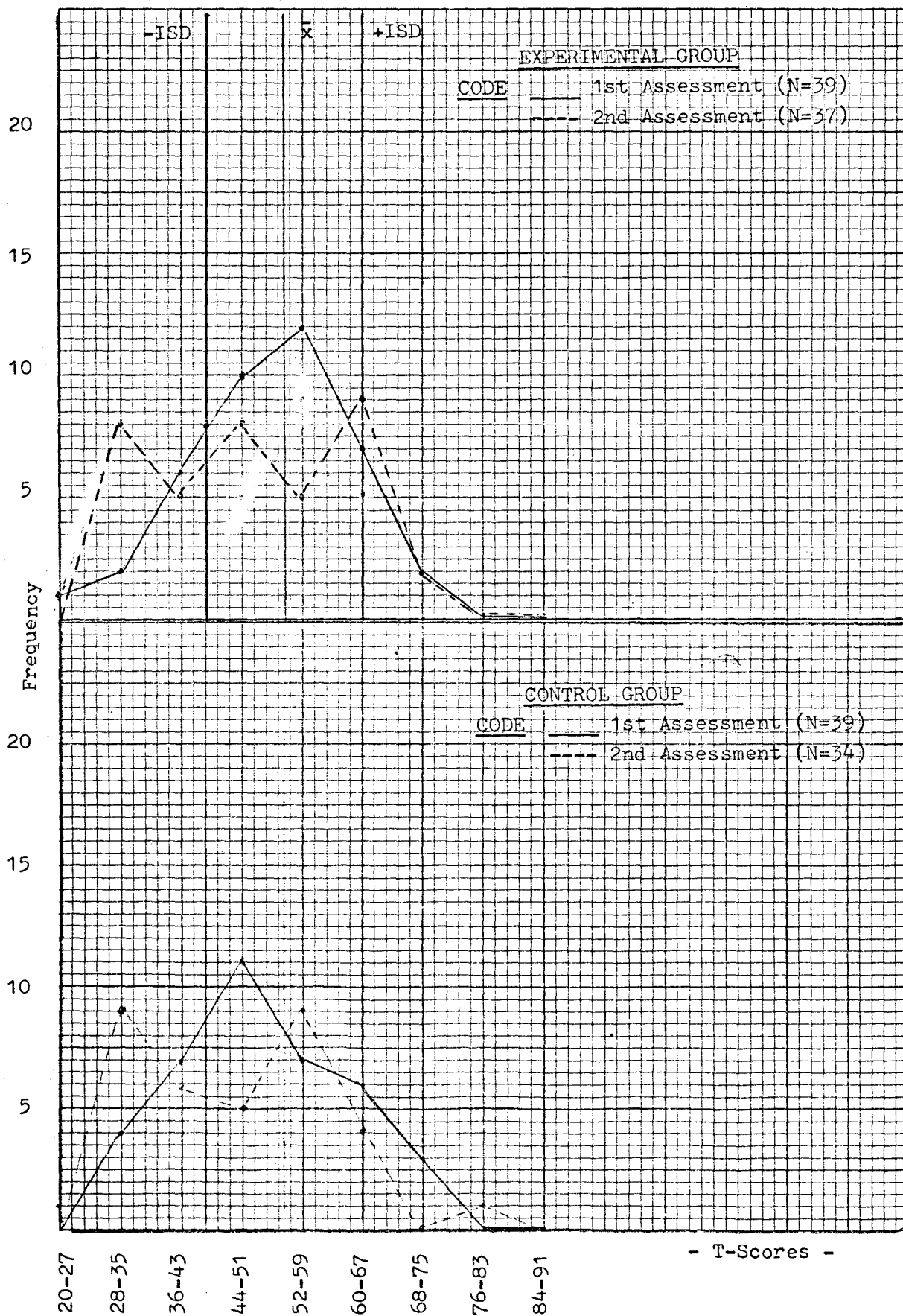
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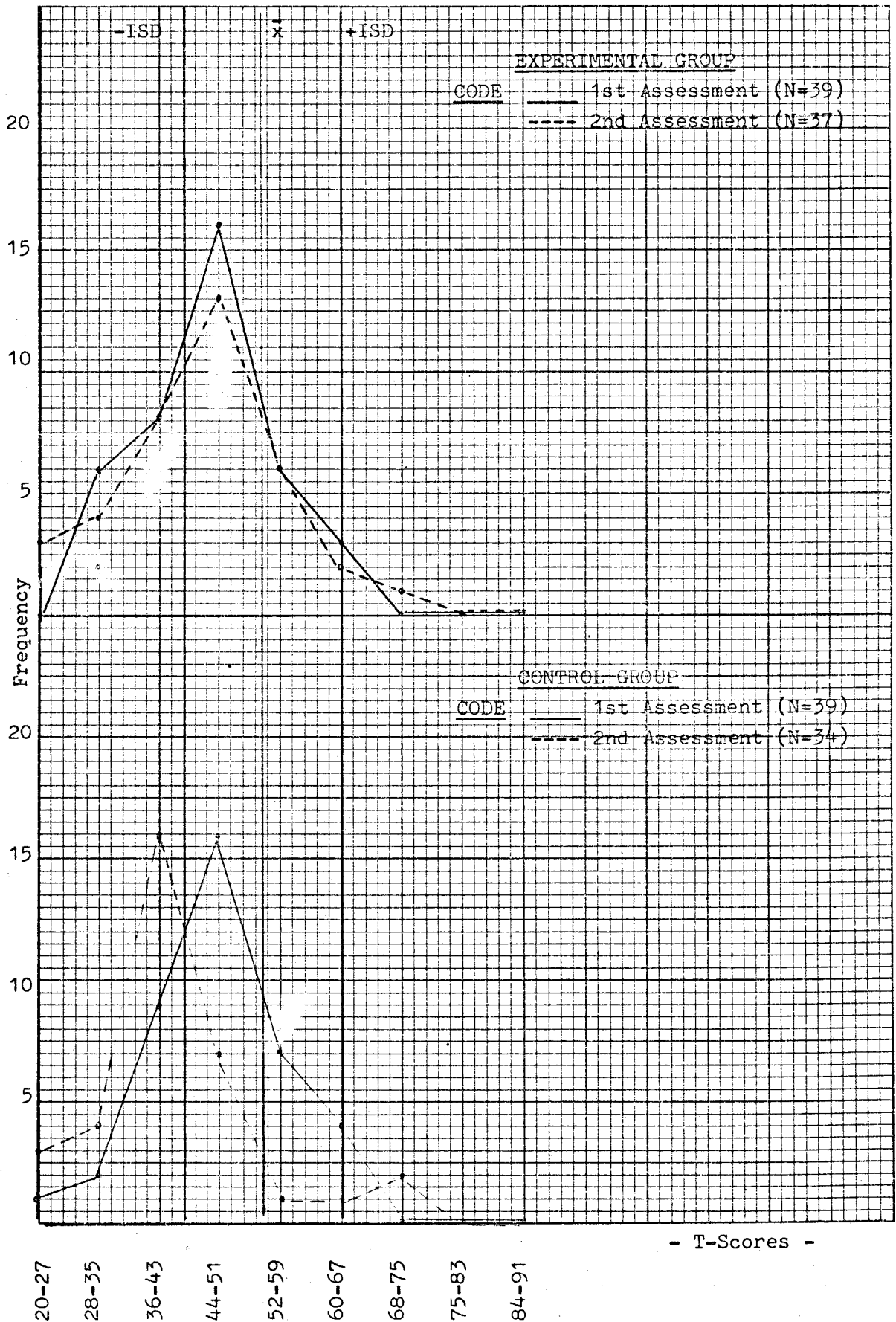
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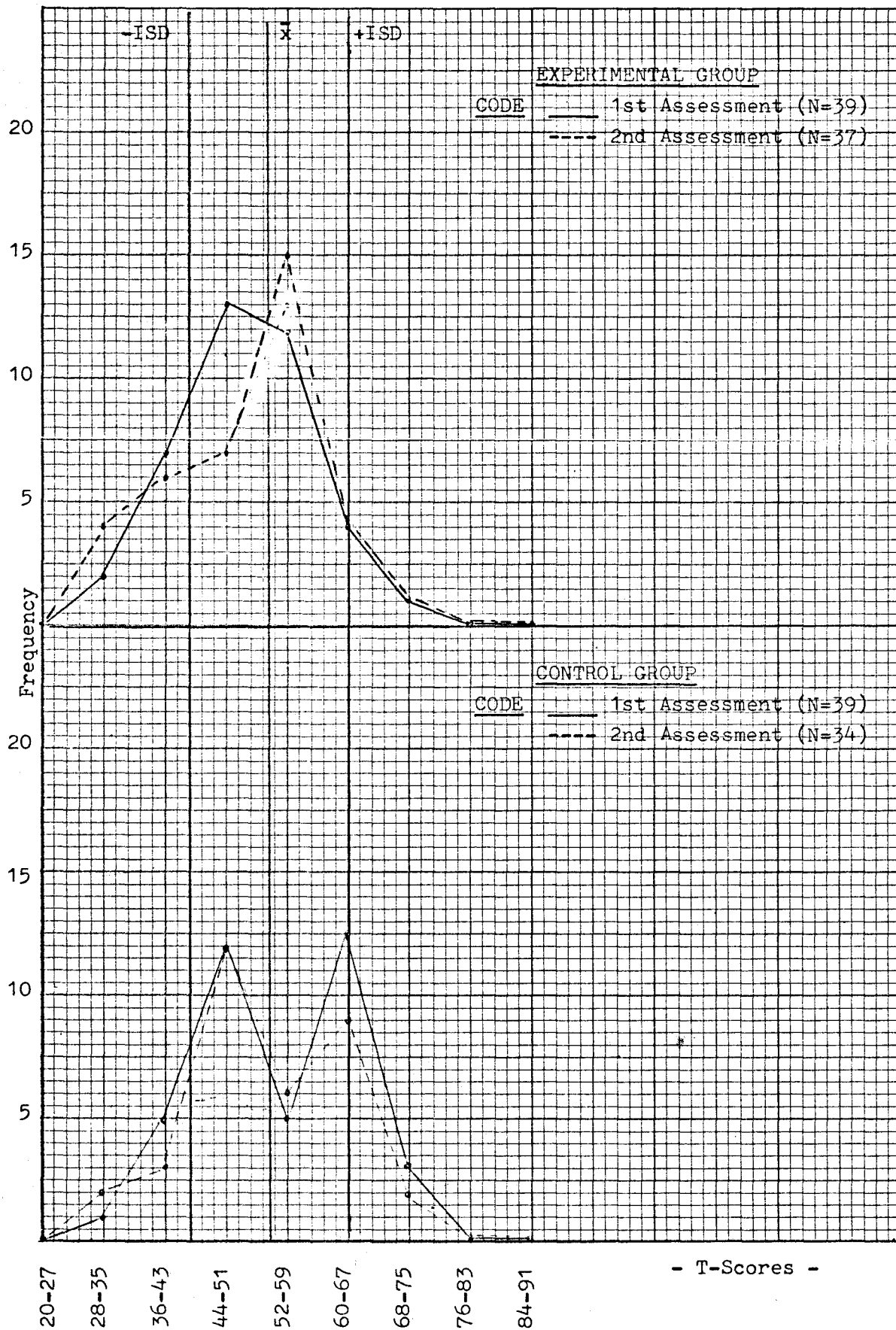
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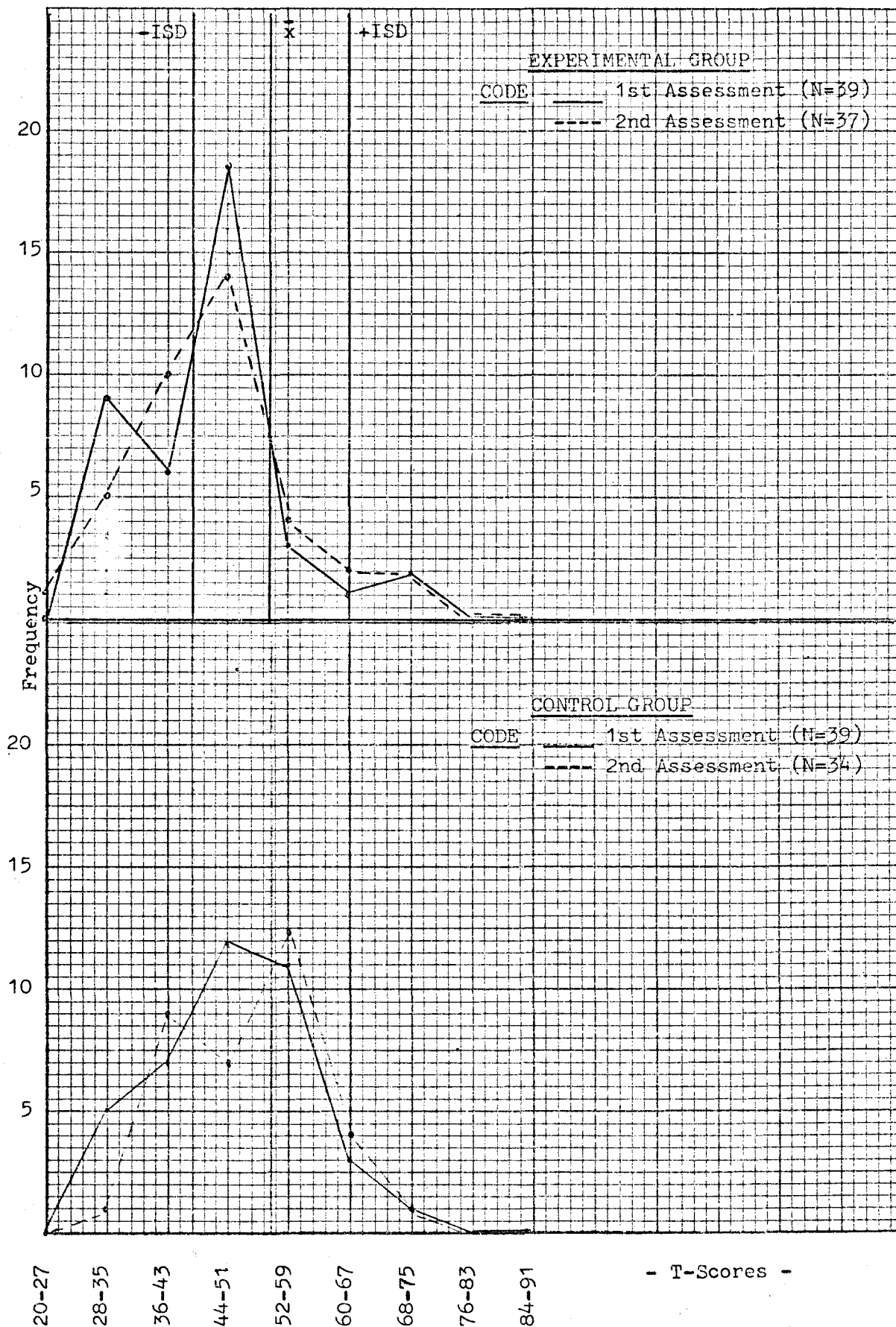
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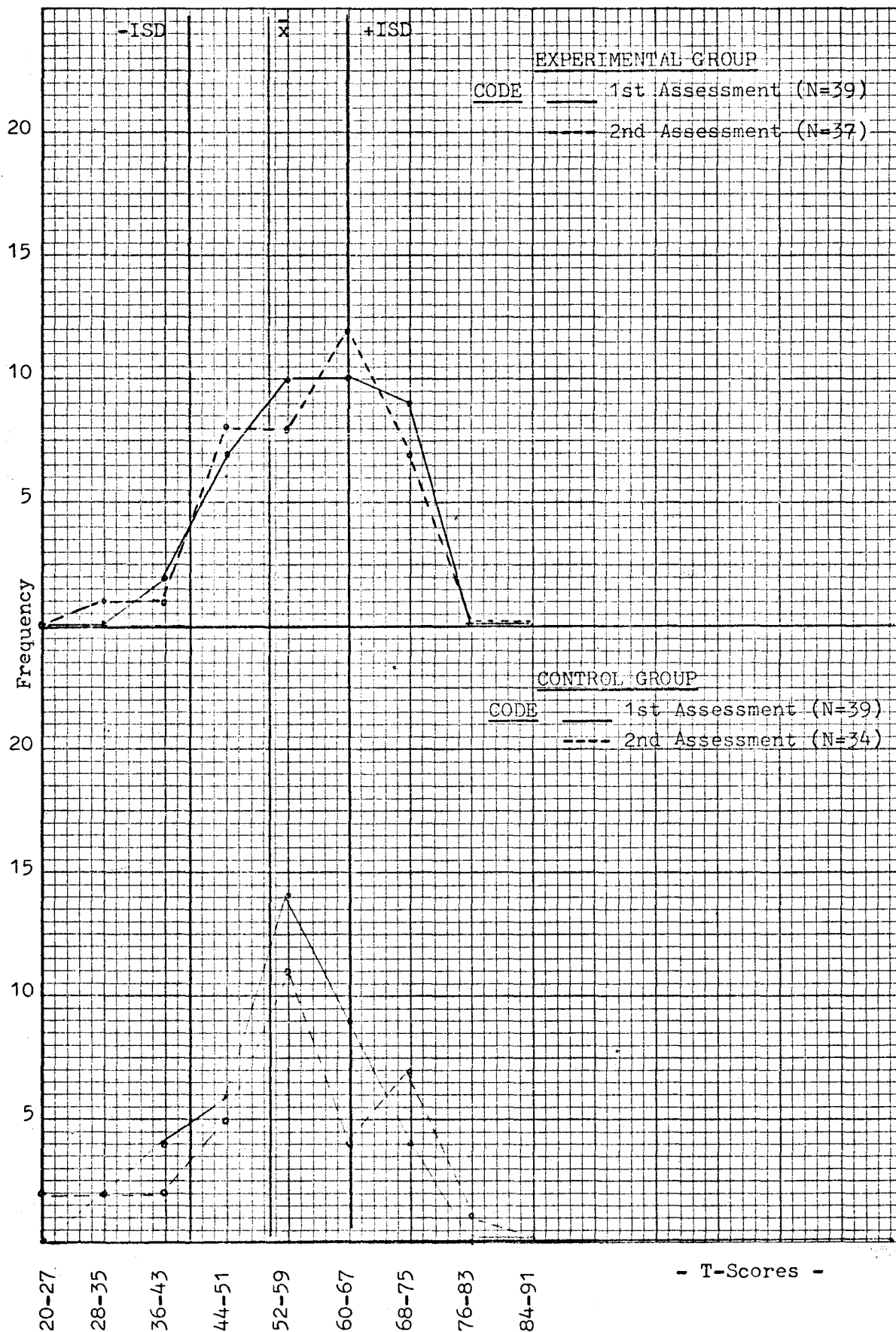
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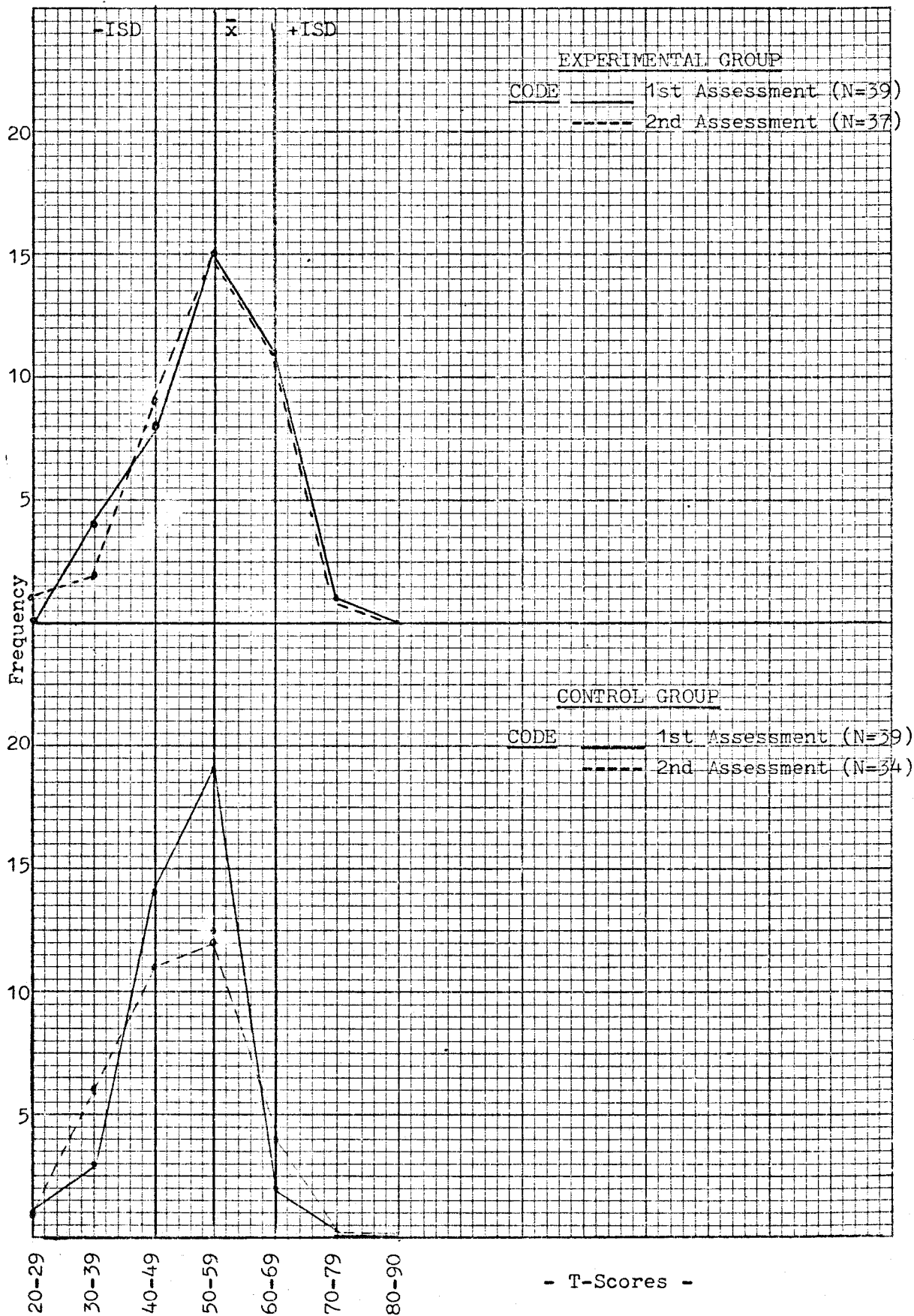
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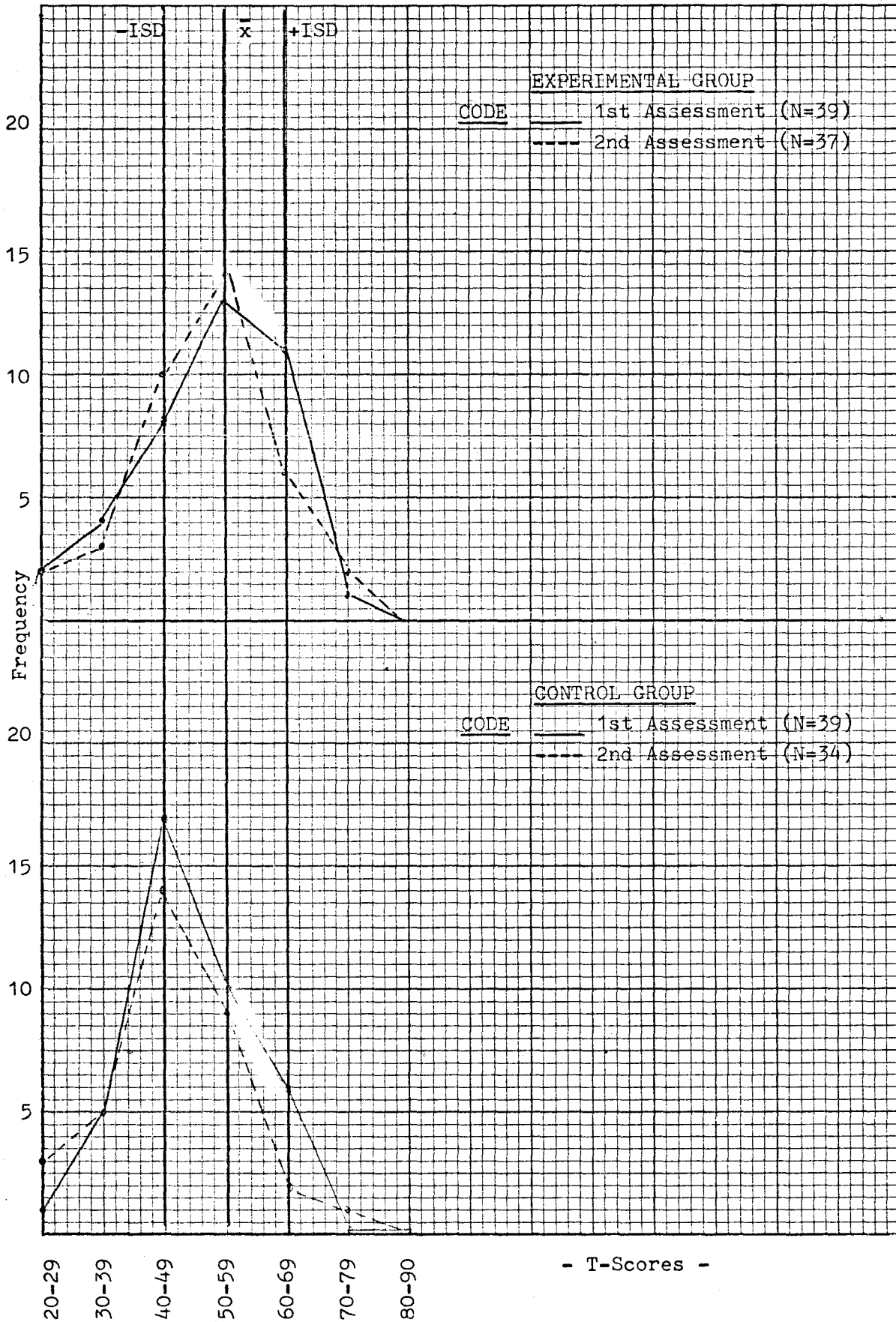
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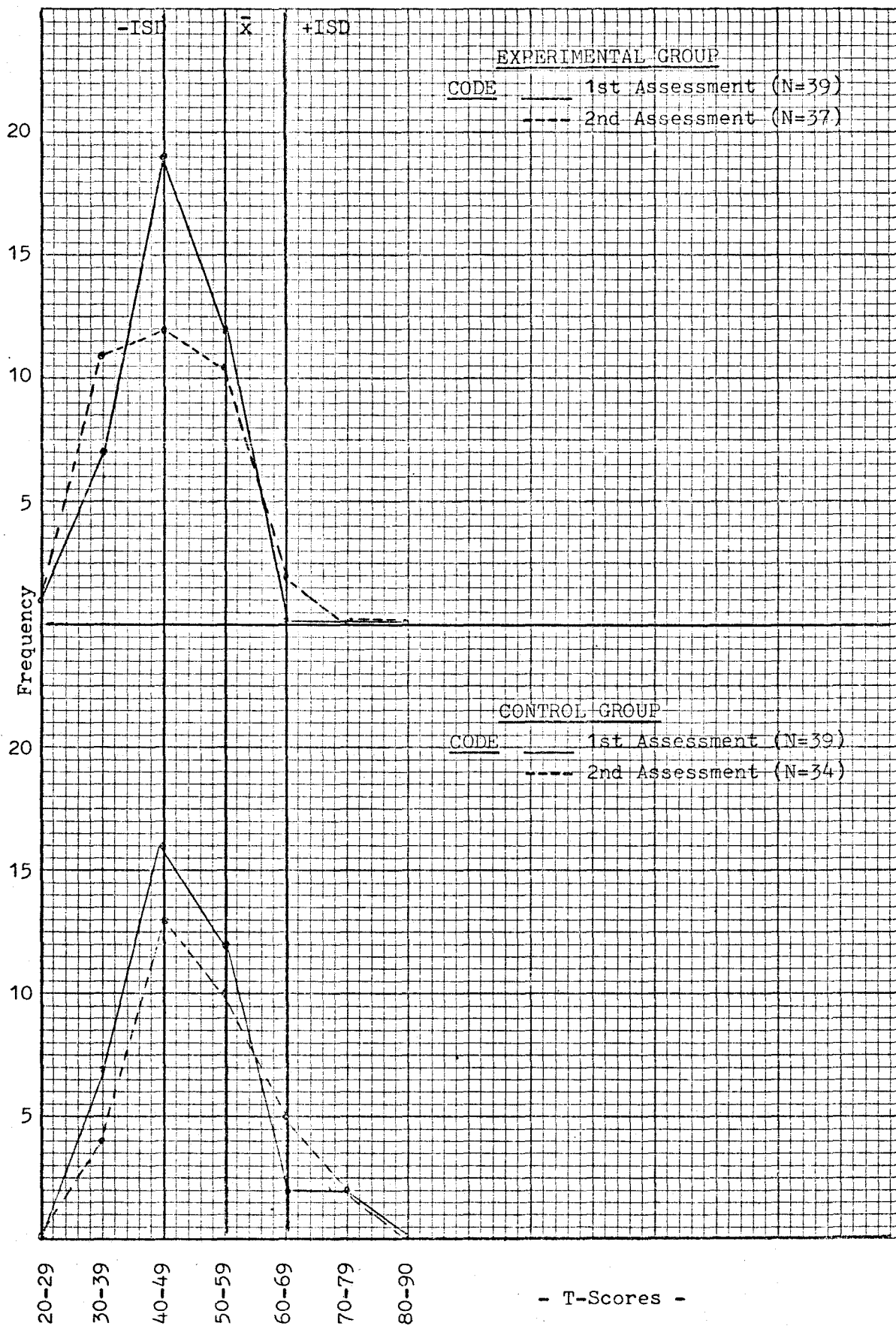
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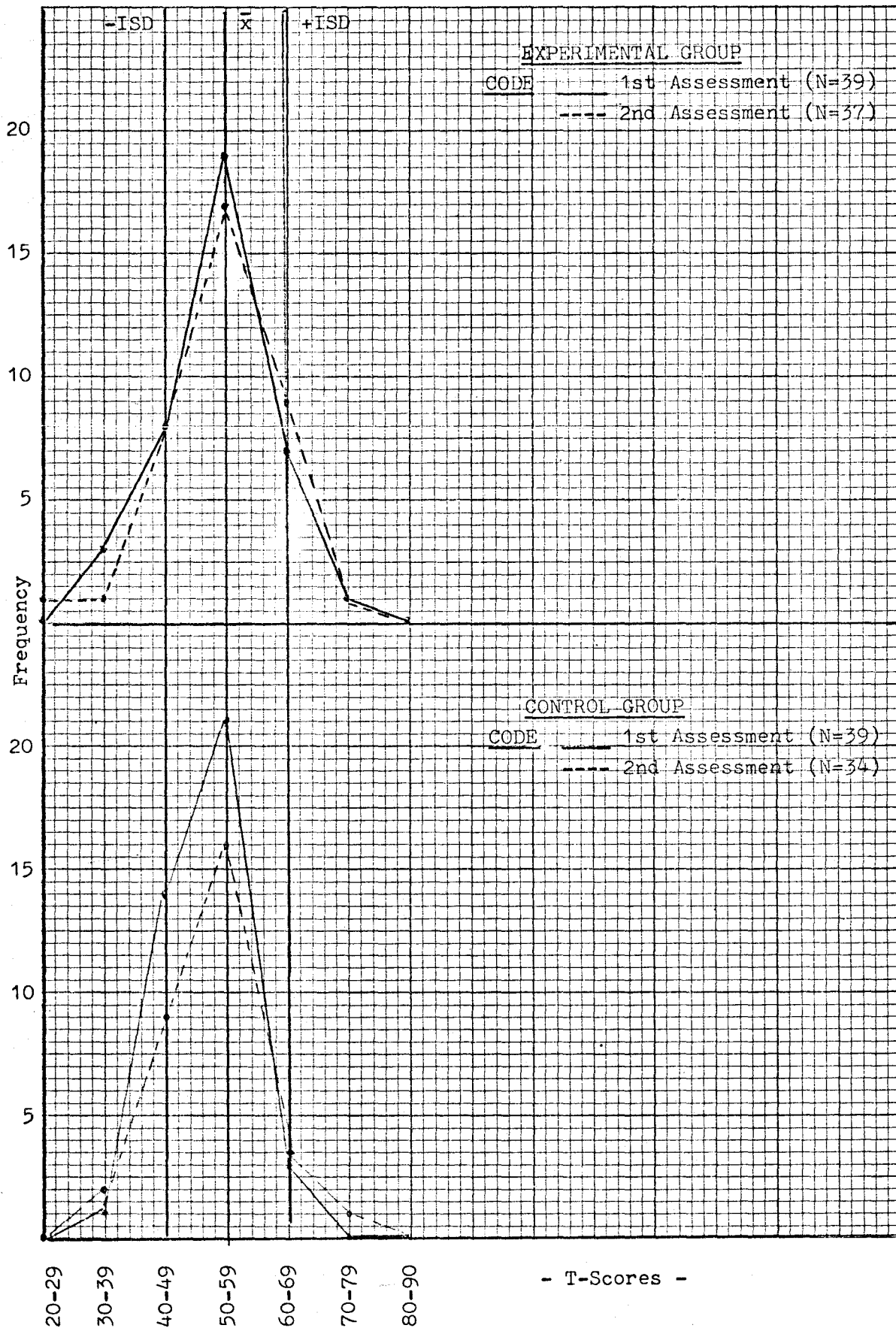
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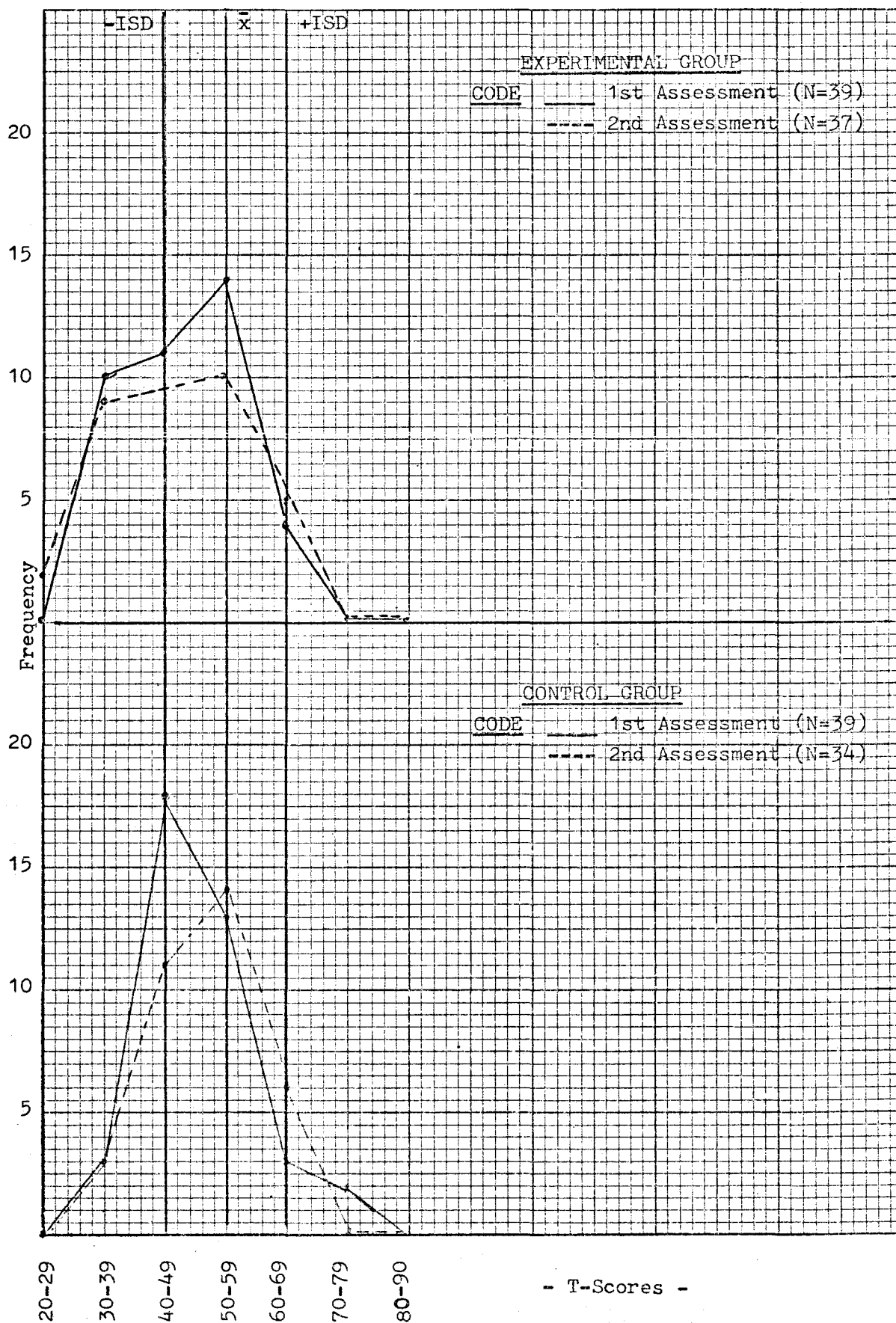
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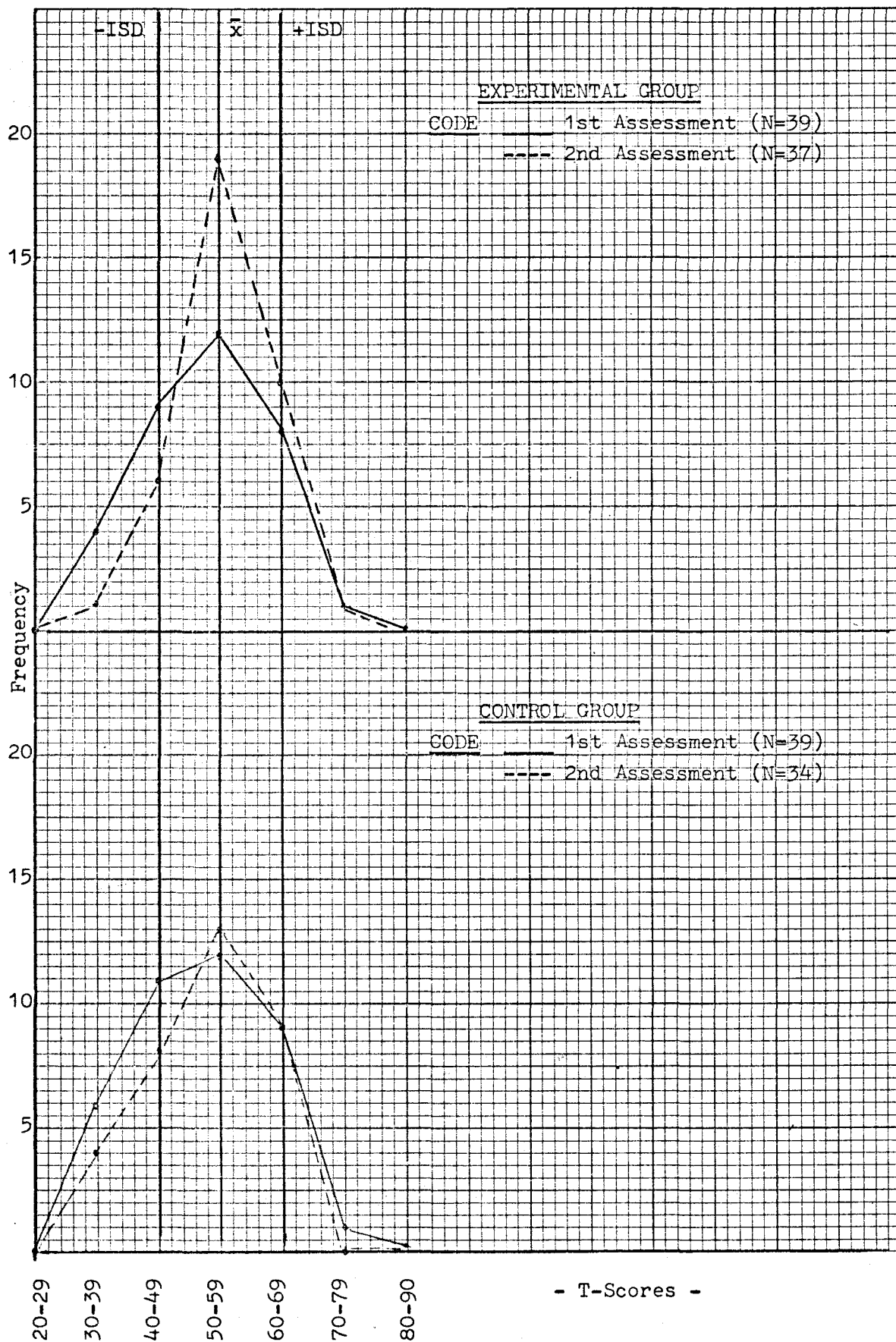
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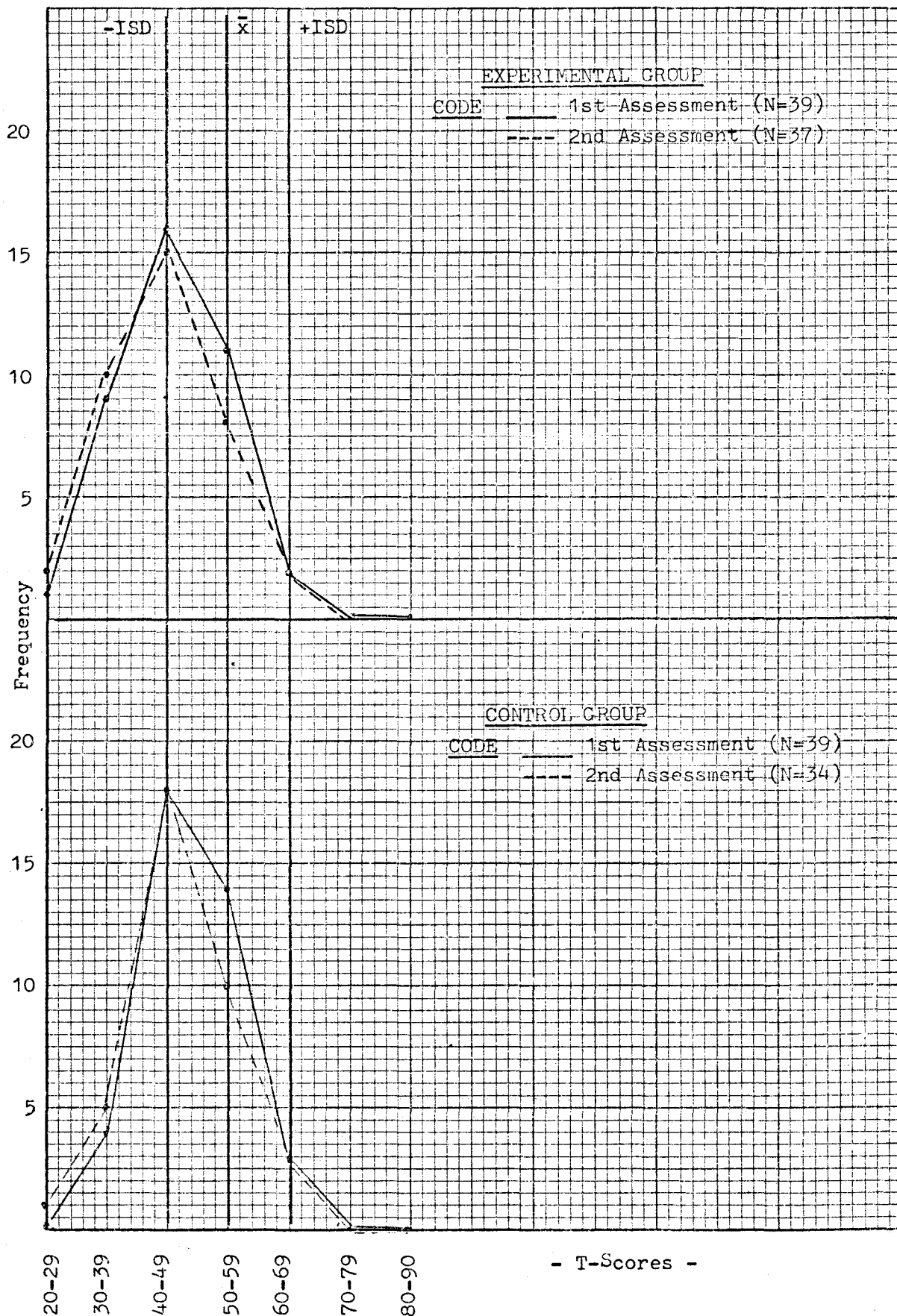
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(Mp: MANIPULATOR)



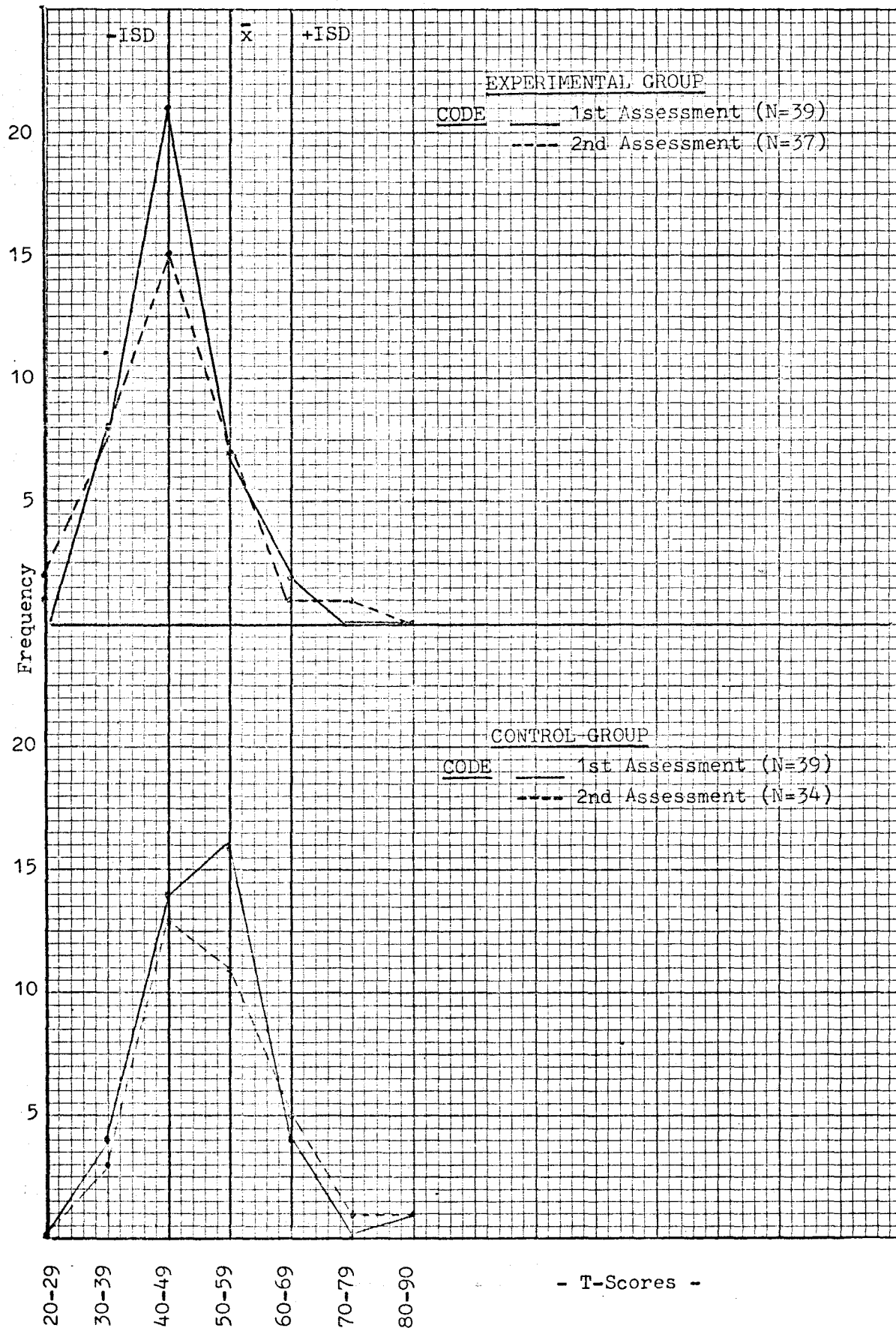
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(Na: NEUROTIC ACTING OUT)



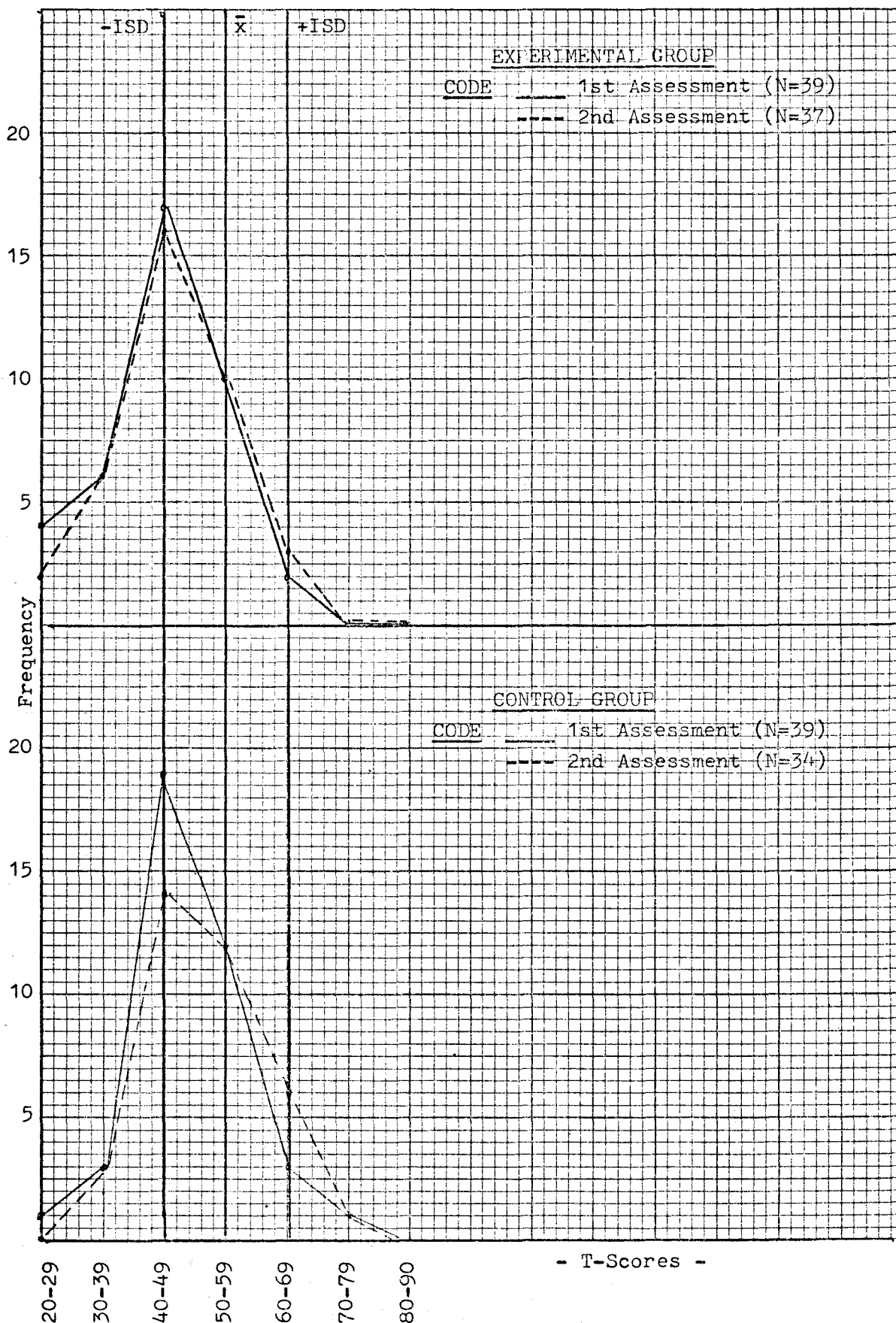
GRAPH SHOWING FREQUENCY DISTRIBUTION FOR T-SCORES ON JESNESS I LEVEL  
(Nx: NEUROTIC ANXIOUS)



GRAPH SHOWING FREQUENCY DISTRIBUTION FOR T-SCORES ON JESNESS I LEVEL  
(Se: SITUATIONAL EMOTIONAL)



GRAPH SHOWING FREQUENCY DISTRIBUTION FOR T-SCORES ON JESENS I LEVEL  
(Ci: CULTURAL IDENTIFIER)



APPENDIX VI

BINET VOCABULARY I.Q. SCORE

TABLE 1. TABLE SHOWING MEAN BINET VOCABULARY I.Q. SCORE, STANDARD DEVIATION, AND T-TEST COMPARISON FOR (E) AND (C).

	(E) N=38	(E) N=36	T Independent	Significance
Mean I.Q. Score	92.4	96.9	-1.6	NS
Standard Dev.	11.4	12.4		

APPENDIX VII

S.O.F.T.L.Y. and the Urban Aboriginal

ACKNOWLEDGEMENTS:

Thanks for contributing to this project go to  
F. Gebhard, T. Mulroney, N. Grimson, B. Dufty  
J. Goerke, H. Luxton and to the respective  
peer group leaders.

*Marilyn Dall*

Marilyn Dall

21st February, 1977.

## ABORIGINAL PEER-GROUP QUESTIONNAIRE

The results presented were obtained through a grant from the Department of Aboriginal Affairs for research into the leisure activities of aboriginal adolescents. The research was originally designed to see how aboriginals occupy their leisure time, and to show whether the peer-group program could help them to improve their leisure skills and mode of acting within the community.

The questionnaire discussed here was given to two groups of aboriginal boys (ten in all, with ages ranging from 12 to 16 years) before they began the peer-group program, and so this report deals only with the first part of the proposed research.

### Delinquency Record of Peer Group

Only two members of the peer-groups (those numbered 3 and 6 in the last table) have a court record - 5 and 6 charges mainly of Breaking, Entering and Stealing and Unlawful Use of Motor Vehicle.

### Interpreting the Tables

Three of the boys are either working or receiving unemployment benefit. This and the wide range of ages make many of the questions difficult to interpret. In addition, some of the questions were not answered properly, and these have been left out of the table. Thus, comparisons between the peer-group and the other groups shown in the table should be treated with caution.

The three comparison groups ('Nyandi Study') are taken from a survey run by R. Sanson-Fisher, and include only 14 and 15 year olds. The non delinquent group was obtained from a local metropolitan school and consists of 106 males and 94 females. The delinquent group was obtained from various institutions, and includes 39 aboriginals (25 male and 14 female) and 50 non-aboriginals (21 male and 29 female), which are presented in the table as separate groups.

All the figures given are percentages. This means in the case of the peer-group that one member of the group represents 10% and this should be kept in mind when comparing the figures.

### Discussion of Results

#### Family Life

Most of the peer-group members live with their parents, which puts them closer in this respect to the non-delinquent group than to either of the two delinquent groups.

According to the boys, their parents are less restrictive about outings than any of the Nyandi study groups (although it must be remembered that 30% of the peer-group are working boys). However, their parents expect to be asked, and expect to be told where the boys are going, more than in the two delinquent groups.

Punishment for going out without permission seems to be determined by a racial-cultural factor, with the aboriginal groups being less punitive than the European groups.

Very few of the peer-group (counting only the seven school attenders) receive regular pocket money, having instead to ask for money as they need it. In this, they differ from all three groups of the Nyandi study.

#### Standard of Living

With respect to having a clock, radio, car, or telephone at home, the peer group families are similar to the aboriginal group in the Nyandi study. The European families tend to be better off. However, the peer group families all have a television set, and in this they differ from the other aboriginal group, who are much less likely to have a T.V. than the Europeans.

#### Skills

In most of the skills, both racial-cultural and delinquency factors may be found. The delinquent aboriginal group tends to be worse than the delinquent white group, which tends to be worse than the non-delinquent group. The aboriginal peer group is better than the delinquent aboriginal group of the Nyandi study in all the skills except two: knowing how many days in a month, and knowing what V.D. is. Knowledge of telephone repairs seems to be strongly related to having a phone at home, and this in turn shows a racial-cultural difference.

The aboriginal peer group is about the same as the European groups in 10 out of 16 of the skills, and is better than the delinquent European group in knowing the use of a street directory, medibank, and what a bank deposit is.

More delinquents than non-delinquents say that they can drive a car, and this is particularly so with the aboriginal delinquents. This is probably due at least in part to their rate of stealing cars, and perhaps also to an inflated idea of their own ability. In self-reported ability to drive a car, the peer-group is at the non-delinquent level.

#### Activities

The last table (page 5) shows only the peer-group members, listing their activities individually. Their own activities during the last week-end are given, together with the interests and activities of their friends.

The weekend activities show that although some of the boys seem relatively aimless, others show highly structured and interesting use of leisure time.

Only one of the boys mixes with an all-aboriginal group of friends - the other boys have European friends, and there is a tendency shown by some of the boys to see their European friends as having very exciting and interesting activities.

#### Conclusion

Although it may be concluded that aboriginal delinquents are worse off in most respects than white delinquents (as seen in the results of the Nyandi study), the aboriginal peer-group shows greater similarity to the non-aboriginal groups. There would seem to be no reason for aboriginal peer-groups not to work as well as peer-groups for non-aboriginals. Provided that the aboriginal groups are chosen from families living in an European or Western community, they would be starting at about the same point as the non-aboriginal groups, and could be expected to show similar benefits from the peer-group program.

(1)

TABLE OF QUESTIONNAIRE RESULTS : ABORIGINAL PEER-GROUP

QUESTION ASKED	Aboriginal Peer Group %	Nyandi Study %		
		Delinquent Aboriginal	Delinquent White	Non Delinq School Group
(1) Parental Figures :				
Both Natural Parents	80.0	33.3	42.0	89.5
One Nat. Parent & Step/De Facto	10.0	12.8	10.0	2.5
Single Parent	0	17.9	14.0	6.5
Other	10.0	35.9	34.0	0.5
(2) Group of Friends :				
None	10.0	15.4	24.5	20.7
Small (1-3)	40.0	24.4	13.7	33.3
Medium (4-10)	40.0	35.6	32.6	38.1
Large (More than 10)	10.0	15.6	17.1	7.4
(3) Pocket Money :				
(Only school				
attenders : 7 out				
of 10 in the				
aboriginal peer-				
group)				
Regular pocket money	28.6	64.9	77.1	65.5
Ask for money when needed	57.1	29.7	10.4	29.5
Only money for specific expenses	14.3	0	8.3	4.0
No money	0	5.4	4.2	1.0

(2)

TABLE OF QUESTIONNAIRE RESULTS : ABORIGINAL PEER-GROUP

			Aboriginal Peer Group %	Nyandi Study %		
QUESTIONS ASKED.				Delinquent Aboriginal	Delinquent White	Non Delinquent School Group
(4)	Items Present in House	Clock	80.0	82.1	100.0	99.5
		Radio	90.0	89.7	96.0	99.5
		T.V.	100.0	69.2	98.0	99.5
		Car	60.0	66.7	84.0	96.0
		Telephone	20.0	25.6	54.0	68.5
(5)	Parental Control of Outings	No Control	50.0	38.5	28.0	11.7
		Some Control	20.0	30.8	26.0	51.8
		Rigid Control	0	5.1	8.0	7.6
		Contract	30.0	25.6	38.0	28.9
(6)	Parental Consent for Outings		90.0	65.8	76.0	94.5
(7)	Parental Knowledge about Whereabouts of Outings		80.0	61.5	84.0	94.5
(8)	Punishment : Going Out Without Permission	Punitive	20.0	17.9	42.0	31.2
		Verbal Only	40.0	46.2	32.0	60.8
		No Action	40.0	35.9	26.0	8.0

(3)

TABLE OF QUESTIONNAIRE RESULTS : ABORIGINAL PEER-GROUP

		Aboriginal Peer Group %	Nyandi Study %		
QUESTIONS ASKED			Delinquent Aboriginal	Delinquent White	Non Delinquent School Group
(9) Skills	Time on Clock	90.0	69.2	96.0	96.5
	Equivalent of 20c	90.0	76.9	98.0	97.5
	Sending Telegrams	60.0	53.8	60.0	61.5
	Bus Route Number	70.0	59.0	80.0	89.5
	Meaning of "Next of Kin"	60.0	30.8	72.0	85.5
	Purpose of Street Directory	90.0	61.5	82.0	96.0
	Emergency Phone Number	80.0	66.7	96.0	97.5
	Months of Year - August	90.0	-	-	-
	Meaning of V.D.	60.0	84.6	96.0	93.0
	Days in Month (January)	30.0	64.1	72.0	79.0
	What a Bank Deposit is	80.0	56.4	68.0	85.0
	Medibank	80.0	35.9	48.0	81.0
	Meaning of 2.30p.m.	90.0	56.4	90.0	95.0
	Minutes in Hour	90.0	76.9	98.0	98.5
	Places to Save Money	70.0	20.5	72.0	88.0
	Receipt	80.0	69.2	86.0	96.5
	Telephone Repairs	30.0	33.0	62.0	67.5

(4)

TABLE OF QUESTIONNAIRE RESULTS : ABORIGINAL PEER-GROUP

QUESTIONS ASKED	Aboriginal Peer Group %	Nyandi Study %		
		Delinquent Aboriginal	Delinquent White	Non Delinquent School Group
(10) Ability to Drive a Car	50.0	89.2	60.4	52.5
(11) Permission to Drive Parents' Car :				
Only when they are in the car	20.0	18.9	22.9	29.1
Allowed to take car alone	0	8.1	0	5.5
Never	40.0	35.1	68.8	62.3
No car	40.0	37.8	8.3	2.5
(12) Money Ever Borrowed	60.0	43.2	46.8	54.8
(13) Drinking Alcohol		78.4	81.2	75.1
(14) Vandalism		13.5	16.7	11.2
(15) Breaking & Entering		59.5	39.6	7.6
(16) Assault		40.5	37.5	13.2
(17) Theft		64.9	39.6	0.5

The figures obtained for these  
questions are unreliable  
because of uncontrolled  
interviewing conditions

(5)

Group Member	No. of friends in Group	Age of Friends	ACTIVITIES OF FRIENDS	ACTIVITIES FOR WEEKEND
1	2	12	Cricket	Played cricket; watched T.V; rode bike; went to swimming pool.
2	3	16,17,18	Skate board, motor bike, walk around	Drive-in movies; watched T.V; walked around; fixed up skate board; fixed up motor bike.
3	3	16 (approx)	2 have no special interests; the other is interested in football. (This is the only all-aboriginal group)	Visited girl-friend; visited girl-friend's sister in hospital; drive-in; T.V.
4	4	14 (approx)	Swimming, skateboards, surfing, motor-bikes, paddling rubber raft, smoking	Skateboards; swimming at beach; T.V; riding bike; visited friend and watched T.V. and played games.
5	3	13 (approx)	Skateboard, soccer, athletics, Riding bikes, swimming	Party; shopping with friend; skateboards; T.V. played football.
6	4	12-13	1. Spear fishing, playing pool, pinball machines, swimming 2. Walks dog, model aeroplane 3. Cricket, soccer, football 4. Scouts, skateboard.	Watched T.V. spear-fishing; played pool; gardening; played sand bombs; walked around quarries.
7	7	14	Weightlifting	No details (but went out Friday, Saturday and Sunday).
8	0	16 (His own age)	No group of friends	Beach, friend's place.
9	3	14-15	Not specified	Town. Football. Town.
10	5	14-15	Horseriding, scuba diving, riding bike to beach, skateboarding, karate, surfing, motor bike, football.	T.V; went to football oval; pool rooms; Went to friend's place; T.V.

APPENDIX VIII

Research Report:

The Carnarvon Youth Programme

(Mayau, S.O.F.T.L.Y. & Experimental Probation Groups)

An extension of S.O.F.T.L.Y.

Department for Community Welfare  
Western Australia:

ACKNOWLEDGEMENTS

To the children, families and organisations  
of Carnarvon - without their enthusiasm,  
interest and participation this project would  
not have been a success.

SYNOPSIS:

The Carnarvon Juvenile Crime rate increased 41 to 65% per annum for each of the years between 1972/73 and 1975/76. By 1976 the crime rate (i.e. the ratio of offenders to 1000 children 7-17 years) was 6.5 times the Perth Metropolitan average.

Surveys and pilot interventions were carried out to assess contributory variables affecting the crime rate so that a preventive and rehabilitative programme could be devised and implemented. Survey and pilot study results indicated that most offenders were teenagers, that most were of Aboriginal descent, that almost all had no leisure facilities or the skills to occupy themselves constructively, and many came from families having limited financial resources and poor quality/cheap housing.

Interventions implemented were:-

- a) A pilot youth group which closed after three months. The large scale Mayau Club replaced this small group.
- b) S.O.F.T.L.Y. groups.
- c) Probation groups.

Effects of the interventions can be summarised as follows:-

- 1. More constructive after-school, main street and group behaviours (e.g. more co-operation, friendly chatter, higher self-esteem; and less aimless kicking, throwing, bullying).
- 2. Changes in community attitudes (e.g. increased tolerance) and increased parental participation in children's activities (particularly Aboriginal women).
- 3.
  - (i) In the eight months immediately prior to the interventions the crime rate was climbing at 35% per annum. Following the interventions the crime rate has been decreasing at a consistent rate of 22 to 28% over the past 16 to 20 months.
  - (ii) Property, and alcohol offences have been reduced by more than 35%. Good-order offences have also been reduced after a lag period. Traffic and person offence have probably been retarded but are now slowly increasing again.
- 4. New dimensions are being added to the programmes to meet the needs of 16 to 17 year olds, particularly traffic offenders.

THE PROBLEM

Carnarvon's juvenile crime increased to epidemic proportions during 1975 and 1976. One hundred and eighty eight (188) children were charged with 489 offences. The ratio of offenders to 1000 children 7 to 17 years (i.e. the group that could be charged) was 6.5 times greater than that for the Perth metropolitan area.

EXPLORATORY SURVEY AND PILOT PROGRAMMES

The initial response to the problem was to do a survey and some pilot programmes. A survey of offenders was carried out by the local District Officer to ascertain the characteristics of the offenders. Four points emerged:

- a) due to lack of facilities and skills the majority of offenders failed to use their leisure appropriately.
- b) the majority of offenders were of aboriginal descent (65%)
- c) the majority were teenagers; 56% being 15 years and older.
- d) a high proportion came from families with limited financial resources and poor quality/cheap housing.

Children responded over-whelmingly to two exploratory programmes. A small scale pilot youth group was set up in a private house : it was swamped by huge numbers of children (mainly of aboriginal descent). An experimental probation group, designed to discourage offending was also inundated by requests from children to participate.

In all, surveys and pilot programmes strongly indicated that many delinquent children had no way in which to use their leisure time, nor had the children developed the skills to use their leisure time.

In the following text the Carnarvon youth programme is described as it developed and an assessment is made of its effects on the Carnarvon Community. The assessment is based on a statistical analysis of the crime statistics for Carnarvon, and direct observations of Carnarvon children outside their schools, on the town's main street and in the youth groups.

THE PROGRAMMES1. The Pilot Youth Group

This programme operated in a house provided by the Education Department from mid-August, 1976 to the first week of December, 1976. It closed in December because the Education Department was unable to continue making the home available to the Group

The programme operated on two evenings during the week. Thirty to forty children attended each evening. Sometimes a similar number of children remained outside the home because the home was too crowded to enter.

The majority of the children attending were of aboriginal descent. Many were picked up and delivered back to their homes by the two adults responsible for the group. The adults were a female homemaker and a male teacher. They adopted a facilitator role rather than a leader or director role.

The group was run along non-authoritarian lines without a high degree of competition. The children were given every opportunity to take responsibility for running their activities. The adult facilitators encouraged them to consider alternatives and plan their activities. An emphasis was placed on developing greater community awareness. The programme was virtually the only one in Carnarvon that gave children (particularly aboriginal children) an opportunity to participate in something which was law-abiding and which they could succeed at.

The programme was deliberately designed to be partially self-supporting - children were expected to contribute within their means so that they would learn money management skills. Other assistance came through the Department for Community Welfare and donations.

The programme proved to be too successful.....too many children wanted to attend. Space was insufficient and older children were not being adequately catered for.

## 2. Mayau Club

When the pilot youth programme came to a halt in December, the Carnarvon Shire Council voluntarily made the old Gascoyne Trading Company Truck Depot available to the youth group. It was a large shed with plenty of indoor and outdoor space. Some sections of the building could be partitioned off with steel storage cabinets to make small group meeting areas. During December the Shire and Community Welfare prepared the building for the youth group and meetings of the group were deferred until this work was completed. A large variety of materials were purchased for the group because it was expected that a larger number of children would be attending (e.g. indoor sporting goods, a weight reduction bike, a pool table, canteen equipment, etc.) Adult facilitators were increased from two to five (the original homemaker, a District Officer and 2 peer group leaders at first; and later a third). The plan was for these people to decrease their involvement as parents became interested.

From the first week of January in 1977 the programme commenced operating each evening of the week. On two afternoons after school it also operated. Numbers of children attending each daily session ranged from 40 to 200 with 100 to 150 usually in attendance. Those attending ranged in age from five to eighteen, with the majority being eight to sixteen years. A few European children were interspersed throughout each of the groups.

The programme operated along the same lines as the pilot youth programme, i.e. non-authoritarian and little competition with emphases on responsibility, choosing, experiencing and participating... the children ran their own activities and adults remained the background figures. One of the first things the children did was to name their centre the "Mayau Club" ("Mayau" is aboriginal for "little people").

As the club developed it was found that the age range attending was a little too wide and younger children were then encouraged to attend after-school activities rather than in the evenings. In practice five to twelve year old, together with a few responsible fourteen year olds attend the afternoon sessions; eight to sixteen year olds generally attend during the evenings.

At one stage in its development the Club was forced to operate two to four times weekly because of the lack of adults to facilitate the operations of the Centre. This reduction in scale of the Centre had no ill effects and it has continued to operate twice to four times weekly.

The childrens' parents have become increasingly involved at the Centre (particularly aboriginal women). The original peer group leaders have been able to withdraw and concentrate on their S.O.F.T.L.Y. groups.

The Club has operated virtually continuously since January, 1977.

### 3. S.O.F.T.L.Y. Groups

S.O.F.T.L.Y. is a youth programme operating in the Perth metropolitan area. Five to eight children ranging in age from 10 to 16 years are selected for each S.O.F.T.L.Y. group. Selection depends on whether children have one or more of the following difficulties:-

- a) lacks social skills
- b) does not plan his leisure time
- c) fails to use his freedom constructively
- d) is an isolate or does not belong to a group
- e) low self-esteem, and so on.

Friends of the children who participate are included as often as possible, even if they are normal well-adjusted children. Facilitating adults are responsible for each group. Duration of each group is ten weeks. Children are encouraged to consider alternative activities, choose one they would like to experience, plan their activity and run it. Facilities already available in the community are used so that a community awareness grows naturally. The programme develops a child's resourcefulness and prepares him for participation in existing groups. Where no groups exist he has some of the skills necessary to form his own constructive group (for further information refer to S.O.F.T.L.Y. Handbook). (Available from the Department for Community Welfare, W.A.)

Two S.O.F.T.L.Y. groups commenced operation in Carnarvon in January, 1977. The groups operated along the same lines as the metropolitan programme. Their aim was to prepare children for the Mayau Club, provide personalised activities and to do things that can only be done in a small group (e.g. camping). Children selected for these ten week S.O.F.T.L.Y. groups have been children from the Mayau Club who wish to have activities that cannot be easily provided at the Centre, children who refuse or cannot fit in at the Centre, children

who want a more personalised activity and children who have chosen to isolate themselves despite invitations to participate.

The non-conformist and/or negative children in each S.O.F.T.L.Y. group have been kept to a minority so that they always have a positive group norm with which they can identify.

Recently, (January, 1978) the S.O.F.T.L.Y. groups have been increased in size to cater for larger numbers of children. To date, no negative effects have emerged as a result of this change.

#### 4. Probation Groups

Carnarvon had a large number of young petty offenders who repeated their offences. Traditional methods of coping such as fining, bonds and probation seemed to have no effect. Experimental probation groups were then developed to discourage these offenders from re-offending and to introduce them to more constructive leisure time activities. The groups were run along S.O.F.T.L.Y. lines, as described above, with four major modifications.

- a) only 9 to 12 year old petty repeat offenders on probation were permitted to attend.
- b) each child was required to attend his group on six (6) consecutive Saturday mornings. If they failed to appear, then the probation leader continued calling for them until they completed their six Saturdays. Children quickly learnt that they could not "opt-out" of participating.
- c) the programme was much more authoritarian and directive than the S.O.F.T.L.Y. programme. Children were expected to complete a menial task that was of benefit to the community before proceeding to an activity or reward of their own choice. Menial tasks included picking up litter and rubbish, gardening and so on. Activities and rewards took the form of swimming, cricket, a can of coke, sandwiches. The menial task involved 1 to 2 hours each Saturday. The activity and/or reward involved the remaining 1 to 1½ hours. At the completion of the group, the child was encouraged to join the Mayau or S.O.F.T.L.Y. programmes.

The S.O.F.T.L.Y. emphasises on responsibility, considering alternatives, considering others, choosing planning and acquiring a community awareness were kept as a part of this programme, particularly for the activity or reward section.

When the programme commenced it was at a time when no suitable leisure facilities were available in Carnarvon and there was a real danger that children would try to offend just to participate in the programme. This danger was averted once the Pilot youth group commenced operating.

To date, only boys have participated. There is no reason why girls could not be included.

EFFECTS OF THE PROGRAMME ON --- THE YOUTH OF CARNARVON AND --- THE COMMUNITY

1. Observed Effects on the Behaviour of Carnarvon Children

A sample of Carnarvon children were observed in three different settings. No attempt was made to control who was observed: those observed were the ones who happened to be present in the three settings on three different occasions. Results should therefore be accepted cautiously.

Observations were made in September, 1976, June, 1977, and January, 1978. Fifteen to twenty children were observed outside the Carnarvon High School (1976 and 1977); twenty to fifty children were observed on Carnarvon's main street between the hours 3.30p.m. and 4.00p.m. (1976, 77 and 78); and twenty to forty were observed in the Pilot Youth Group and Mayau Club (1976, 77). The changes observed are recorded below:-

<u>September, 1976</u>	<u>June, 1977</u>	<u>January, 1978</u>
Aboriginal children predominated	Aboriginal children predominated	Aboriginal children predominated
Children primarily 10 to 14 years	Children predominantly 10 to 14 years but age range wider, i.e. 5 to 16 years.	Children predominantly 10 to 14 years, with a few younger children also present.
	Fewer children outside school and on street than in August.	Approx. same number of children on street as for June, 1977. A remarkably high number of abor. adults on street, lawns and parks (related to unemployment difficulties).
Children in small groups. Peers of a similar age.	Groups larger. Wide range of ages in groups.	Children primarily in pairs. A few large groups.
Competitive	More co-operation and care of younger children (e.g. talking and directing, escorting them from road).	Only co-operative behaviour observed.
Groups consisted of mainly the male sex.	Mixed sex groups	Some sex pairs. Groups were generally of mixed sexes.
Bullying, pushing behaviour	Not observed	Not observed

Loud talk and yelling	Mainly conversation and friendly chatter	Quite personal conversation and chatter.
Kicking of stones, even on asphalt roads and footpaths. Throwing of stones without purpose.	Kicking of stones on gravel patches but not observed elsewhere. No throwing observed.	Purposeful walking, window-shopping, etc.
More than half lowered heads and refused to make eye contact.	A minority lowered heads or wouldn't make eye contact.	Heads held up on approach, but eye contact rarely occurred.
Few adult interactions	Few adult interactions	Many adult interactions, primarily because of the large adult population present.
Adult supervision and assistance necessary for many activities	Mayau Club can operate for short periods without adult supervision. Some older children spontaneously take responsibility for the centre and its materials.	Mayau club not observed.

2.5 Effects of Programme on Two Children - Two Case Studies  
 "J", was the worst juvenile male offender in Carnarvon during 1975 and early 1976. In mid-1976 he had to be placed at Hillston, mainly to protect the community. On his return to Carnarvon in December, he impressed as hostile, somewhat bitter and a little more conforming. He lowered his head when interviewed and would not make eye contact. When his grandmother died in early January there were several signs that he was likely to re-offend.

He was introduced to the Mayau Club and was given responsibility for an activity. Eventually he was given responsibility for the canteen and petty cash. He has done this last task exceedingly well over the 18 months. He now makes eye contact, asserts himself and sometimes queries even the actions of European adults in appropriate circumstances. His only lapses have been a couple of occasions when he has helped himself to cool drinks and/or sweets, or given them away to his friends.

"C", was a serious juvenile female offender during 1976. Those who had contact with her at that time described her as a hostile non-conformist who resented authorities. Since joining the group in January, 1977 she has offended only once. She now takes responsibility for assisting younger children in after-school activities - although she continues to be relatively unskilled when relating to the younger children, she tends to lead through participation and example to her younger peers. Her self-esteem and confidence have both improved - likewise her grooming. However, she continues to be hostile toward authority and aggressive outbursts occur with little provocation.

### 3. Effects on the Children's Parents

The children's parents were slow to become involved at the Centre. With encouragement they have become involved and they now virtually operate the Centre by themselves. Aboriginal people are also becoming increasingly involved as S.O.F.T.L.Y. "leaders" at this point in time.

### 5. Effects on the Local Community

These effects have been difficult to assess and verify but there have been several incidents which suggest:-

- a) greater tolerance by the community toward petty childhood misdemeanours. The threshold before a child is labelled as delinquent seems to have risen.
- b) there seems to be more tolerance on the part of police and courts.
- c) there are fewer negative peer group influences in the town.

### 6. Effects Evident in the Crime Statistics

Crime figures for Carnarvon Children's Court have been analysed from November, 1971 to April, 1978 to determine patterns and changes.

#### a) Changes in the Number of Charges/Offences

Visual scrutiny of Graphs 1 to 3 reveals that the number of charges have been climbing rapidly from 1972 to 1975. There is a tapering off of this increase in 1976. Annual figures confirm these visual trends:

- 1973 - 65% increase in offences compared with the same period in 1972.
- 1974 - 41% increase in offences
- 1975 - 49% increase in offences
- 1976 - 8% increase in offences

The 8% increase between 1975 and 1976 was contaminated by the Pilot Youth programme which operated from mid-August to early December. Comparing January to August figures 1975 and 1976, we find that there was a 35% increase in offences across the two years. For the September to December period we find that the 1976 figure was 23% below the 1975 figure. This result suggests that the Pilot programme may have had a fairly immediate effect on the crime rate.

With the introduction of the Mayau Club and related programmes in January, 1977, the crime rate has progressively fallen. There was a "honeymoon" period at the commencement of the programmes when the crime rate fell by 60% for two and a half months compared with the same period the previous year. Since that initial stage the crime rate has fallen at a rate of 22% during 1977 and is currently dropping at a rate of 28% for the first four months of 1978.

In comparison, the Western Australian State Juvenile offence rate has been slowly increasing (with an occasional plateau) at an average rate of 6% per annum over the period 1971 to 1977. Current figures on hand indicate that this years juvenile crime figures (1977/78) will be similar to the trends over the previous years (i.e. a 6% increase).

b) Changes in Offence Type

Graphs 7 to 10 reveal changes in various types of offences.

(i) Property offences - these decreased by 30 to 35% during 1977 compared to pre-programme figures. Indications for 1978 are that this type of offence is now 50% down compared with the pre-programme figures.

(ii) Good Order offences - effects have been slower in becoming evident in these figures (due possibly to the lag in attitude change on the part of police). Figures indicate a slowing and possibly a reduction in these kinds of offences.

(iii) Traffic Offences - these were increasing steeply. They retarded by 25 to 30% on the introduction of the programmes in Carnarvon, but seemed to have commenced increasing in frequency at a slower rate ever since.

A small scale experimental programme is currently being put into operation to tackle this problem (using go-karts) because these offences (plus unlawful use of a motor car) now represent two thirds of all offences occurring in Carnarvon.

(iv) Offences against Persons - offence rates are difficult to interpret but seem to be 10 to 15% below the figures prior to the introduction of the programmes.

(v) Alcohol offences - these have reduced 35 to 40%.

c) Changes in the Number of Children Offending

Data is presented visually in Graphs 4 to 6. Changes in numbers of children offending are as follows:-

July/Dec, 1975 - 68% increase compared to the same period the previous year.

Jan/June, 1976 - 10% increase.

July/Dec, 1976 - 24% decrease.

Jan/June, 1977 - 26% decrease.

July/Dec, 1977 - 34% decrease.

Jan/April, 1978 - 44-45% decrease.

d) Changes in the Number of Multiple Offenders

When youth programmes were first introduced in Roebourne and Kununurra several years ago, there was a marked decrease in the number of multiple offenders, although there are some doubts now whether this pattern persisted. Figures for Carnarvon are presented below.

	Jan/June, 1976:	July/Dec, 1976:	Jan/June, 1977:	July/Dec, 1977:	Jan/April, 1978: *
Single Offenders	75	66	55	40	18
Children offend- ing twice	20	46	31	14	12
Children offend- ing three times	12	9	10	4	5
Children offend- ing four times	7	6	2	2	5
Children offend- ing four or more times	3	13	6	13	9

\* Figures pro-rated to make them comparable.

Single offenders have reduced by 32.6% and if 1978 trends continue then single offenders will have fallen by 74% compared with the pre-programme period.

Children who offend twice or three times in a year have also fallen by 30 to 35%.

Children who offered more than three times seem to have varied little in terms of numbers over the years. They now form a bigger proportion of the offending group.

e) Other Changes(i) Race

The percentage of children of aboriginal descent in the Juvenile Court population has remained steady at 65 to 75% over the period 1975 to April, 1978. The children account for about 80% of the charges that come before the court. This means that the number of non-aboriginal offenders have decreased at the same rate as aboriginal children.

This result at first seems a surprising one because mainly aboriginal children are involved in the youth programmes currently operating in Carnarvon. However it can be partially explained by the fact that non-aboriginal children have also been involved in the development of their own programmes and facilities, with the result that there are now more resources for both the aboriginal and non-aboriginal population.

(ii) Age

In 1976, 44% of children appearing in Court were under 15 years. In 1977 this had decreased to 31%. This result is consistent with the fact that the youth programmes cater primarily for the early teenager.

The number of older children appearing is 10% higher than for the same period in 1976. This means there is a need to build something into the youth programmes for 15 to 17 year old children. Analysis of these older children by race indicates that 40% of the children are Europeans and 60% are aborigines. A high proportion of them are traffic offenders (particularly the 17 year olds). Programmes are currently being developed to meet the needs of these children (i.e. dances, coffee shops and an experimental go-kart programme).

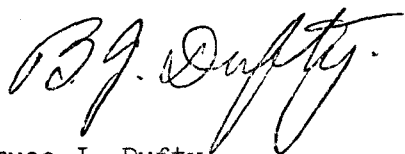
7. Probation Groups

A small number of 9 to 12 year old aboriginal children have participated in this programme. All of the participants offended several times in succession prior to their participation in the groups. In the intervention and post-intervention periods (3 months) no re-offending re-occurred. Recent follow-up checks indicate that two lads (25%) have offended again after a 6 month break. The two offences were minor in nature. One of these re-offenders committed his offence while trying to adjust to a different, unfamiliar setting.

Conclusions:

The weight of evidence, despite a few contra-indications, strongly suggests that the Carnarvon Youth programme has reduced the juvenile crime rate by about 30%. Positive effects on the children, parents and the community have also been observed. These results have been achieved despite the following factors which have hampered progress.

- a) negative attitudes on the part of the majority of the community toward aboriginals, particularly aboriginal petty offenders.
- b) many of the youth came from homes where financial resources are limited. 72% of offenders in 1976 lived in cheap or very poor housing.
- c) many youths came from homes where emotional resources and supports were limited. 25% of aboriginal offenders come from homes where alcoholism was a factor.....12% come from single parent homes and 6% come from homes where family problems were rife. (all percentages based on 1976 figures for offenders).
- d) no suitable programme for the 16 to 17 year olds and traffic (and traffic related) offenders.



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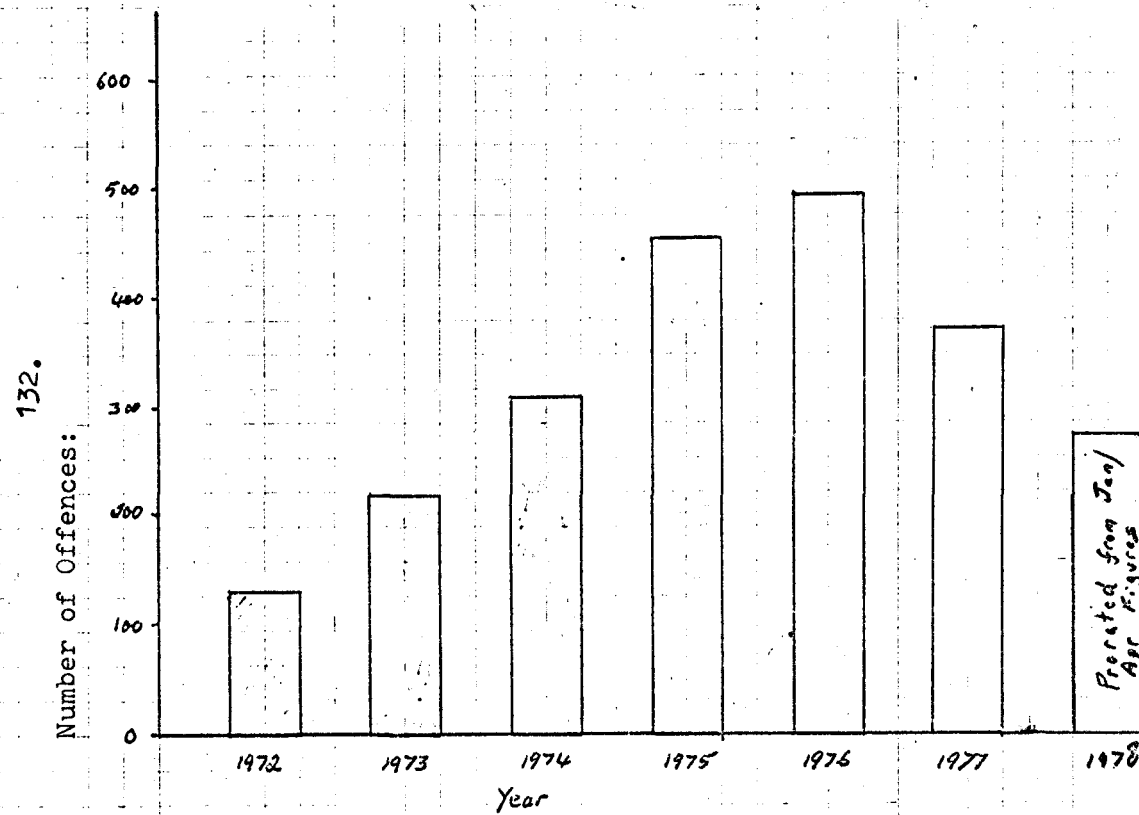
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3. Department for Community Welfare, Western Australia, Unpublished Juvenile Suspended Action Panel and Children's Court Statistics.
4. Department for Community Welfare, Western Australia, Unpublished Statistical Report on Children who appeared in Court in the Town of "Kununurra", July, 1977 to March, 1978.
5. Leung W. and Robinson F.L., Analysis of Juvenile Delinquents in Roebourne, Unpublished report, Planning and Research Unit, Department for Community Welfare, July, 1977.
6. Dufty, B.J. Research Report. Carnarvon Youth Programme, September, 1977. Unpublished report, Department for Community Welfare, Western Australia.
7. Wright, W.E. and Dixon M.C. Community Prevention and Treatment of Juvenile Delinquency : A Review of Evaluation Studies, of Research in Crime and Delinquency, January, 1977, 35-67.

CARNARVON CHILDREN'S COURT:

Graph 1. - Number of offences per annum.



# CARNARVON JUVENILE CRIME:

GRAPH 2

Offences per month - 1971 - 1978:

GRAPH 3

Average number of offences per month:

OFFENCES

OFFENCES

Children appearing each month:

GRAPH 6

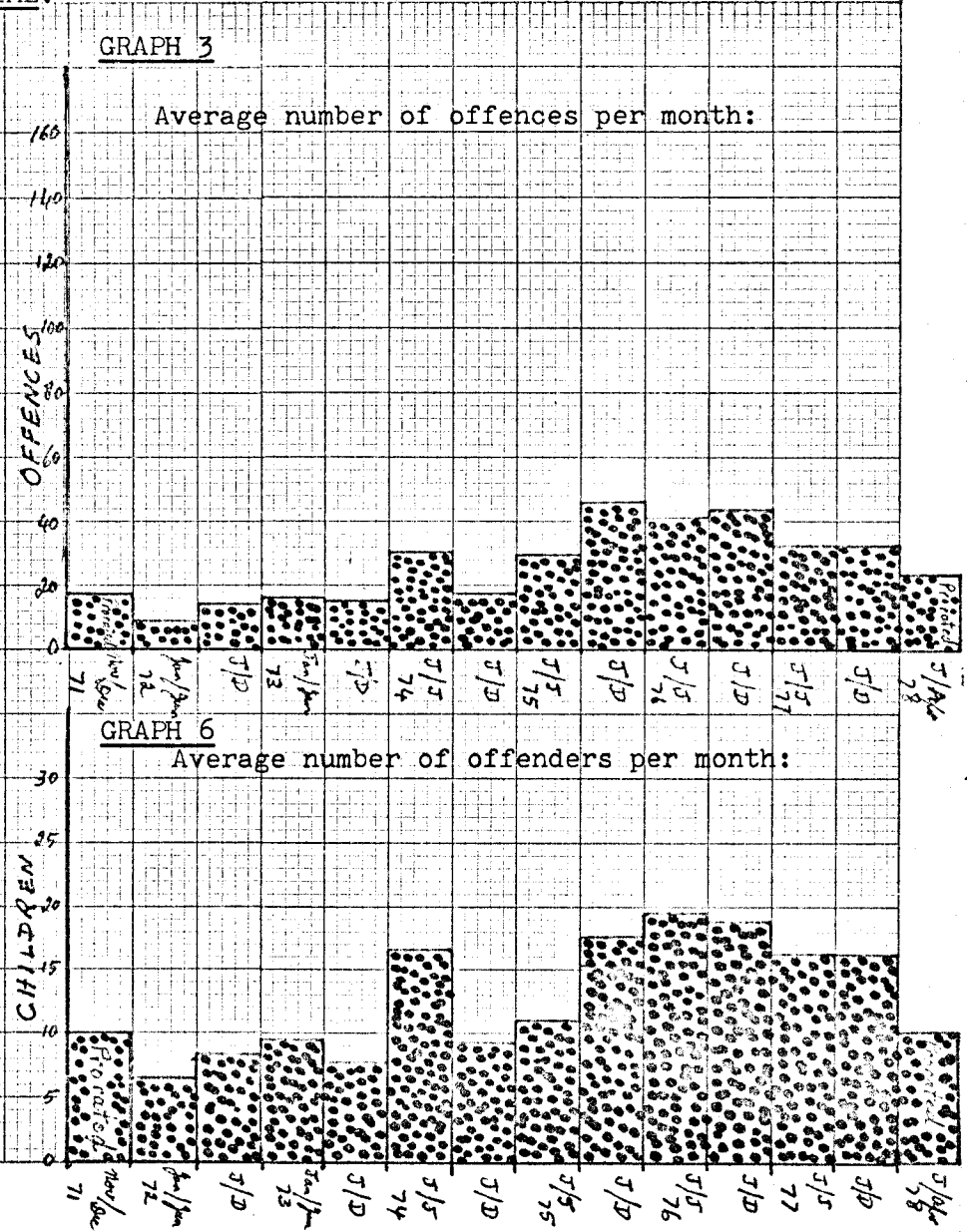
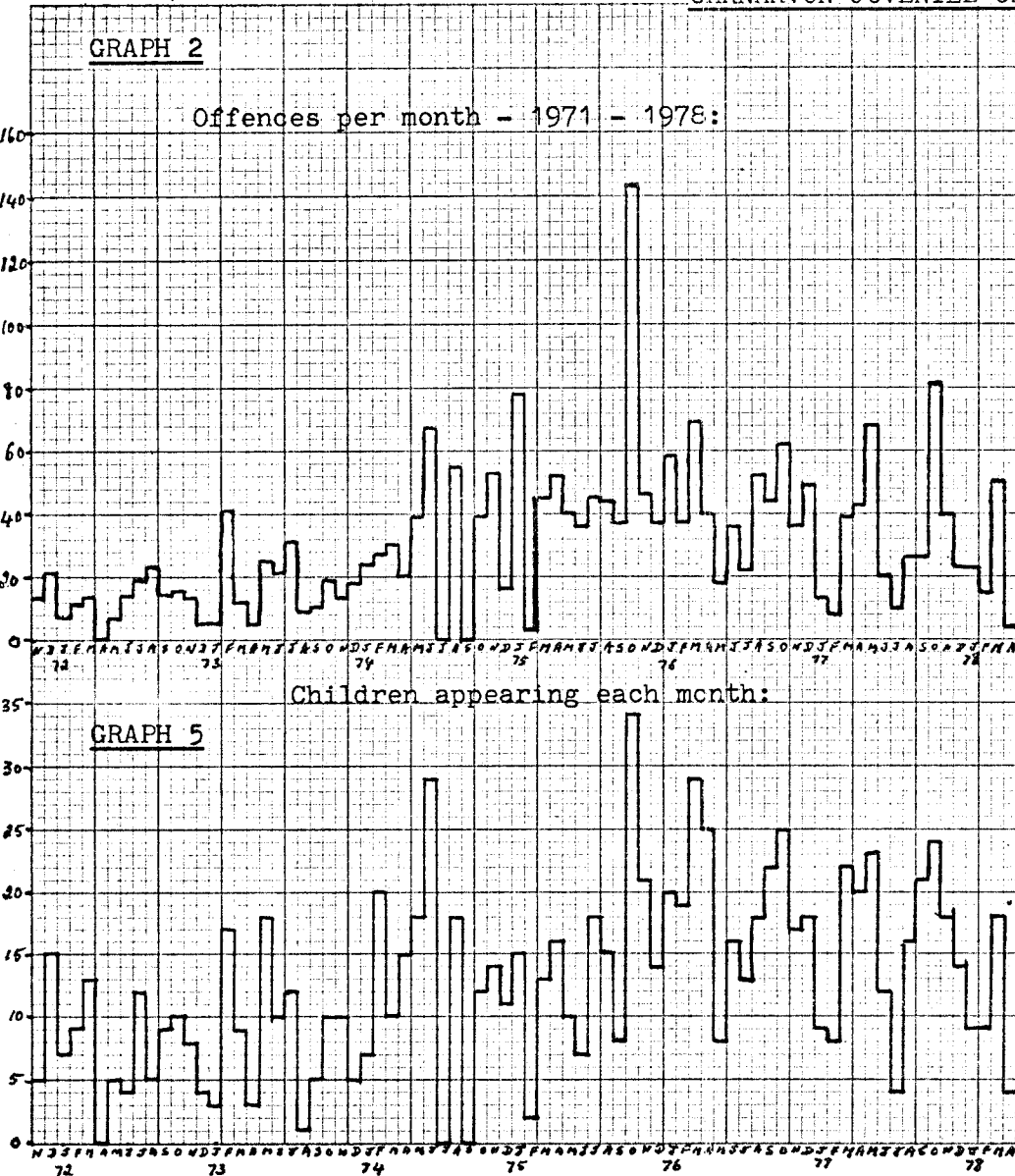
Average number of offenders per month:

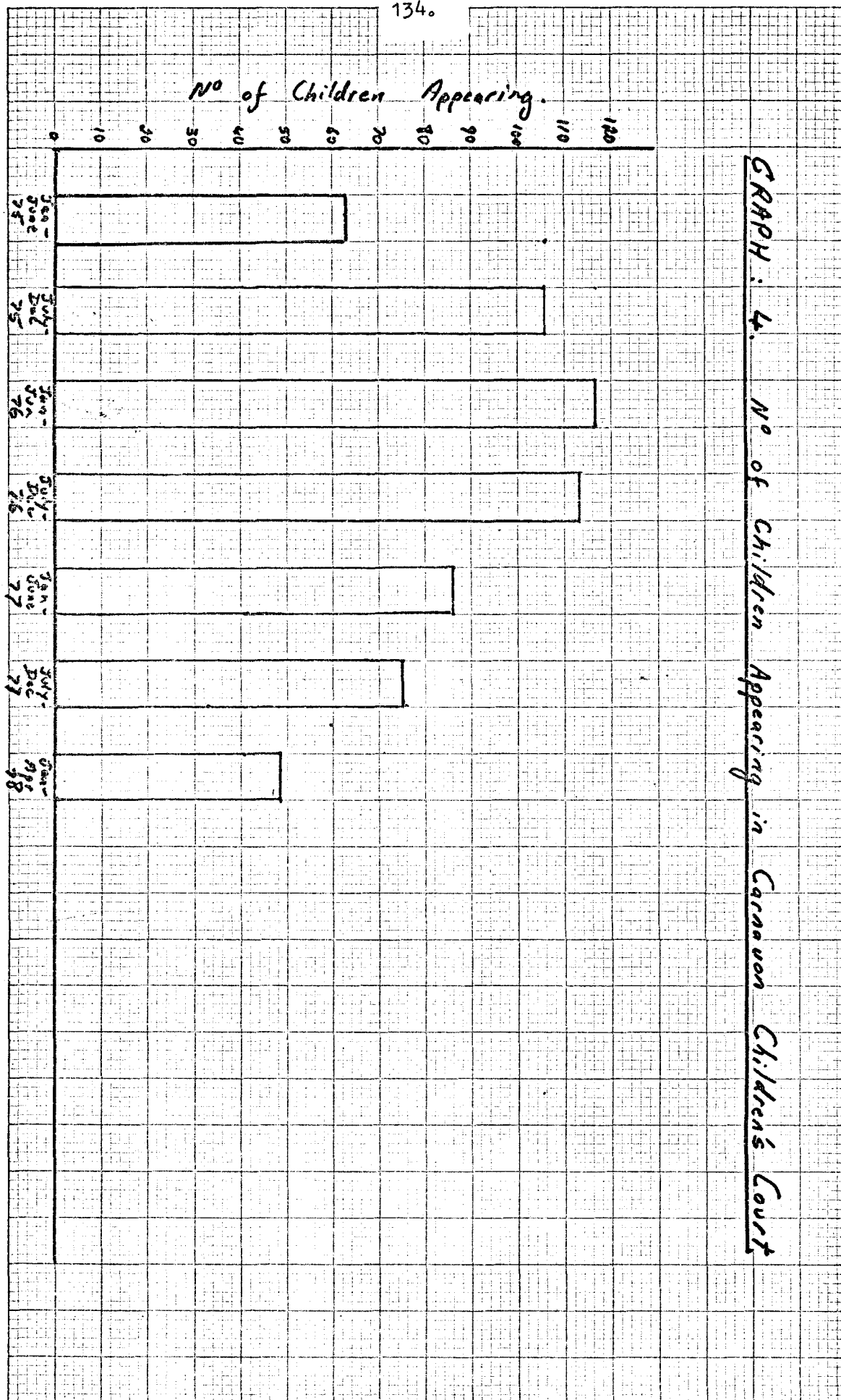
CHILDREN

CHILDREN

GRAPH 5

133.

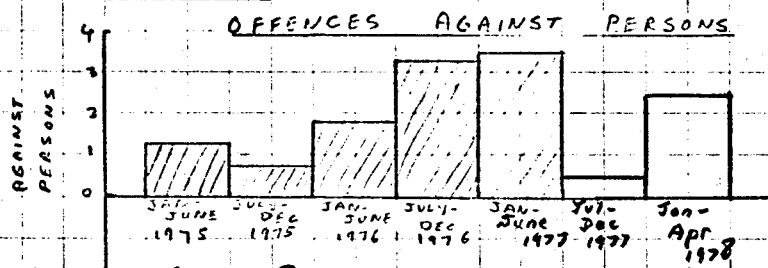




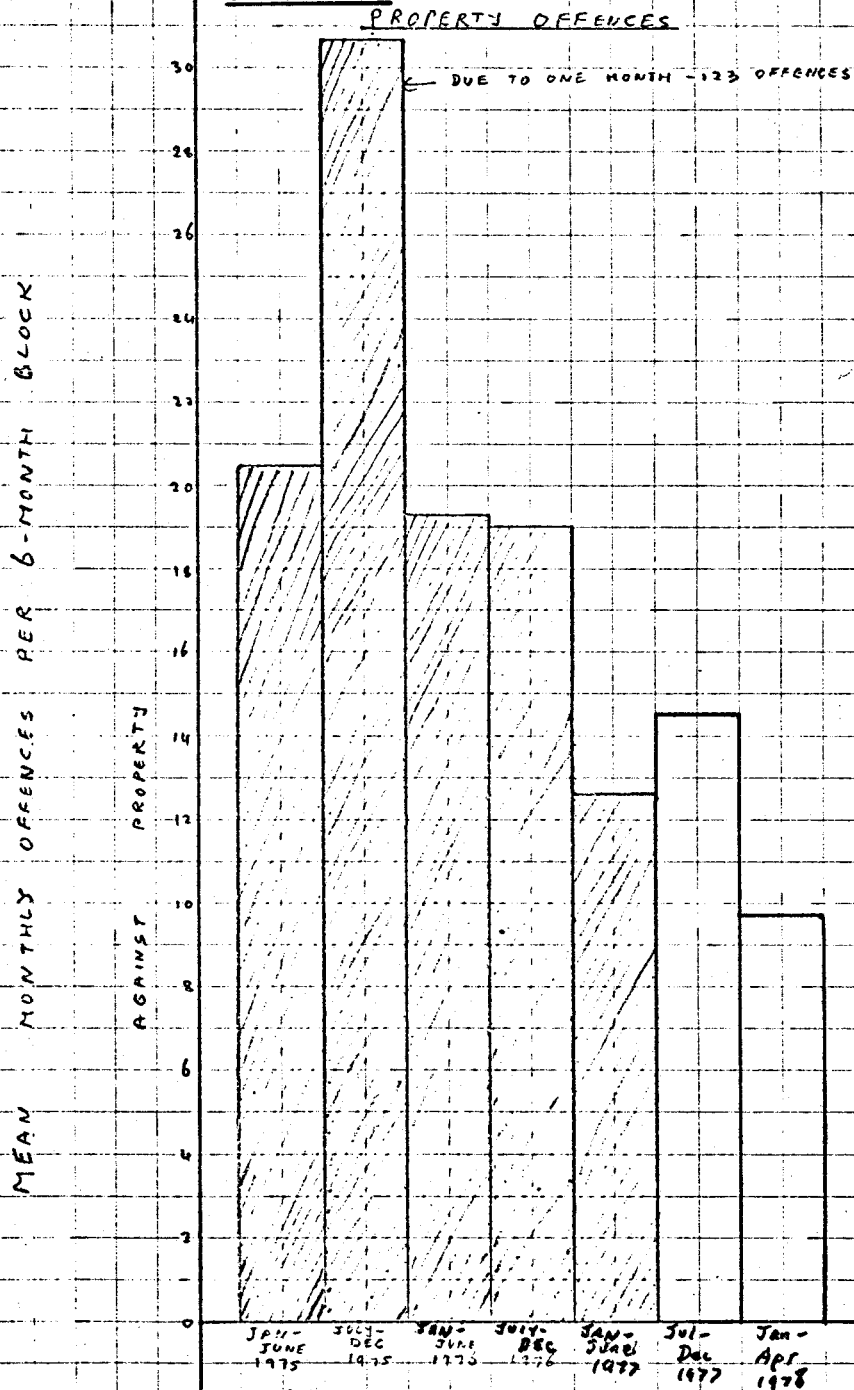
## CARNARVON CHILDREN'S COURT

TYPES OF OFFENCES COMMITTED JAN 1975 - JUNE 1977

GRAPH: 7

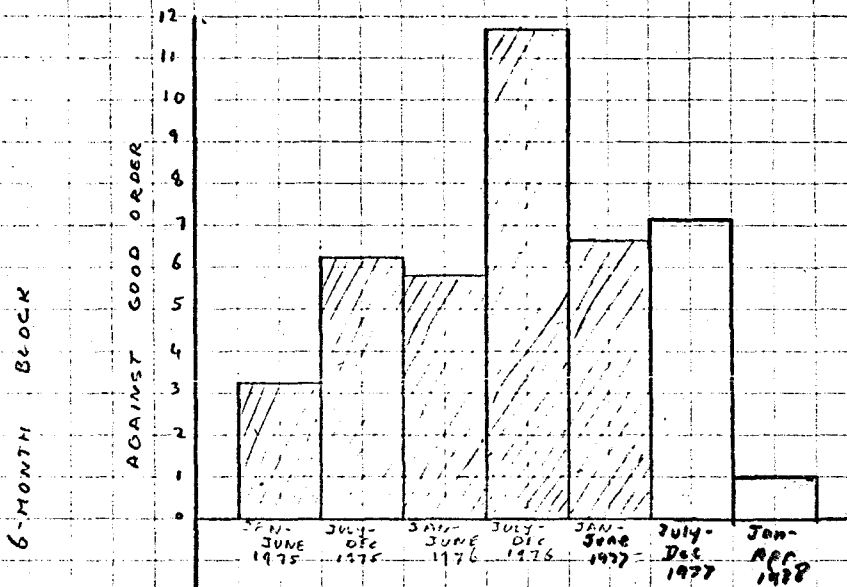
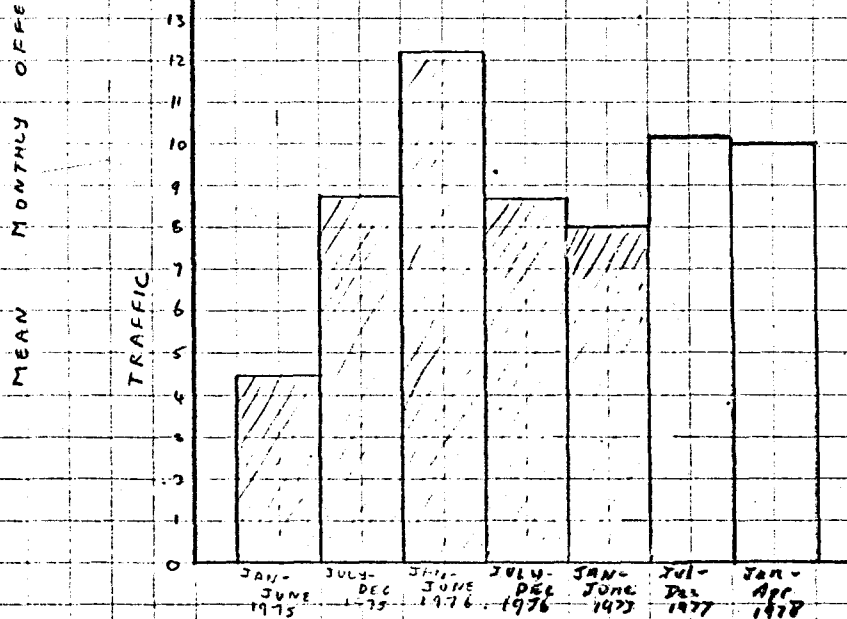


GRAPH: 8



## CARNARVON CHILDREN'S COURT

TYPES of OFFENCES COMMITTED JAN 1975-JUNE 1977

GRAPH: 9GOOD ORDER OFFENCESGRAPH: 10TRAFFIC OFFENCES

APPENDIX IX

S.O.F.T.L.Y. Booklet

## CHAPTER I

Children **CHOOSE** for themselves, **PLAN** for themselves, and carry through **THEIR** plan by themselves.

They do this with the guidance of an adult within the environment of **THEIR** community and city, within the environment of a group of their **PEERS** and within the framework of the law and standards of behaviour accepted by their society.

They **LEARN** about **OPTIONS** available to them and the social **SKILLS** required to use these options.

They **EXPERIENCE** and **CONSIDER** the **EFFECTS** on themselves and on others.

They use the **FACILITIES** already available in the **COMMUNITY**.

## CHAPTER II

## DISCIPLINE

**DISCIPLINE IS NOT EXTERNAL CONTROL e.g. PUNISHMENT**

Society's usual response to people who deviate from expected standards is external control of behaviour (e.g. a belling, withdrawal of privileges, fining, imprisonment, etc.) Application of external measures has invariably produced an immediate improvement in a person's behaviour and Society has always been impressed by this fact. Too often, however, we have failed to note that when such controls are relaxed the person usually returns to previous modes of behaviour.

For discipline to be effective, individuals have to develop a capacity to set their own limits. When individuals are able to do this it is said that they exhibit "self-discipline". We contend that S.O.F.T.L.V. achieves this end in a way that traditional methods of assistance (e.g. counselling, institutionalisation) cannot.

## CHAPTER III

### MAKING RESPONSIBLE DECISIONS

Our society emphasises the value of free choice as the way whereby individuals can choose the *UNIQUE* path through life which best fits their own aspirations and abilities. We believe that each person is unique and that he needs freedom to develop his potential.

We also believe that *ALL PERSONS POSSESS THIS RIGHT* and, in order that all may be free, each individual must have regard to the *RIGHTS OF OTHERS* in exercising his own freedom. When a person respects himself, he can then respect other people. When he knows how his decisions affect them and when he exercises his free choice in a way that promotes both his own and their development, he may be said to be *RESPONSIBLE*.

## CHAPTER IV

### RESPONSIBILITY IN AN URBAN ENVIRONMENT

Cities grow and so too do the opportunities for self development. Special employment, educational, recreational and interest groups grow; in the facilities available and in the human organisations which develop around them. These become COMPLEX systems which INTERACT with each other to produce a KALEIDOSCOPE of possibilities to the individual.

However, many people fail to utilise these systems to their best advantage. The very complexity which holds so much promise can also ALIENATE and even DESTROY people.

Three problems (at least) can be seen. These are:

- (i) An increasing sense of frustration in many people who seem to get lost in the system and unable to manage or cope with it

and

- (ii) People increasingly feel frustrated and angry over available resources which prove to be inaccessible

and

- (iii) They have increasing difficulty in finding out or experiencing the

...

consequences of their actions  
both to themselves and to others.  
(Without this there can be no  
growth.)

(i) above should be fairly obvious and it  
is clear that many people need help to understand  
the system and to acquire the skills to use it.  
However (ii) and (iii) are perhaps less clear  
and need explanation.

In respect to (ii) it is obvious that organisations tend to grow up around resources. These organisations have rules which make a resource inaccessible to many members of society. For example, a Local Government might build a set of tennis courts for use by the public in a region. A tennis club forms to ensure the courts are used to their maximum extent and are adequately maintained. However, every club has its constitution and rules which usually covers such things as age limits, membership fees, etc. Through this process an AVAILABLE resource becomes INACCESSIBLE to many members of the community. Those who are frustrated and angered by these restrictions need to learn the skills of ACCESS or how to bring pressure to bear to have the restricting rules CHANGED.

In regard to (iii) it is clear that human beings can appreciate relatively simple connections between ACTION and CONSEQUENCE such as food eaten and gain in weight. Most of the really important decisions we make though are not so simple. Social decision making can be very difficult when the consequences become vague, distorted or are cut off entirely.

What happens when someone dials 000 and calls up an ambulance for fun? The person who does it will likely be cut off entirely from the consequences. He may never learn that a

...

traffic accident victim waited one hour longer for an ambulance than would have been so had the hoax call not been made.

These are everyday problems but a little thinking should show more and lead to an appreciation of how important **KNOWLEDGE OF CONSEQUENCES** is and how difficult it often is to obtain.

## CHAPTER V

## AIMS OF S.O.F.T.L.Y. PROGRAMME

To assist those children  
who are having difficulty  
functioning in society  
(i.e. those who repeatedly  
break society's standards) to

1. develop an awareness of the existing options in their community.
2. learn the skills for creating further relevant options.
3. make appropriate choices, and, in doing so experience the effects of their choice on themselves and on others

and

4. having made their choice, plan and put into effect responsible behaviour.

## CHAPTER VI

## METHOD

"The group is not an end in itself but a means to an end, i.e. a responsible autonomous person."

Group Composition

Small groups of children from the same locality and school, a naturally occurring group, who have been involved together or separately in the same or similar deviant behaviour are brought together with a departmentally trained and employed facilitating adult. The group may actually exist prior to our involvement or be put together bearing in mind the sort of selection factors which apply in natural groups.

Groups have ranged in size from five (5) to eight (8) children. When the groups have had visitors participating there have been up to twelve (12) children. The children's ages range from ten (10) to sixteen (16) years.

Departmental officers select children to participate in each S.O.F.T.L.V. group. The children have come to the officer's notice through Court actions and parental approaches. The bases for selection may include such things as: LACK OF SOCIAL SKILLS, INABILITY TO PLAN LEISURE TIME, FAILURE TO USE FREEDOM CONSTRUCTIVELY, ISOLATED OR NOT BELONGING TO ANY GROUP, LOW SELF ESTEEM, AND SO ON.

...

Strict limits are not placed on who may join the group. If a child's brother or sister wants to be part of it he is not made to feel that he must commit an offence to gain the enjoyment of the activities. If parents are willing, he is allowed to join. Because the groups are small and local, this type of **INFORMALITY** is possible.

Some of the most enthusiastic group members have been those who did not want to join at first, so with children who are "non-joiners" ("NO-sayers"), the adult will have to insist that they at least give the group a try for three weeks.

Once the officer has chosen the children for the group he then approaches their parents for permission and any assistance they can provide to ensure the success of the **S.O.F.T.L.V.** programme.

It is important that those running the groups maintain contact with parents during the activities and keep them informed, and where possible, involved.

## CHAPTER VII

### WHAT DO GROUPS DO?

"It is not so much a lack of facilities but ignorance of their existence and how to use them that is the problem."

#### Group Activities

During the period in which the group meets (normally from 6 to 12 weeks), the adult guides the children in a process of examining various ways they might use specified time periods (usually 2-4 hours of their free time once or twice per week). The children are encouraged to consider alternatives which would normally be available. They decide on particular activities, plan how the activity is to be organised, share the tasks involved in setting it up and then carry out *THEIR* plan (i.e. the children's plan).

Throughout the programme special arrangements are made to keep the children within their normal community. **IT IS ESSENTIAL THAT CHILDREN LEARN TO FUNCTION WITHIN THEIR COMMUNITY.**

They live at home and frequently meet at one of the children's homes (by rotation if possible). They carry out activities which they might otherwise do normally.

...

The DIFFERENCE lies in CONSIDERING options, learning ACCEPTABLE ways of doing what they choose and having fed back to them in a DELIBERATE way the effects of their choice and of their behaviour.

Typical activities have included such simple things as spending a day at the beach, going to a football match etc., and more complex things like organising a country tour by bicycle. Some of the skills normally regarded as elementary - using a telephone, booking seats for a film etc., using public transport; are often lacking in children who cannot cope with society's rules. THE CONNECTION BETWEEN LACK OF SOCIAL SKILLS AND OFFENDING IS EASILY OVERLOOKED.

## CHAPTER VIII

## THE ROLE OF THE ADULT (LEADER)

"The adult responsible for each group is a facilitating person not a leader. His job is to set out the framework and to describe the possible. He must not interfere further than that."

The facilitating adult (leader)

Children occupy leadership roles in every group. The adult responsible for each group on the other hand is a FACILITATING person NOT a LEADER.

The Department usually employs tertiary students. They are paid for services rendered to a maximum of 30 hours per fortnight plus reimbursement for travelling and other incidental costs. Because the children they work with are often repeat offenders they receive training in their role. However, there is no reason why volunteers, chosen for their understanding of, commitment to and skill in the programme could not be used with less difficult children.

IN CONSIDERING ALTERNATIVES, THE "ADULT" MUST NOT FORCE ACTIVITIES ON THE CHILDREN. HE SHOULD BE ABLE TO WIDEN THEIR HORIZONS WITHOUT FORCING THEM TO CHOOSE ACTIVITIES THAT HE SEES OR BELIEVES THE COMMUNITY SEES AS PRODUCTIVE.

...

At the end of each activity or at the next planning session, the adult attempts to draw out aspects of the consequences of the activity both to the children and to any others who may have been affected by it.

Children will often look to the adult for direction and while he must emphasise childrens' choice there may be occasions where he should take the initiative in a way which demonstrates decision making skill to the children. However, this role must be consciously limited and, where used, phased out as soon as possible.

## CHAPTER IX

## THE FRAMEWORK AND THE LIMITS

- (i) The group may not choose to do something illegal. This sounds simple but the law, Local Council By-laws, M.T.T. regulations etc., are not simple and must be considered in the planning of activities.
- (ii) Activities which would normally be well beyond the resources of their families should not be undertaken. While the Department assists financially in some cases, it is important that the skills the children learn should be in areas where they can continue to develop them without the support of the formal group.
- (iii) Parental permission must also be obtained both in a general way for the typical activities likely to be chosen by the children and specifically if something dramatic is decided.

In MOVING from REGIMENTED external discipline to RESPONSIBLE freedom there is the danger of a laissez faire vagueness about limits. Limits must be set at a point beyond the child's present development which MAXIMISES the rate of his growth in understanding of his community. The limits are wide but very real. THIS IS VITALLY IMPORTANT.

## CHAPTER X

### MERITS OF S.O.F.T.L.Y.

"NOT BECAUSE ITS SIMPLE OR BECAUSE ITS CHEAP  
BUT BECAUSE IT RESPECTS A CHILD'S RIGHT TO  
SELF DETERMINATION."

1. Learning of relevant skills for everyday living is extremely rapid. Once a teenager grasps an idea, concept or mode of behaving there are opportunities for immediate and continual practice. Learning and consolidation of skills is therefore swift.
2. Generalisation of learning is very effective. Psychological research has shown generalisation is greatest when the perceived similarity between tasks is maximised. This can be achieved by holding variables constant from task to task (e.g. keeping the setting or circle of friends constant). The teenage group programme, occurs in the child's own community and each child participates in tailoring his group's activities. Through this method we ensure that the programme is relevant to the child's style of living in his own community. The problems he faces and solves in his group are virtually identical to the problems he meets in everyday home and community living.
3. S.O.F.T.L.Y. has tremendous flexibility. It can be easily modified to achieve different aims. Children

...

can be prepared for living when it is used as an educational/training method. It can become a treatment technique when it is used for rehabilitative purposes.

4. S.O.F.T.L.V. supplements existing educational and treatment programmes, as well as being a viable alternative in itself.
5. S.O.F.T.L.V. is an inexpensive educational and/or treatment method when one compares it to existing programmes. Capital costs are virtually nil. Staff costs per child are relatively low. Moreover, everyday running costs are kept to a minimum because each child contributes within his means.
6. The labelling and stigmatising of children that usually occurs with existing treatment programmes is less likely to occur with this technique. The child is not "banished" (sent away) from his community for "treatment" nor is he made to feel he is different, odd or criminal.
7. Communities frequently express feelings of helplessness when they encounter deviant behaviour. Spokesmen for these community groups often state they do not possess the skills to help their deviant colleagues. This technique can be a tool for communities to help themselves without resorting to drastic measures of "banishing" children to treatment institutions for "cures".
8. During the teenage years children are highly group dependent. The technique makes use of this natural developmental stage.

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9. The technique is highly enjoyable for the participants. In fact, experience has shown that some children deliberately involve their parents so that their group can operate past the ten week cut-off point. This enjoyable attribute of the technique means that children gain maximum benefits from the programme.

## CHAPTER XI

### Research

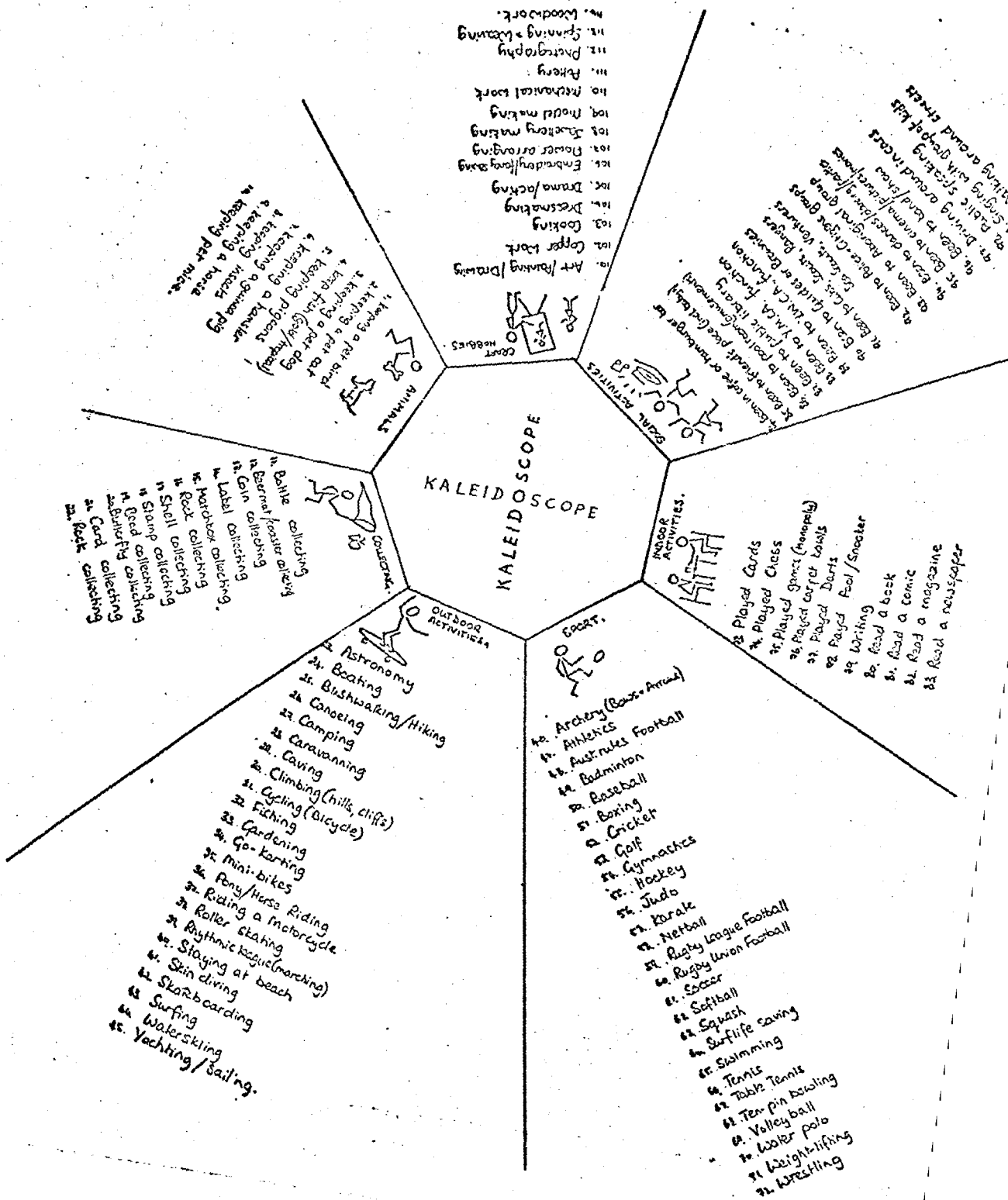
The Department for Community Welfare has undertaken an evaluation of the effectiveness of the S.O.F.T.L.Y. programme. Preliminary results indicate a worthwhile trend in re-offending rates and further tests of social learning and personality development are being undertaken.

Further information on progress can be obtained from the Department's Research Branch.

### Information

Information on the S.O.F.T.L.Y. programme, advice and guidance etc. is available from the Department's Youth Services Branch.

Staff wishing to set up a S.O.F.T.L.Y. group must check with the section for guidance in particular areas such as insurance. They should also consult with others involved in developing this programme so as to avoid errors learnt elsewhere. This booklet is not a handbook but merely lays out the essence of the programme.



APPENDIX X

Social Skills in Delinquent and Non-Delinquents:

A re-analysis of a survey carried Out  
by R. Sanson-Fisher et al (1976).

### SOCIAL SKILLS IN DELINQUENT AND NON-DELINQUENT ADOLESCENTS

The data used were taken from a survey conducted by R. Sanson-Fisher, involving a delinquent group taken from various institutions, and a non-delinquent group, taken from a local metropolitan school.

Because the original delinquent and non-delinquent groups differed in their age distributions, only those of age 14 or 15 years were selected for the present analysis.

The delinquent group has a total of eighty nine, consisting of thirty seven 14 year olds and fifty two fifteen year olds; the non-delinquent group has a total of two hundred, consisting of one hundred and one 14 year olds and ninety nine fifteen year olds. Of the delinquent group, fifty six are male and fifty three are female; of the non-delinquent group, one hundred and six are male and ninety four are female.

Neither the age nor the sex distribution is significantly different between the two groups.

However, the proportion of aboriginals differs significantly between the groups: of the delinquent group, thirty nine (43.8%) are aboriginal; of the non-delinquent group, two (1%) are aboriginal. Therefore the data have been analysed in three different ways: (1) the comparison of the two basic groups, delinquent and non-delinquent. (2) taking only the delinquents, comparing aboriginals and non-aboriginals (3) taking only the non-aboriginals, comparing delinquents and non-delinquents.

This enables one to determine whether the differences between the basic delinquent and non-delinquent groups are due to a delinquency factor, or to a racial-cultural factor.

#### RESULTS:

A variety of social survival skills were tested, using a multiple-choice questionnaire. In general, both delinquency and social-cultural factors seem to contribute to the marked differences between the delinquent and non-delinquent groups. The aboriginal delinquents perform worse than the non-aboriginal delinquents on all 63 questions, although 27 of these do not reach the level of statistical significance.

Considering only the non-aboriginals, the delinquent group performs significantly better than the non-delinquent group on 2 questions (knowledge of free treatment for V.D. and the minimum age for unemployment benefits); but they perform significantly worse on 19 questions and their overall skills score is significantly lower than that of the non-delinquent group.

#### CONCLUSION:

Thus, there would seem to be a strong correlation between lack of social skills and juvenile delinquency. These two factors may both be effects of the larger cultural setting, rather than cause and effect in themselves, but a firm conclusion is not possible from the present data. It is more plausible to infer a cultural difference between the aboriginal and non-aboriginal groups, but even in this case it is not possible to conclude whether the cultural difference per se, or the lack of skills alone, is the decisive factor in delinquency.

In the two non-aboriginal groups, there are no significant differences between the social classes (as determined by the father's occupation). However, significantly more of the fathers of the delinquent group are unemployed, and if this is taken into account, an overall social difference between the two groups will emerge. The delinquent and non-delinquent groups may then represent different cultural backgrounds.

Delinquency is probably the result of several interacting factors, and a lack of social skills is only one of these. However, by increasing the general capacity to cope with society, the frustration level of these delinquents should be lowered, and so their antisocial tendencies should be reduced to some extent. This conclusion is only tentative at present, but it is currently being investigated, and further research should give some indications as to the processes involved in reducing delinquency.

SUMMARY : NYANDI STUDY

160.

			COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
No. of Q	VAR	SKILL	School %	Institun %	Sig.	Sig. Level	White %	Aborg %	Sig.	Sig. Level	Normal White %	Delq. White %	Sig.	Sig. Level
3	091	P.O. Procedures: C.O.D.	73.5	46.1	*	.0000	64.0	64.0	*	.0003	73.1	64.0		.27
53	141	Registered Mail.	69.5	37.1	*	.0000	48.0	23.1	*	.028	70.1	48.0	*	.006
2	090	Sending Money.	94.0	70.8	*	.0000	86.0	51.3	*	.0008	94.9	86.0		.05
42	130	Telegrams.	61.5	57.3		.59	60.0	53.8		.71	61.4	60.0		.98
6	094	Banking: Places.	88.0	49.4	*	.0000	72.0	20.5	*	.0000	88.8	72.0	*	.005
9	097	What a deposit is.	85.0	62.9	*	.0001	68.0	56.4		.37	85.8	68.0	*	.006
11	099	What a trade account is.	40.5	33.7		.33	36.0	30.8		.77	40.6	36.0		.66
38	126	Shopping: Hire purchase payments.	86.0	50.6	*	.0000	70.0	25.6	*	.0001	86.8	70.0	*	.008
36	124	Cost of H.P.	60.0	22.5	*	.0000	32.0	10.3	*	.03	59.9	32.0	*	.0007
17	105	Receipts	96.5	78.7	*	.0000	86.0	69.2		.10	97.0	86.0	*	.006
18	106	How to lay-by.	77.0	58.4	*	.002	78.0	33.3	*	.0001	77.7	78.0		.89
5	093	Unemployment Benefit: Knowledge of.	98.0	62.9	*	.0000	80.0	41.0	*	.0004	98.5	80.0	*	.0000
24	112	Need to look for jobs.	71.5	59.6	*	.003	74.0	41.0	*	.003	78.2	74.0		.66
16	104	Entitlement.	97.5	87.6	*	.002	96.0	76.9	*	.02	97.5	96.0		.94
7	095	Min. Age.	41.0	67.4	***	.0001	78.0	53.8	*	.03	41.6	78.0	***	.0000
58	146	Community Services: Rubbish Collection.	86.0	52.8	*	.0000	60.0	43.6		.19	86.8	60.0	*	.0000
4	092	H.B.F.	81.0	42.7	*	.0000	48.0	35.9		.35	82.2	48.0	*	.0000
25	113	Public Library.	78.5	52.8	*	.0000	68.0	33.3	*	.002	79.2	68.0		.11
28	116	S.E.C.	97.5	92.1		.07	100.0	82.1	*	.006	97.5	100.0		.56
27	115	Police	97.5	89.9	*	.01	96.0	82.1		.07	98.0	96.0		.77

SUMMARY : NYANDI STUDY

No. of Q	VAR	SKILL	COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
			School %	Institun %	Sig.	Sig. Level	White %	Aborig %	Sig.	Sig. Level	Normal White %	Delq. White %	Sig.	Sig. Level
1	089	Voting: Compulsory Elections.	55.0	12.4	*	.0000	20.0	2.6	*	.03	55.3	20.0	*	.0000
10	098	Voting age.	83.0	70.8	*	.027	84.0	53.8	*	.004	84.3	84.0		.86
43	131	Transport: Bus route number.	89.5	70.8	*	.0001	80.0	59.0		.054	89.8	80.0		.10
56	144	Bus timetable.	69.0	65.2		.61	70.0	59.0		.39	70.1	70.0		.87
33	121	Street directory.	96.0	73.0	*	.0000	82.0	61.5		.055	96.4	82.0	*	.0007
62	150	Telephone: directory assistance.	92.0	60.7	*	.0000	76.0	41.0	*	.002	91.9	76.0	*	.004
37	125	Difficulties/repairs.	67.5	49.4	*	.005	62.0	33.0	*	.013	67.5	62.0		.57
54	142	Dial tone.	43.0	28.1	*	.02	36.0	17.9		.10	43.7	36.0		.41
60	148	Trunk calls.	61.0	37.1	*	.0003	48.0	23.1		.03	61.4	48.0		.12
49	137	S.T.D.	82.0	62.9	*	.0008	80.0	41.0	*	.0004	82.2	80.0		.87
59	147	Long distance cost.	41.0	38.2		.75	42.0	33.3		.54	41.1	42.0		.96
61	149	Yellow pages.	90.0	69.7	*	.0000	82.0	53.8	*	.008	89.8	82.0		.20
26	114	Emergency Nos.	97.5	83.1	*	.0000	96.0	66.7	*	.0007	97.5	96.0		.94
55	143	Use of emergency nos.	93.5	82.0	*	.005	90.0	71.8		.052	93.9	90.0		.51
34	122	Money: 20c equivalent.	97.5	88.8	*	.005	98.0	76.9	*	.005	98.0	98.0		.58
20	108	Change from \$10 for \$4.10	90.0	60.7	*	.0000	72.0	46.2	*	.02	90.4	72.0	*	.0015
46	134	Sex Education: Meaning of contraception.	82.0	56.2	*	.0000	70.0	38.5	*	.006	82.2	70.0		.08
51	139	Contraceptive purchase.	72.0	51.7	*	.001	64.0	35.9	*	.016	72.6	64.0		.31
47	135	Contraceptive type.	32.0	24.7		.27	38.0	7.7	*	.002	32.0	38.0		.52
52	140	Taking the pill.	66.0	56.2		.14	74.0	33.3	*	.0003	61.0	74.0		.43
12	100	Meaning of V.D.	93.0	91.0		.73	96.0	84.6		.14	92.9	96.0		.63

## SUMMARY : NYANDI STUDY

No. of 2	VAR	SKILL	COMPARISON: DELINQUENT v. NORMAL			COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
			School	Institun	Sig.	Sig.	White	Aborg	Sig.	Sig.	Normal	Delq.	Sig.
			%	%		Level	%	%		Level	White %	White %	Level
22	110	Sex Education: Catching V.D.	91.5	92.1		.96	96.0	87.2		.26	91.9	96.0	.49
29	117	V.D. Cure.	79.5	82.0		.74	84.0	79.5		.79	79.7	84.0	.63
39	127	V.D. Reoccurrence.	74.0	73.0		.98	82.0	61.5		.055	74.6	82.0	.36
40	128	V.D. Free Treatment.	30.0	47.2	***	.007	50.0	43.6		.70	30.5	50.0	.015
41	129	Legal age for sex.	72.0	57.3	*	.02	80.0	28.2	*	.0000	72.6	80.0	.37
21	109	Nutrition: Food types.	35.5	12.4	*	.0001	18.0	5.1		.13	36.0	18.0	.02
48	136	Types of carbohydrate.	74.5	43.8	*	.0000	48.0	38.5		.49	75.6	48.0	.003
8	096	Table Manners: Knife & fork after eating.	97.0	93.3		.25	98.0	87.2		.11	98.0	98.0	.58
30	118	Flatting: Paying for gas & elect.	61.5	51.7		.15	62.0	38.5	*	.046	61.4	62.0	.93
50	138	Employment: Behaviour in interview.	98.0	83.1	*	.0000	92.0	71.8	*	.025	99.0	92.0	.02
57	145	Leaving a job.	94.5	84.3	*	.009	92.0	74.4	*	.048	94.9	92.0	.65
32	120	Official form - next of kin.	85.5	53.9	*	.0000	72.0	30.8	*	.0003	86.3	72.0	.03
63	151	Letter Writing:	49.7	34.5	*	.02	46.0	17.9	*	.01	49.2	46.0	.80
13	101	Measures: Length.	85.5	38.2	*	.0000	44.0	30.8		.29	85.8	44.0	.000
14	102	Weight.	91.0	73.0	*	.0001	80.0	64.1		.15	91.4	80.0	.04
19	107	Calender: Days in January.	79.0	68.5		.08	72.0	64.1		.53	79.7	72.0	.32
31	119	Days in year.	82.5	65.2	*	.002	72.0	56.4		.19	83.2	72.0	.11
23	111	Leap year.	84.0	73.0	*	.04	78.0	66.7		.34	84.8	72.0	.35
35	123	Time: Time on clock.	96.5	84.3	*	.0006	96.0	69.2	*	.0016	97.5	96.0	.94
15	103	Meaning of p.m.	95.0	75.3	*	.0000	90.0	56.4	*	.0007	95.9	90.0	.18
44	132	Hours in day.	97.0	91.0		.06	98.0	82.1	*	.025	98.0	90.0	.58

SUMMARY : NYANDI STUDY

No. of 2	VAR	SKILL	COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
			School	Institun	Sig.	Sig.	White	Aborg	Sig.	Sig.	Normal	Delq.	Sig.	Sig.
			%	%		Level	%	%		Level	White %	White %		Level
45	133	Time: Minutes in hour.	98.5	88.8	*	.0007	98.0	76.9	*	.005	98.5	98.0		.70

MEAN TOTAL SKILL SCORE (MAX. = 63)

Skill (S1 + --- Sn)

{ 49.3 38.7 \* .0000 45.1 30.6 \* .04 49.6 45.1 \* .03

(Actual figures, not percentages.)

SUMMARY : NYANDI STUDY

No. of 2	VAR	LAW	COMPARISON: DELINQUENT v. NORMAL		Sig.	COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG		Sig.	COMPARISON: DELINQ. WHITE v. NORMAL WHITE		Sig.
			School	Institun		White	Aborg		Normal	Delq.	
			%	%	Level	%	%	Level	White %	White %	Level
1	155	Law-Age to leave home without parents consent.	25.0	19.1	.34	26.0	10.3	.11	24.9	26.0	.98
2	156	Law-Age to marry without parents consent.	10.0	6.7	.50	8.0	5.1	.91	9.1	8.0	.96
3	157	Law-Compulsory school age.	35.0	34.8	.92	42.0	25.6	.17	35.5	42.0	.49
4	158	Law-Corporeal punishment-school.	49.5	49.4	.91	48.0	51.3	.93	49.2	48.0	.99
5	159	Police questioning.	16.0	25.8	.07	24.0	28.2	.84	16.2	24.0	.28
6	160	Accompanying policeman.	62.0	50.6	.09	52.0	48.7	.93	61.9	52.0	.26
7	161	Police station rights.	98.0	78.7	*	.0000	86.0	.10	98.0	86.0	* .001
8	162	Lock-up age.	57.0	22.5	*	.0000	26.0	.52	57.9	26.0	* .0001
9	163	Police body search.	34.5	24.7	.12	24.0	25.6	.94	35.0	24.0	.19
10	164	Police request to move on.	65.0	42.7	*	.0006	48.0	.35	65.5	48.0	* .03
11	165	Police house search.	95.5	83.1	*	.001	90.0	.09	95.9	90.0	.18
12	166	Appearance in Children's Court.	66.0	61.8	.58	66.0	53.8	.25	66.5	68.0	.97
13	167	Free legal aid.	57.5	23.6	*	.0000	30.0	.17	58.4	30.0	* .0006
14	168	Court disposal - remand.	17.5	62.9	***	.0000	64.0	.99	17.8	64.0	*** .0000
15	169	Court disposal - committal to DCW	71.0	68.5	.78	72.0	64.1	.57	71.6	72.0	.91
16	170	Parents accompanying to court.	83.0	78.7	.47	82.0	74.4	.54	82.7	82.0	.93
17	171	Parental punishment and court.	72.5	65.2	.26	82.0	43.6	* .0004	72.1	82.0	.21
18	172	Panel - age criteria.	39.5	30.3	.17	30.0	30.8	.88	39.1	30.0	.31
19	173	Panel - plea criteria.	22.5	25.8	.64	22.0	30.8	.49	22.8	22.0	.95
20	174	Panel - recording of offence.	9.0	19.1	***	.02	22.0	.61	8.6	22.0	.016
21	175	Law-Drinking age - with friends.	84.0	85.4	.90	94.0	74.4	* .02	84.3	94.0	.12

			COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
No. of Q	VAR	LAW	School %	Institun %	Sig.	Level	White %	Aborig %	Sig.	Level	Normal White %	Delq. White %	Sig.	Level
22	176	Law-Drinking age - with parents.	66.0	57.3		.20	60.0	53.8		.71	65.5	60.0		.58
23	177	Law-Licensed premises - with friends.	18.5	23.6		.40	28.0	17.9		.39	18.8	28.0		.21
24	178	Law-Licensed premises - with parents.	62.0	37.1	*	.0001	50.0	20.5	*	.008	61.9	50.0		.17
25	179	Law-Drinking in public place.	29.0	44.9	***	.01	50.0	38.5		.38	28.9	50.0	***	.008
26	180	Law-Illegal use of motor vehicle -driving.	94.0	91.0		.50	96.0	84.6		.14	94.4	96.0		.93
27	181	Law-Illegal use of motor vehicle - passenger.	93.5	85.4	*	.045	92.0	76.9		.09	93.9	92.6		.87
28	182	Law-Illegal use of motor vehicle - no knowledge.	33.0	19.1	*	.02	18.0	20.5		.98	33.0	18.0		.06
29	183	Law-Street fight.	66.0	59.6		.36	68.0	48.7		.10	66.0	68.0		.92
30	184	Law - Assault.	92.5	86.5		.16	94.0	76.9	*	.04	92.9	94.0		.97
31	185	Law - Trespassing.	92.5	87.6		.27	90.0	84.6		.66	92.9	90.0		.70
32	186	Law - Vandalism.	97.0	92.1		.12	96.0	87.2		.26	97.5	96.0		.94
33	187	Law - Shoplifting.	95.5	92.1		.38	94.0	89.7		.73	95.9	94.0		.83
MEAN TOTAL LAW SCORE (MAX. = 33)														
Law (L1 + --- Ln)			19.1	17.4		.052	18.8	14.2		.08	19.1	19.96		.15
(Actual figures, not percentages.														

SUMMARY : NYANDI STUDY

VAR	PERSONAL & FAMILY DETAILS	COMPARISON: DELINQUENT v. NORMAL		Sig.	Sig. Level	COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG		Sig.	Sig. Level	COMPARISON: DELINQ. WHITE v. NORMAL WHITE		Sig.	Sig. Level
		School	Institun			White	Aborg			Normal	Delq.		
		%	%			%	%			White %	White %		
001	Age: 14 years	50.5	41.6			30.0	56.4			50.3	30.0		
	15 years	49.5	58.4		.20	70.0	43.6	*	.02	49.7	70.0	*	.016
002	Sex: Male	53.0	51.7			42.0	64.1			52.8	42.0		
	Female	47.0	48.3		.94	58.0	35.9		.06	47.2	58.0		.23
003	Australian Residence: All life.	74.2	85.4			74.0	100.0			74.4	74.0		
	10 Yrs or more	8.6	5.6			10.0	0			8.7	10.0		
	5-10 years.	10.1	4.5			8.0	0			10.3	8.0		
	less than 5 years.	7.1	4.5		.32	8.0	0	*	.02	6.6	8.0		.96
004	Race: % Aboriginal	1.0	43.8	*	.0000								
005	Mother's Birthplace: Immigrant.	50.0	21.3	*	.0000	38.0	0.0	*	.0000	50.3	38.0		.16
006	Father's Birthplace: Immigrant.	50.8	22.5	*	.0000	40.0	0.0	*	.0000	51.0	40.0		.22
007	Father employed.	94.9	66.3	*	.0000	78.0	51.3	*	.008	95.3	78.0	*	.0000
008	Father's Occupation: Professional or Administrative.	9.5	8.8			10.5	5.3			9.7	10.5		
	Clerical, Sales, Skilled Worker, Services, Sport.	69.3	64.9			73.7	47.4			69.3	73.7		
	Farmers, Miners, Transport, etc.	21.2	26.3		0.7	15.8	47.4	*	.05	21.0	15.8		0.7
009	Mother Employed: Full-time.	30.1	25.0			34.7	12.8			29.9	34.7		
	Part-time.	23.0	9.1	*	.0002	14.3	2.6	*	.0004	23.2	14.3	*	.0001
010	Mother's Occupation: Professional or Administrative.	9.4	13.3			8.3	33.3			8.6	8.3		
	Clerical, Sales, Skilled Work, Services, Sport.	81.1	76.7			83.3	50.0			81.7	83.3		
	Farmers, miners, transport, etc.	9.4	10.0		0.8	8.3	16.7		0.2	9.6	8.3		0.95

SUMMARY : NYANDI STUDY

167.

VAR	PERSONAL & FAMILY DETAILS	COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
		School	Institun			White	Aborg			Normal	Delq.		
		%	%	Sig.	Level	%	%	Sig.	Level	White %	White %	Sig.	Level
011	Parent home in morning.	84.0	79.1		.40	79.6	78.4		.90	83.8	79.6		.63
012	Parent home in evening.	80.0	76.7		.64	67.3	89.2	*	.03	79.7	67.3		.98
013	Parental Figures: Both natural parents.	89.5	38.2			42.0	33.3			90.4	42.0		
	One natural parent and step/de-facto.	2.5	11.2			10.0	12.8			2.5	10.0		
	Single parent.	6.5	15.7			14.0	17.9			6.6	14.0		
	Other.	0.5	34.8	*	.0000	34.0	35.9		.50	0	34.0	*	.0000
019	No. Sharing Bedroom: Only 1.	48.0	42.7			48.0	35.9			48.2	48.0		
	2.	44.0	32.6			38.0	25.6			43.7	38.0		
	3.	5.5	15.7			10.0	23.1			5.6	10.0		
	4-5.	1.5	6.7			2.0	12.8			1.5	2.0		
	6-7.	1.0	2.2	*	.008	2.0	2.6		.11	1.0	2.0		.71
036	3 proper meals per day.	66.5	56.2	*	.0002	52.0	61.5		.45	67.0	52.0	*	.0001
038	Pocket Money Expenditure: (During Previous week):												
	Lunches, fares, necessities.	21.1	6.0			4.2	8.1			20.7	4.2		
	Savings, entertainment, snacks, etc.	75.7	75.3			68.8	83.8			76.0	68.8		
	Clothes.	3.3	16.5	*	.0003	22.9	8.1		.33	3.4	22.9	*	.0000
056	Sport played at weekends.	57.3	38.2	*	.008	44.0	30.8		.29	58.2	44.0		.16
057	Library membership.	42.9	19.1	*	.0002	28.0	7.7	*	.03	42.6	28.0		.09
058	Formal group involvement.	46.4	25.8	*	.003	28.0	23.1		.78	46.9	28.0	*	.045

## SUMMARY : NYANDI STUDY

VAR	PERSONAL & FAMILY DETAILS	COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
		School	Institun	Sig.	Sig. Level	White %	Aborg %	Sig.	Sig. Level	Normal White %	Delq. White %	Sig.	Sig. Level
020	Standard of Living: Iron.	99.5	95.5		.055	100.0	89.7		.07	99.5	100.0		.46
	Hot Water System.	99.0	89.9	*	.0007	98.0	79.5	*	.012	99.0	98.0		.88
	Clock.	99.5	92.1	*	.0017	100.0	82.1	*	.006	99.5	100.0		.46
	Rubbish Bin.	99.5	98.9		.86	100.0	97.4		.90	99.5	100.0		.46
	Enough Beds.	100.0	93.3	*	.001	98.0	87.2		.11	100.0	98.0		.46
	Broom.	99.5	97.8		.47	98.0	97.4		.59	99.5	98.0		.87
	Bath or Shower	99.5	96.6		.17	98.0	94.9		.83	99.5	98.0		.87
	Radio.	99.5	93.3	*	.006	96.0	89.7		.46	99.5	96.0		.20
	Television.	99.5	85.4	*	.0000	98.0	69.2	*	.0005	99.5	98.0		.87
	Sewing Kit.	97.5	88.8	*	.005	90.0	87.2		.94	97.5	90.0	*	.047
	Fridge.	99.5	86.5	*	.0000	96.0	74.4	*	.008	99.5	96.0		.20
	Washing Machine	97.5	83.1	*	.0000	88.0	76.9		.27	97.5	88.0	*	.01
	Sheets for Beds.	100.0	91.0	*	.0001	98.0	82.1		.025	100.0	98.0		.46
	Car.	96.0	76.4	*	.0000	84.0	66.7		.097	96.4	84.0	*	.003
	Desk.	85.0	50.6	*	.0000	64.0	33.3	*	.008	85.3	64.0	*	.001
	Telephone.	68.5	41.6	*	.0001	54.0	25.6	*	.013	68.5	54.0		.097
039	Family outings.	47.2	27.0	*	.002	38.0	12.8	*	.016	46.9	38.0		.33
041	Independent outings.	83.3	90.9		.22	88.0	94.7		.47	83.6	88.0		.69
043	Parental Control of Outings:												
	No control.	11.7	32.6			28.0	38.5			11.3	28.0		
	Some Control.	51.8	28.1			26.0	30.8			52.1	25.0		
	Rigid control.	7.6	6.7			8.0	5.1			7.2	8.0		
	Contract.	28.9	32.6	*	.0000	38.0	25.6		.53	29.4	38.0	*	.003

SUMMARY : NYANDI STUDY

VAR	PERSONAL & FAMILY DETAILS	COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
		School	Institun	Sig.	Sig.	White	Aborg	Sig.	Sig.	Normal	Delq.	Sig.	Sig.
		%	%		Level	%	%		Level	White %	White %		Level
044	Parental consent for outings.	94.5	71.6	*	.0000	76.0	65.8		.42	94.4	76.0	*	.0001
045	Parental knowledge about outings.	94.4	74.2	*	.0000	84.0	61.5	*	.03	94.4	84.0	*	.03
046	Punishment/Going Out Without Permission: Punitive	31.2	31.5			42.0	17.9			31.1	42.0		
	Verbal	60.8	38.2			32.0	46.2			61.2	32.0		
	No action.	6.0	27.0			24.0	30.8			6.1	24.0		
	Parents unaware.	2.0	3.4	*	.0000	2.0	5.1		.10	1.5	2.0	*	.0001
047	Week Night Curfew: 8-9	27.3	19.5			18.3	21.1			27.1	18.3		
	10-11	50.8	37.9			14.9	26.3			50.8	46.9		
	After 12, or unspecified.	21.9	41.4	*	.0002	32.6	51.6		.29	22.1	32.6	*	.006
048	Saturday outing.	51.0	85.4	*	.0000	80.0	92.3		.23	51.5	80.0	*	.001
049	Saturday Curfew: 8-9	8.6	8.2			4.2	12.8			7.7	4.2		
	10-11	29.5	15.1			14.9	15.4			29.8	14.9		
	12 pm - 1 am	27.6	31.4			34.1	28.2			27.9	34.1		
	After 1 am, or unspecified.	34.3	36.1	*	.02	34.0	38.4		.67	34.6	34.0	*	.006
050	Consequences For Being Late: Punitive.	18.4	29.2			38.0	17.9			18.1	38.0		
	Verbal.	65.8	37.1			34.0	41.0			66.0	34.0		
	No action.	12.6	24.7			18.0	33.3			12.8	18.0		
	Parents unaware.	2.6	9.0	*	.0001	10.0	7.7		.14	2.7	10.0	*	.0005
052	Parental restrictions on outings.	53.3	51.7		.90	50.0	53.8		.88	53.6	50.0		.77

SUMMARY : NYANDI STUDY

VAR	PERSONAL & FAMILY DETAILS	COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
		School	Institun	Sig.	Sig.	White	Aborg	Sig.	Sig.	Normal	Delq.	Sig.	Sig.
		%	%		Level	%	%		Level	White %	White %		Level
053	Lying About Outings: Never.	56.0	23.6			26.0	20.5			56.3	26.0		
	Sometimes.	40.5	65.2			66.0	64.1			40.1	66.0		
	Often.	3.5	11.2	*	.0000	8.0	15.4	.51		3.6	8.0	*	.0005
051	Place of Saturday Outing:												
	Coffee house.	4.6	1.1			0	2.6			3.7	0		
	Hotel.	7.3	2.3			2.1	2.6			7.4	2.1		
	Beach.	2.8	0			0	0			2.8	0		
	Youth Club.	4.6	2.3			2.1	2.6			4.6	2.1		
	Friend's Place.	43.1	12.6			14.6	10.3			43.5	14.6		
	Films/Dance.	22.0	17.2			25.0	7.7			22.2	25.0		
	Pool/Ice or Roller Skating.	5.5	32.2			22.9	43.6			5.6	22.9		
	Walking streets.	4.6	9.2			2.1	17.9			4.6	2.1		
	Driving around.	5.5	13.8	*	.0000	18.8	7.7	*	.03	5.6	18.8	*	.0000
054	Regular group of friends.	79.3	79.5		.80	75.5	84.6		.43	79.6	75.5		.69
055	Size of Group: Small (1-3).	42.0	23.2			18.2	28.9			41.9	18.2		
	Medium (4-10).	48.1	42.7			43.2	42.1			48.1	43.2		
	Large (more than 10).	9.3	20.7	*	.0000	22.7	18.4	.65		9.4	22.7	*	.0000

SUMMARY : NYANDI STUDY

VAR	MISCELLANEOUS	COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
		School %	Institun %	Sig.	Sig. Level	White %	Aborg %	Sig.	Sig. Level	Normal White %	Delq. White %	Sig.	Sig. Level
360	Self-reported ability to drive a car.	52.5	72.9	***	.002	60.4	89.2	*	.007	53.3	60.4		.47
361	Driving Instructor: Parents or Relation.	67.9	30.2			24.1	35.3			67.9	24.1		
	Peer.	8.7	17.5			20.7	14.7			8.7	20.7		
	Self.	21.4	49.2			48.3	50.0			21.4	48.3		
	Other.	2.0	3.2	*	.0000	6.9	0.0		.14	2.0	6.9	*	.001
367	Permission to Drive Parent's Car: Only when they are in car.	29.1	21.2			22.9	18.9			29.6	22.9		
	Allowed to take car alone.	5.5	3.5			0.0	8.1			5.6	0		
	Never.	62.3	54.1			68.8	35.1			61.7	68.8		
	They do not have a car.	2.5	21.2	*	.0000	8.3	37.8	*	.0007	2.6	8.3		.12
368	Usual Transport Out: Walk.	12.6	27.1			18.8	37.8			12.2	18.8		
	Bus or Train.	31.2	42.4			39.6	45.9			31.1	39.6		
	Lift from Parents.	28.1	2.4			4.2	0.0			28.1	4.2		
	Picked up at home by friends.	19.1	9.4			16.7	0.0			19.4	16.7		
	Taxi.	1.0	3.5			0.0	8.1			1.0	0		
	Take parent's car.	0	1.2			2.1	0.0			0	2.1		
	Other.	8.0	14.1	*	.0000	18.8	8.1	*	.009	8.2	18.8	*	.002

## SUMMARY : NYANDY STUDY

VAR	MISCELLANEOUS	COMPARISON: DELINQUENT v. NORMAL		Sig.	Sig. Level	COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG		Sig.	Sig. Level	COMPARISON: DELINQ. WHITE v. NORMAL WHITE		Sig.	Sig. Level
		School	Institun			White	Aborig			Normal	Delq.		
		%	%			%	%			White %	White %		
369	Usual Transport Home : Walk.	12.1	18.8			12.5	27.0			11.7	12.5		
	Bus or Train	29.6	44.7			37.5	54.1			29.6	37.5		
	Lift from parents.	24.6	0			0	0			24.5	0		
	Taken home by friend.	24.1	15.3			27.1	0.0			24.5	27.1		
	Taxi.	1.5	5.9			4.2	8.1			1.5	4.2		
	Take parents car.	0	1.2			2.1	0			0	2.1		
	Other.	8.0	14.1	*	.0000	16.7	16.8	*	.008	8.2	16.7	*	.002
539	Pocket Money: Regular pocket money.	65.5	71.8			77.1	64.9			66.0	77.1		
	Ask for money when needed.	29.5	18.8			10.4	29.7			29.4	10.4		
	Only money for specific expenses.	4.0	4.7			8.3	0			4.1	8.3		
	No money.	1.0	4.7		.07	4.2	5.4		.052	0.5	4.2	*	.008
540	Pocket Money Expenses: Fares,												
	food, rent.	8.6	16.1			19.5	11.5			8.7	19.5		
	Clothes.	10.1	17.3			19.6	14.3			10.2	19.6		
	Books, etc.	4.5	0.0			0.0	0.0			4.6	0		
	Entertainment	65.2	50.6			37.0	68.6			64.8	37.0		
	Other.	11.6	16.0	*	.0000	23.9	5.7		.08	11.7	21.7	*	.0000
541	Pocket Money Sufficient.	90.0	71.8	*	.0002	66.7	78.4		.34	89.8	66.7	*	.0001
542	Money over borrowed.	54.8	45.2		.18	46.8	43.2		.92	54.6	46.8		.42

SUMMARY : NYANDI STUDY

VAR	MISCELLANEOUS	COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
		School %	Institun %	Sig.	Sig. Level	White %	Aborg %	Sig.	Sig. Level	Normal White %	Delq. White %	Sig.	Sig. Level
543	Person Borrowed From: Family.	73.6	53.8	.		59.1	47.0			74.1	59.1		
	Friends.	25.5	43.6			40.9	47.1			25.0	40.9		
	Strangers of casual acquaint.	.9	0.0			0	0			.9	0		
	Other.	0.0	2.6		.09	0	5.9		.36	0	0		.46
544	Parents having charge accounts.	40.2	10.0	*	.002	22.9	16.2		.62	40.8	22.9	*	.03
545	Allowed to use parent's accounts.	29.1	22.2		.76	18.2	28.6		.86	29.1	18.2		.69
546	Able to use a charge account.	29.0	17.6		.06	22.9	10.8		.24	29.4	22.9		.47
547	Knowledge of lay-by.	62.0	60.0		.85	77.1	37.8	*	.0006	61.4	77.1		.06
548	Knowledge of hire purchase (how to use it).	23.5	11.8	*	.035	14.6	8.1		.56	23.9	14.6		.23
804	Living Quarters: Own home or unit.	83.0	28.2			41.7	10.8			83.3	41.7		
	Rented house or flat.	6.0	14.2			18.8	8.1			5.6	18.8		
	S.H.C. house or flat.	10.5	41.2			25.0	62.2			10.7	25.0		
	Other (caravan, relatives, etc.)	0.5	16.5	*	.0000	14.6	18.9	*	.004	0.5	14.6	*	.0000
805	Dentist attendance within last 12 months.	62.5	71.8		.17	72.9	70.3		.98	62.4	72.9		.23
806	Doctor attendance within last 12 months.	56.3	83.5	*	.0000	87.5	78.4		.41	56.1	87.5	*	.0001
807	Hospital within last 12 months.	13.6	31.0	*	.001	36.2	24.3		.35	13.3	36.2	*	.0005

SUMMARY : NYANDI STUDY

VAR	MISCELLANEOUS.	COMPARISON: DELINQUENT v. NORMAL				COMPARISON: DELINQ. WHITE v. DELINQ. ABORIG				COMPARISON: DELINQ. WHITE v. NORMAL WHITE			
		School %	Institun %	Sig.	Sig. Level	White %	Aborg %	Sig.	Sig. Level	Normal White %	Delq. White %	Sig.	Sig. Level
808	Regular medical treatment of mother.	18.5	25.0	*	.025	28.3	20.6	.18		18.8	28.3		.28
810	Regular medical treatment of father.	15.7	21.7	*	.0001	21.3	22.2	.94		15.9	21.3	*	.0004
812	Regular treatment of child.	6.0	8.3		.65	8.5	8.1	.74		6.1	8.5		.79

APPENDIX XI

S.O.F.T.L.Y. LEADER'S REPORT

MIDLAND S.O.F.T.L.Y. GROUP:  
INTERIM GROUP LEADER REPORT:

This report is concerned with describing some of the stages in the development of the Midland division's first 'Peer Group'. Each aspect is considered in relation to the aims and objectives of the 'Social Options for Teenagers Like You, (S.O.F.T.L.Y.) programme in Western Australia.

Selection of Teenagers, Midland:

The selection of children for possible participation in this group was undertaken by S. Gill and B. Han in December of '78'. While the criteria for selection was not explained in detail, it did appear that the basic question being asked was "which children would derive most benefit from such a group?". The initial list covered children from the Ashfield, Bassendean, Eden Hill and Lockridge localities. Through contact the process of elimination occurred and the final list covered only the Lockridge area. There were two main reasons for this, firstly, this area contained the greatest number of possible candidates anyway and also because a number of teenagers had recently found employment. In the latter case they felt they had limited amounts of leisure time and enough money to enjoy it as they wished. The final list contained the names of five girls whose ages ranged from 12 to 14 years of age.

It was found that for each girl on the final list at least two visits to her home were necessary before the group began. The first time to explain the nature of the group and how it worked and to see if the parental figure(s) and the girl were interested and the second to settle a starting date for the group. In only one instance was the parental figure negative about her daughter's participation. This particular person had fairly recently purchased a house in the area and was somewhat sensitive about the locality, as she put it, "I bet there is not a group like this running in Dalkeith?".

While parental consent was necessary the girls too had a choice as to whether or not they wished to attend. While it has already been noted that some of the girls did not wish to attend for practical reasons i.e. those who had begun working, in only one case was the reason psychological. The girl involved was very shy and refused because she didn't know anyone else in the group. When told she could bring along a friend to meetings she offered the information that she had no friends?

The voluntary nature of the group meant that a certain amount of "sell" was necessary. While contact had been made with group leaders in other localities in Perth, each one seemed to contain its own individual characteristics, for example, some were more sport orientated than others etc. Therefore, I was a little unsure as to what exactly I was "selling". Usually I explained the group as one that meets x number of times per week, e.g. once to discuss the last activity and organise the next and once to carry out the planned activity.

While the process of choosing and planning activities could be seen as a goal in itself i.e. self/group determination, the parents involved defined aims in their own terms, e.g. "keeps them off the streets" - a "bored kid soon finds trouble". One of the facts that emerged as the group developed was the warmth and straightforwardness of the parents.

The local swimming pool was the choice of venue for the first meeting. It worked well as it was a very hot day and also provided a familiar background for the girls to meet in. One of the early fears was that the girls would have few suggestions for activities when in fact they were full of ideas. Some were reasonably costly, such as horse-riding, sailing and ice-skating while others involved little expense, e.g. listening to records or a walk in the Hay Street Mall. Two closely related problems emerged at this point, the relative lack of local resources for group use in their immediate locality and the limitations of the girls freedom at night. It had been hoped to make good use of the river for picnic and swimming purposes but the level of pollution made parents unhappy about its use except for boating. The other facilities in the community were mainly sporting ones and not really what the girls were looking at as a group, although four of them did participate in sporting events after school hours.

Some of the children also looked after younger brothers and sisters until their parent(s) returned from work in the evenings and this also had to be taken into consideration when planning events. Accepting the limitations of resources could be offset by the use of transport to resources in the Perth city area there was still a degree of unease about the girls using public transport in the late evenings or nights. When possible we met at the local kindergarten before dark, 6.30p.m. or thereabouts but it was obvious that they would have to be driven home at night. Nor was it really practical to use the children's home on a rotation basis for meetings. Most of the houses were very small with a combined living dining and kitchen area, thus the rest of the family would have to retreat to the bedrooms to escape the chatter of five teenage girls, not counting the invariable background of 6 PM. Number 12 Holmsdale Road Proved very popular as a meeting place. Sometimes they would just sit and talk, other times they would listen to music or dance or see a 16mm film that S. Gill had suggested. Their main area of interest were "guys" who were O.K. i.e. who were considered physically attractive and who weren't. They viewed their lives as following the established pattern of guys in the plural, then in the singular and then settling down in marital bliss. Any deviation from this appeared to confuse them, thus the notion of Prince Charming continues on. While their views on the male half of the species was noisy and verbose, in practice they proved shy and unsure of themselves. Watching them it seemed as if contact with the actual reality might shatter their youthful dreams. Since boys occupied an important place in their universe, it was not surprising to find that they often asked if they could bring one along on the next activity. My suggestion was that they enjoy both worlds and meet

whoever it was at another time. The subject arose again with more strength at Easter time with the promised trip to a teenage disco drawing near. While all of the girls had been to local disco's none had attended the large city one. More out of nervousness than interest they asked to bring a boy along. This time I suggested that both sexes went to such places to meet people and if they went with someone they were unlikely to meet other people, some of whom in fact could be more interesting than those they already knew. Luckily the request was dropped, the girls went and returned home elated and I recovered my hearing in a matter of days.

Discipline was dictated more by the girls own common sense than anything else. They related well and were very supportive of each other, and this fact tended to make them unwilling to get each other into trouble. Two occasions arose which were of some interest to me. The first one involved whether or not they could smoke during activities. While it is easy to say no there is no guarantee that they would oblige, there was also the possibility of a fire from a hastily put out cigarette. Instead of a direct yes or no they discussed the reaction of parents if they found that some of the girls were smoking, i.e. would one of them be forbidden to attend if another was found to be smoking? The result was that they did not smoke in public places, smoked heavily in private at the first meeting and the behaviour has rapidly dwindled ever since. At a later date an activity planned for could not be carried out. The all round suggestion was that they attend a club they had heard of. We discussed how we had operated up until this point, i.e. they had always informed their parents beforehand of the next activity and received their consent. A compromise was arrived at, we would attend the club at a later date, subject to their parents permission and still enjoy the evening by doing something unlikely to upset their parents.

At present the group still exists in its formal sense, i.e. still has an adult member. The girls have asked if they could meet there after my withdrawal to have coffee and a chat with friends? While they face obvious transport difficulties (it requires a bus and a train ride to get there again at night) I feel that they would still make it. Up until recently the girls were receiving more money that was really necessary but on request it has been reduced. Activities also need to be more carefully planned with travelling time estimated accurately, for example, a movie in Perth means they arrive home after twelve, a not too acceptable hour to most parents. While the girls accepted each other from the beginning it is only in the past few weeks that they have started getting to know each other as individuals, a process which took longer than expected. Quite often one or two of the girls will bring a friend along but it is difficult to gauge how this affects the group. Three of the girls seem to have warm relations with their families, the fourth girl has a close friend and gets along well with her family while the fifth girl reminds me of "bikie" groups, in that acceptance, concern and warmth, values that define "us" from "them" are sought amongst peers. While the group provides a constructive outlet for her energy it does not help a great deal in satisfying her emotional needs. For the future much will depend on what happens at



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No. 12. They also wish to have a camping trip south of Perth before the group formally finishes. For myself, well I feel somewhat guilty about taking money for enjoying myself. Originally I expected some periods of trouble but they never arose, I expected to be bored sometimes, but I seldom am. At times I wonder where their lack of consciousness about themselves and the world around them will take them and then I watch and think that consciousness is born of pain our own or a close others, it doesn't come from words but from experience. They are such a fun loving bunch of people that ignorance may well be bliss.

