Habilitation: to educate or train, to function in society: vs rehabilitation: to restore to normal state

Maurice Henderson
University of Richmond

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Habilitation: to educate or train, to function in society

vs

Rehabilitation: to restore to normal state

by

Maurice Henderson

Senior Project

Jepson School of Leadership Studies

University of Richmond

April, 1996
Habilitation: to educate or train, to function in society

vs.

Rehabilitation: to restore to normal state

Maurice Henderson
Dr. Joanne Ciulla
Senior Project
April 15, 1996
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Research will be based on:

1) 10 Classes (design) on leadership
2) Ethics, conflict, etc. Internal Affairs, Formal Org (3) Temporal

On April 8 or sometime around then class will return.

3) Design an evaluation form for students and give justification.

Paper

1) Background - (about the group?)
2) Literature search -
3) Description of the 10 classes
4) Assumptions & justification of your solution
5) Analyze 3 & 4 very important
6) Conclusion - (Further studies)

Presentation
Class will visit facility
Juvenile corrections has been an institution in this country for a number of decades, unfortunately much like our adult correctional system it has failed for the most part to rehabilitate its residents. In an effort to better understand the plight of the correctional facility and its rehabilitational ineptitude, I will be volunteering at, School X (a name for the protection of the institution and its staff) for boys, which is a minimum security facility. My hope in volunteering there is to in some way understand:

1) the circumstances which lead more and more juveniles to commit offenses which garner their getting institutionalization in places like School X.
2) how the legal system views the plight of juvenile offenders.
3) learn about the dynamics of leadership used to maintain a juvenile learning center at as many levels as possible.
4) the informal leadership used by the residents and the institutional authority in order to create the environment of the facility.
5) to in some way come to an understanding or at least hear the view points of the juveniles who have been institutionalized in the facility.

The objectives set forth can be met through the requirements and responsibilities that are asked throughout the project as well as from the training at School X. The project itself will be based not only on the volunteer work but the classes which I have designed for the residents of the center to take part in. I will be assigned a small group of no more than 15 to 20 residents to take part in the classes. The classes are designed to the specifications of the students but in the model of some of the Jepson courses which I have already taken. I probably will get about four classes between now and due date of the written project, but I believe in that time period I will be able to establish a rapport with not only the staff but the residents
which I will be instructing. To do this I invested in the help and knowledge of some of my professors as well as experts on the subject in order to design courses which would be not only fun for the residents but would help to gauge the value system of the participants.

The idea for one of the classes will come straight from the Conflict Resolution course. I will have the class members run the used car exercise. I believe the use of real life experiences will help me to evaluate their values and level of pro-social activity. I think exercises such as this one will help them to better understand the kinds of principles and roles at large society will expect them to take part in upon their release and even while still in confinement.

An idea that Dr. Hickman brought to my attention was having the class members restructure or in her words "reinvent" the school system. This idea helps develop a learning environment which motivates and involves students in aspects of the school that interest them. When I use the word school, I mean the learning center and also the schools in their communities which they would be attending had they not been incarcerated. The exercise would have to involve them creating a structure for the school. They would be able to define the roles and relationships that would be present between the teachers and the students. They would define the leadership structure of the school as well as the environment. I believe this exercise has potential for two reasons. One, it is an obstacle that they all have in common. Secondly, if they
take it and run with the idea perhaps the administration would take the time to examine the possibilities for some of the suggestions. The more involved that the class members become the better the classes will run.

Most of the knowledge I have of juvenile delinquency and incarceration comes from the classes I have taken to this point, volunteer work, or books and articles which I have researched. There is a plethora of material which has been very helpful in the literature search portion of the project. The most important part of the search however has been finding documented cases and studies done by social scientists, institutional workers, and administrators. The fact that other researchers have researched, experienced, or hypothesized about before might be of some use for a project of this kind.

An intriguing book by an author named Richard V. McCann discussed a topic in juvenile delinquency which I had never heard mentioned in any of the studies I had learned or researched before. The book, *Delinquency: Sickness or Sin?* discusses how juveniles view themselves as conveyed by the culture and world in which they exist.

He presents different stories of kids and how they responded to interviews about themselves and what were the main differences between how delinquent offenders responded compared to non delinquent offenders. His first study was of a boy named John. He presented the idea of how John's different roles played a part in
his delinquency. The role of John as son of the house, as a student at school, as a
neighbor in the community all had consequences on John's "latent delinquency." John
was found to be, "moody, sullen, defiant, and uncontrollable" at school. His role as
the son was described as bad because his only family was his mother and she rejected
him and conveyed a sense of hostility toward him. Another aspect which could be
included with home life but also falls under community, was his lack of a male figure
with whom he might identify himself with. When asked by a counselor of his role
models he could only respond by saying, "a boxer". His reasoning for this was that
someone once had told him that he resembled this boxer. The idea of this boxer as his
only role model or hero was seen as disturbing because he was well outside John's
immediate personal experience. His admiration for this man was based on others'
notions of the kid and the image that the man presented. It was found later that John
did not like boxing and actually feared the threat of physical violence.

Another study was done of three brothers, one of whom had been reported to
have shown signs of deviant behavior. The brothers were 16 year old Philip, 14 year
old, Peter, and 11 year old, Roger. It was not disclosed to the record which of the
boys had shown signs of the deviant behavior. The interview showed that Philip and
Roger expressed that their father, uncle, Y.M.C.A. Director, and a local football star
were their role models. As for Peter, the only people he admired were George
Washington and a famous baseball player. He admired Washington because to Peter
here presented honesty because of the cherry tree story. While the baseball player represented money and prosperity.

These two stories apparently intrigued McCann, and prompted him to write about and include them in his study of the subject. He then began to ask the questions: Are disoriented self images common among delinquents? And do non delinquents view themselves realistically, that is, do they have healthy self images?

He used a guide constructed by Sheldon and Eleanor Glueck to continue his study of this phenomena. The guide had 11 different questions which had direct linkages to how a juvenile viewed themselves. Some examples of these questions were:

1. What persons can you think of whom you have admired particularly during your life? 3. Have you ever felt dissatisfied with yourself in any way? 5. What efforts have you made to improve yourself? 11. Have you ever wished to be a better person?

The first question established what he called the "model structure."

This structure may show richness and variety, it may be a measure of consistency and a view of the boys emotional outreach. Or it may show confusion and poverty of material (McCann 1957). A lack of continuity between models and goals may point to an unrealistic self image.

Further studies were conducted using the questions as guidelines for the conversation with the juvenile. An important point to remember is that these questions were asked only by a researcher after they had established a rapport and trust with the juvenile. Otherwise the juvenile could commit the questions to memory and establish answers which they felt the researcher wanted to hear.
The reason for citing this research in a paper like this is to counteract the idea of institutionalization that has no habilitation involved. Many juvenile learning centers today are staffed by people who have no experience in sociology or psychology. Yet, these people are asked to examine and make judgements about juveniles without any expertise of the matter.

Many studies have been conducted to prove that juvenile delinquency is an inherited trait while others believe it is a learned phenomena. I personally am inclined to believe that it is learned. Yes, a child's lineage can have former juvenile offenders in it, but that does not mean that the child will become delinquent. On the other hand, a child can come from a morally sound and complete family and have either psychological problems or may have learned the behavior from others. Some juvenile offenders commit crimes because of a lack of attention at home or school. They feel abandoned and forgotten, while other offenders commit crimes because they have nothing better to do. It is a frightful thought when a country such as ours that is supposedly the "Land of Opportunity" cannot devise a way to make juveniles a wanted and needed facet of society. School may not be the place for it because now many of our nation's schools have become day care centers, where students (or should I say inmates) for all intents and purposes are held up during the day to try to keep them off the streets for a few hours.

Research such as that done by McCann led to other theories and assumptions
that are used today by social scientist and habilitation center administrators. The focus of this project is leadership in institutionalized environments, but the foundation for the research has already been laid from the study of social scientists in this field.

**Background**

The reason that most researchers and correctional experts would give for institutionalization would be to habilitate juveniles in this case, so as not to harm others or themselves upon their release from confinement. There have been arguments and problems associated with the incarceration of minors which do establish valid points. One would be that incarceration may increase a juvenile's level of delinquency, and that it may not achieve habilitation. Incarceration may also, in many cases, be an inhumane way of treatment for the institutionalized (Empey, 1982; Platt, 1977; Prescott, 1981).

The problems that need to be dealt with because of these factors can vary depending on the programs and the interests of the institutions. For example, highly delinquent juveniles who are locked up together have a tendency to influence one another, where by they may teach one another new ways to be delinquent. Institutions in those cases become "schools of crime" rather than correctional facilities. A movement toward more anti-social behavior as well as a souring effect toward the institution may occur because of what is referred to at times as the "pains
of imprisonment" (Sykes, 1958). Other detrimental effects to the juvenile's self image can occur from the stigma of incarceration being labelled upon them. Labelling can lead to juveniles associating more with the criminal tendencies associated with negative labelling. These problems however are usually recognized by the juvenile and adult corrections.

This kind of problem is sometimes combatted with strict military types of discipline, vocational training, camping and conservation work, behavior modification, psycho-therapy, group therapy, social and group work have also been used to confront the problem.

Four of the largest juvenile correctional centers in the state of Michigan collaborated with some social scientists to conduct a study of 366 juveniles in cohabitation. The group was called Positive Peer Culture (Vorrath, H., & Bredtro, L. K. (1985)) The P.P.C. was created in an attempt to turn the anti-social behavior displayed by the juveniles into pro-social behavior which could be used for the betterment of themselves and society. This was a group centered program, where the staff used exercises and situations that allowed the group to habilitate itself. These programs were designed to stimulate the creation of group norms that were pro-social such as mutual respect, caring, and appreciation for others. This program was also to lessen the "pains of imprisonment." Its establishment was also to curb the development of a criminal identity.
Social scientist have made claims because of the research that are based on theory and hypothesis. Many hypotheses have been made about the factors that would have a resounding affect on the reference groups, group dynamics, interpersonal relations, and individual personalities. The program also studied group properties, juveniles' personalities, changes in their attitudes, values, and in their behavior. "Certain characteristics of the groups and individuals have been identified as potential determinants of the strength and direction of peer influence" (Gold & Osgood, p.2). "Most research of this kind has been relegated to laboratories and conducted by college students with minimal credentials to study a small group over a semester. This program had a specified number of participants (336), who were closely studied for a year, none less than four months. Their admission into the group required "intensive interaction" (Gold & Osgood, 1992) between the participants during every available moment. As the program progressed it was discovered that the quality of participation in the group was valued highly by the juvenile participants. This type of participation was directly correlated to the state of their present existence, influenced the length of their residency, and helped to determine where and when they would be released. "These conditions meant that the researchers were able to extend their understanding of group influence to higher levels of coercion, duration, density of interaction and gravity of consequences" (Gold & Osgood, p. 3).

From this research we discover the first mention of a counterculture, which is
one of the foundations in the study of corrections. The residents create a counter-culture based on an opposition to institutional rules and goals, non-compliance with authority, the use of fear and physical coercion to influence other residents (Clemmer, 1958; Sykes, 1958). The mission of all correctional facilities long term habilitation and incarceration is to reduce delinquent tendencies, but this cannot be performed if residents are immersed in the counter-culture. Correctional programs must convince residents to disassociate themselves with anti-social identities and establish pro-social behavior as a standard. It implied because of the importance of the counter-culture that group norms and peer influence are important sub-cultural institutions that were an important part of the P.P.C. Study of correctional facilities. The issue of nature versus nurture is an important focus of the study in determining whether or not the character of the juvenile or the conditions of institutionalization lead to the generation of a counter-culture. Two social scientist make claims of differing conclusions, Clemmer claims that the counter-culture is imported by the characters involved while Sykes believes that it is a functional response to the surroundings. Clemmer's claim was based on the question of whether or not the counter-culture was an actual attempt for the residents to socialize themselves into an organized group. From his research, he came to the conclusion that the elements did not exist in institutional conditions to form an organized group which could be defined as a counter-culture. He went on to say that the behavior conveyed by the
counter-culture was the same behavior which the residents displayed to get themselves incarcerated.

Sykes on the other hand, believed that the conditions existed for the generation of a counter-culture within the institutionalized society. He theorized that incarceration in itself established personal deprivations or "pains" which residents had in common. The idea of each resident having a common enemy, a communication system, a way of interacting with each other in ways that they could only understand, established suitable conditions for the birth of a counter-culture. Counter-cultural behavior was any natural adaptation to the established norms and values of the institution.

To any social scientist, both of these rationales have value and deserve to be explored further. The nature versus nurture issue is probably the most important component of the idea of conflict theory versus functionalist theory. The responsibility peers feel toward each other could be a condition of their elevated concern for autonomy and acceptance. The wider the age gap between the staff and the juvenile the easier the connection between peers in juvenile institutional settings. The program's research also discovered that younger residents tended to stand by the counter-culture or follow the "inmate code" (Jenson & Jones, 1976). According to Akers the features of a given institution established differing commitments in the younger residents.
Clemmer's theorizing gave wind to the sails of conflict theorist who believed that coercion rather than consensus maintained social order. The Importation theory establishes the idea of the "Inmate code", stressing that non-cooperation with authority leads to group solidarity while anything to the contrary would be unacceptable. Residents respond to the approval of certain delinquent acts by their peers. Wellford, Leman, Miller, and Thomas suggested that counter or sub-cultures in institutional existence is imported from the American lower class heritage from which most of these juvenile offenders come from. There is no absolute conclusion that participation in a deviant subculture outside the institution leads to establishing or becoming part of one while incarcerated. Studies are conducted on the attitudes, behaviors, and criminal history rather then trying to establish previous association with sub-cultural groups. It was confirmed that juveniles in free society who were successful or at least maintained a positive attitude about school, were more successful in institutionalized existence. They were also less likely to become involved with counter-cultural groups. To the contrary, failure in school and a failure to maintain a positive outlook on life in general can lead to opposition to authority.

That rational however, does not hold true for the so called loner, for the most part they stick to themselves no matter which attitude they seem to exude. It seems to be readily accepted juveniles with interpersonal skills who can relate to their peers may be very likely to join the counter-culture and may even become the leader.
because of their fluidity with the group. This counter-cultural involvement may be a resultant function of the resident's general social relation. In the event that these juveniles do not become part of the counter-culture, then there social skills and authentic interest in their peers may lead to positive influences. Influences that may lead to their peers accepting and incorporating institutional goals as their own.

It was also found that juveniles who had positive relationships with their parents or primary care givers were more likely to have positive relations with institutional authority figures. These types of positive responses to authority and the institution can be the first steps toward habilitation of these juveniles. This may foster pro-social behavior to become habit and not an institutionally controlled phenomena. Incarcerated juveniles will reflect norms and behavior patterns that are found favorable by the group. They however, will only incorporate those behaviors which they feel are implemented by their own free will. They tend to resent the institution imposing rules and regulations of behavior unless they feel that they themselves, being the ones subject to the rules and regulations, have some ownership of them. The purpose of habilitation is to give the juvenile a chance to re-learn the social and emotional skills it takes to be a productive member of the society outside of the institutional walls. The trick of all this is to teach the juvenile this without making them think that the powers of authority are creating this new reality for them. The idea is to make them take the lessons taught in the institutional programs
to heart so that they will be able to reflect upon and use those lessons that they learned and put them to good use. Power in turn becomes the most important thing to control on both the institutions part; as far as the power the staff and program directors wield as well as the empowerment that the juveniles themselves are given or entitled to have. The use of power in an institutional setting must be appointed and used correctly for true habilitation to take place otherwise there are complications when it is misused. Resentment, anger, and frustration are some of the things that those without power may feel if those in authoritative positions abuse that power. On the other hand, too much empowerment can be construed as a sign of weakness by those in an authoritarian position, thereby placing the juvenile in this case, in a position to manipulate the situation to their advantage. Both scenarios can leave the institution in a position where its goal of habilitation can never be met. There must be a median of the too scenerios were both sides can come to some sort of satisfaction.

The idea of influence in relationships is invaluable when discussing the institutional experience. Relationships with the staff are seen as important because a positive relationship with the habilitation staff is a precursor to a positive and effective treatment program. Juveniles in that sense must accept the program in order to accept the treatment. Positive reaction to the treatment program gives validity to the assumption that the program is less oppressive. Thus, Coates et al. claimed that "
youths who at the end of their program experiences looked favorably upon their primary group [which included the institutional staff] are less likely to report further delinquency than youths who seem more alienated from their primary group" (1978, p. 159). Relationships between the juveniles and the staff have obvious implications as far as habilitation goes, however, the most important relationships are probably the relationships the juveniles have with each other. Relationships amongst peers is a driving force toward the quality of the institutional experience for the juvenile. Therefore no assumptions can be made about peer relationships and the satisfaction with a treatment program. Personal factors such as "sociability", will be evaluated in terms of whether or not resentment toward the institution transforms itself into the formation of a subversive counter-culture.

A lack of personal autonomy has been viewed by theorists such as Sykes to be one of the principal sacrifices made by incarcerated youths. Part of the experience of incarceration is the loss of family, friends, and control of one's life. There is however space in the institution as far as how much autonomy, independence, and decision making power is given to the juvenile. A lack of autonomy and participation in decision making can lead to opposition to institutional standards by the juveniles. Extensive research has been done on the impact of leadership style on group dynamics. A Study done by Lewin, Lippitt, and White (1939; Lippitt & White, 1943) studied the variations of behavior of adult leaders and the children that they
supervised. The most satisfactory responses were associated with a democratic style of leadership where group members aided in deciding on policy and group activities. As compared to an autocratic style, in which the leader made the decisions on the whole for the group. Less animosity and pugnacious behavior was found in the democratically led group as well as greater integration of group goals and greater satisfaction amongst group members. Thus, the amount of control the staff maintained over the group's activities and decisions, amounted to the group failing to internalize institutional goals as their own. Anomosity and aggressive behavior was the resultant of such power control usage.

French and Raven's (1959) study of coercive power also added validity to the assumptions made about non民主ic ways of treatment toward incarcerated juveniles. Coercive power because it is based on the premise of punishment leading to order by way of submission, is an important way of viewing the loss of autonomy and participation in the decision making process by incarcerated juveniles. Leadership by means of coercive stimuli lead to a decrease in the attractiveness of the authority which held the power and of the goals which it was the foundation (French & Raven, 1959, French, Morrison, & Levinger, 1960; Raven & French, 1958). Incarcerated juveniles support of the institution is recorded through surveillance, so it most likely will not foster true support for the treatment program and subsequent pro-social change.
"Cognitive dissonance" (Festinger, 1957) and "reactance" (Brehm, 1966) is another psychological perspective on the autonomy and participation in the decision making for incarcerated juveniles. The theories make implications as to the attitudes toward institutional authority and the behavior being consistent with their behavior being freely chosen. If the behavior is clearly attributed to coercive forces then reactance theory predicts that attitudes in opposition of the authority may gain acceptance. These theories imply that pro-social implications are lessened as it applies to autonomy. A sense of autonomy must be accompanied by a decent level of participation in pro-social activities, in order to achieve social change. The hypothesis then becomes that residents of these institutions which possess residents who experienced high levels of autonomy and participation in decision making are more likely to incorporate pro-social behavior and attitudes.

It is often assumed that peer influence in institutional environments for juveniles usually inhibits their chances of adoption of pro-social activity. Because of the closeness of the confinement as well as the daily regiment of activities the idea of intimidation and influence are prevalent. Because these individuals have already projected non-acceptable behavior, the influence that they impose on others is usually in opposition of the institutional goals. Some researchers claim because of these peer-group- oriented programs that habilitation will never occur and that the program is doomed to failure. Despite the wide spread assumptions made by researchers about
this phenomena there is very little research done on the subject. There is not a
collective agreement among researchers as to whether peer influence is overwhelming
in correctional institutions. The theorizing that has been made about the importance
of peer influence as determinant to whether the group norms oppose those of the
institution or accept and reflect institutional goals. To examine peer influence you
must look at not only group norms but also the individuals involvement and
attractiveness of the group. Individuals are influenced by the group they are a part of
or try to associate themselves with. According to certain theories the amount of
influence the group has on the individual is correlated directly with the amount of
involvement the person has with the group. Along with this theory the amount of
time an individual spends with a group has no impact on the individual if they reject
the group and its norms. Theories of deviance are very close in ideology with this
idea. Cloward and Ohlin's (1960) strain theory stresses the interpersonal bonds of
delinquent gangs. Hirschi's social control theory says that group norms will have a
lessened impact on individuals, in fact he states that these bonds will reduce deviant
behavior (even if the individuals are deviant).

The measurement of institutional adjustment has four components which dictate its
effectiveness for each case:

1) how pro-social a juvenile's attitude and behavior is during their time at the
institution;
2) the amount of satisfaction expressed by the juveniles with the institution and its programming;
3) his interest in school;
4) and his self esteem and well being.

Site Research

I wanted to ask these questions as well as others during my study at School X. I will refer to the institution as School X, because I don't want to insult the staff or anyone associated with the school. The aforementioned questions were raised in research conducted on some earlier programs like the one I found myself involved in this past semester. The premise of the research was based on examining the leadership which goes into running a juvenile learning center and also the view of leadership by those it affects. My efforts were mostly based on interviews of some of the staff of School X and the juveniles which are now wards of the state whom are incarcerated at the institution. I also designed some special topics courses which I was to teach a group of the incarcerated juveniles. As I prepared for this experience I reflected on some statistics that came up in my research that I found. Reagan and Stoughtan (1976) found that:

1) Unofficial estimates by US Bureau of Prison Officials indicated that between 20 and 50 percent of the approximately half million adults incarcerated in American federal and state prisons can neither read or write.
2) In a majority of American institutions at least 50 percent of those in custody who are men 18 years of age have less than an eighth grade education.
3) In some facilities for youthful offenders, as many as 80 percent of the youngsters incarcerated are illiterate.
4) There is no professional educational association for the approximately 920 full time educators of inmates.
5) There is a general dearth of reports on empirical studies of correctional
education. For example, between 1940 and 1968, only six doctoral dissertations focus on the subject.

Though this research is old there is empirical research that has been done in the past five years that support many of the claims that Reagan and Staughton deduced. So from my point of view some of the class activities which I had designed were not going to be very effective. After presenting my ideas to Don X, who is the instructor I would be working with at the institution. After reviewing my ideas with Don X and with some of his advising I am in the process of preparing to teach my program to the students. Unfortunately the responses to all of the lessons won't be incorporated with this paper because of time constraints. I did however get to teach one of the courses. I took the idea from some of my classes at the Jepson school. I brought in a situation where the youth had to place value on their survival. The situation was that they were on a cruise ship that hit an ice berg. As the boat is sinking there a twenty five items that the group of five people can get their hands on in order to survive. A list of twenty five items was placed in front of them to be placed in order of importance as to what they needed to survive. The list consisted from everything to a salt water purifier, compass, to a playboy magazine. Since the class consisted of twenty students I decided to break them up into groups of five. That way hopefully I could get a good gauge on how these youths perceive value. At first I could not gauge whether the class thought of this as an interesting and fun exercise or did they perceive this as one
more thing School X was asking them to do. At the conclusion of the exercise Don X and myself asked the students to give their groups responses in order of importance. For the most part almost all of the responses were similar. Unfortunately for them half the class would have either drowned or would have starved to death if a rescue team was not able to make it within three days of the wreck. I found it intriguing what they valued and what seemed to be useless to them. They valued having a gun on board the life raft more than a flare or a compass in two of the cases. It then made me wonder were these values that their pre-incarcerated environment had taught them or was this an evidence of their lack of education on how to survive. Survival on the other hand, is probably only relative to the environment from which you came from. For them maybe the gun was more important than a compass in their neighborhood. I find that to be obvious in the frame of reference as far as, where I live a driver's license is worth more to me then a compass. A compass for me could be invaluable in giving me a direction to follow but without my driver's license I can't get there. The same can be said for these kids and a gun. I perceived that for a lot of them they impressed their neighborhood knowledge on this situation.

When I asked the class about how they perceived the situation most of the responses were that they were never going to be on a boat anyway so why should it matter how they would survive in the ocean. When I heard that response in particular it made me think back to the time my father and I enrolled in the big brother
program. The young man we got as our little brother had never been to McDonald's before. For the first time since I was a child I actually had to read the McDonald's menu to see what was there. It made me realize that we take so much for granted in this life. Those kids reaffirmed a belief that I have, the idea that there is a certain segment of society that might be seen as expendable. The idea of social-Darwinism is alive and well in our society especially in our juvenile justice system.

Most of the time I have spent at School X, has been in training to deal with the juveniles and with Don X talking about his classes. School X is supposedly one of the toughest of the learning centers in this state. The students as they are called, range in ages, races, and offenses. Each student has a designated number of time that they will be incarcerated at School X. Some students are only there for a few weeks, they are usually the kids the court wants to scare a little so that they do not get involved in any serious crimes. While others will be there for the rest of their adolescence until they are old enough for the adult prisons. There are a number of dormitories that the students live in during their time at School X. Most of the dormitories are double the number the of occupants that are supposed to be living there. The sex offenders are all placed in a dorm by themselves which is heavily restricted, they all have rooms to themselves. The kids who have been sent to School X because of violent offenses are also placed in a dorm by themselves. They are heavily surveilled and they also have rooms to themselves. School X is an all male institution, the only females these
young men come in contact with are either administrators, teachers, volunteers, or cooks.

One thing that I found interesting as far as volunteers are concerned is that the students will never bother a volunteer. They value the fact that their is a new person to talk to around it makes some of the monotony of institutionalization a little more interesting. What I am implying by saying the "bother", I mean the students do not ever physically attack the volunteers. Out of the 10 to 15 attacks that take place every year on adults at the center, only 1 or 2 happen to volunteers. Staff members on the other hand, make up the other 14 to 15 attacks that are recorded in a given year. I inquired as to why the students are more prone to attack a staff member; the response I received most often was: "these kids are delinquent and you have to expect that from time to time. It may be unfortunate but it does happen." For me to hear those thoughts expressed by the few members of the staff I came in contact with was somewhat upsetting, because you would think as people who are the last chance for these kids that they would see them as more than their label. The hope I would have is that these people more than any others would see these kids as troubled or misguided instead of delinquent or deviant. The idea of words hurting holds firm. These kids may see that you are making an effort if you are a staff member but if your heart is not in it for the right reasons; your effort and time are better spent else where. These kids have been lied to before and they have seen what teachers who do
not care can do to students on the outside world. So why would it be any different in
an institutional environment, teachers are still the same as far as students are
concerned.

That thought prompted me to ask other questions of the students, questions that I
often wondered did the personal counselors get to ask them. Questions such as were
they home sick, or how were they acclimating to their new surroundings, did they
have any questions? In the few talks I had with the students I asked them things
about home sickness and if they were out right now, what did they think they would
be doing right now? I felt that it was refreshing for them to have someone to talk to
first of all, and also someone who I believe that they think is generally concerned with
their health and well being. Most responses were that they were home sick and
missed either their family or friends on the outside very much. Some even wished to
be back in school, there was a general sentiment about being in school in the
communities rather than at School X. Responses like that intrigued me to the point
that I did ask questions regarding one of the classes that I have designed to teach in
Don X's social science classes. Dr. Gill Hickman, of the Jepson School of Leadership
at the University of Richmond, helped in the frame work of the course. The
questioned I asked the students were all geared toward what they thought of the
school system that they were involved in at School X and in their communities. I felt
it important to find out how students viewed education at the institutional and
community level.

Since many of the students only had a fifth grade reading level at the age of 14, it was safe to say that they felt that the school system that they had been part of was not adequate. Most felt that the school system had given up on them so they in turn gave up on it. I found it extremely hard in my own life to be motivated to go to school when every teacher expected me to fail. It must be even harder when they don't even expect that much. They said most teachers expected them to either be dead or in jail by this time in their lives. As far as the research indicates from this paper if the student is not encouraged to do well in school then more than likely they will not succeed in school.

At School X the staff is there everyday to give the students a true feeling of what a school is supposed to achieve as far as educational concerns go. There are only three levels of courses that are offered at School X, consisting of a math course, English, and a social science. School X feels that these are some of the primary skills that the students who come there are lacking. They instruct all levels right up to the first year college in math and English. The students are taught to read and write on the level that they can handle. The same is said for math, the school believes in making sure that these students do not just slide by as they obviously did during their time at their community schools. In there math and social science courses the students are also taught computer skills and other analytical skills which will help them re-adjust
to the outside world. School X does an excellent job of trying to educate the young men who are in residence at the institution. Finances, like in every government funded institution is a problem that brings with it a lack of resources. School X would like to diversify its curriculum, but because of the state cut backs, the resources necessary to do so are not there. Also they cannot afford to hire teachers with more diverse educational credentials. In spite of the limitations that are placed on School X, there have been students who left the institution who have gone back to high school, community college, and some 2 and 4 year colleges. That is an evidence to the theory that it is nurture not nature that dictates how well youth adjust to their surroundings. These juveniles are as capable as any other kids when given the proper chances, motivation, and support. With those ingredients in their lives there is no limit as to what they can accomplish. The real shame in all this is that this realization comes to them and surrounding society only after they have committed whatever transgression that has gotten them placed at School X. This gives validity to the argument that it is better to spend the money to educate kids now instead of have to pay for retraining later on in life.

In an article by two sociologists, Howitt and Moore, titled "Pay Now So You Don't Pay Later", they make the claim for community based education. They state that prevention programs are less costly than more formal official court dispositions. As far as the mental health aspect of the this education goes, Howitt and Moore
believe that treatment of youngsters in less restrictive settings according to the
varying levels of client service needs is important in solidifying pro-social attributes in
youths. The avoidance of labelling and stigmatism being applied to the youth, needs
to be done through intervention programs on the community level. Intervention of
deviant behavior at the community level helps to utilize community resources such as
parks, teen centers, and other youth organizations. It will provide employment for
many in the community and plant the seed of community pride in the juvenile, it will
also aid those pro-social activities that are already underway. This programming will
also help to coordinate existing community services as well as creating new services.
Investment of this kind in the community will deter delinquency and will help
socialize the youths.

News Information

Another point about the leadership of the institution was brought up today in the
April 15, 1996 edition of the Richmond Times-Dispatch. It talked about the new
unfinished plans for segregation at the center. This new proposal is highly
controversial in the correctional field. Somehow a copy of the unfinished plan was
leaked to the Times-Dispatch without the authorization of institution officials'
knowledge. The plan calls for youths who assault staff members to be placed in
isolation for 15 to 45 days. This is seen by critics as a danger because that length of
time in a confined area can lead to many forms of mental health risk, including
According to institution officials the plan was never accepted and the fact that it got out to the public was a mistake. Right now the institution's policy is to have youths kept in isolation for no more than 72 hours. According to a New Jersey juvenile justice consultant, Paul Demuro, isolation "often escalates negative behavior rather than addressing it, and it should be used in very controlled circumstances" (Green, B1).

Institution officials still defend the policy of isolation as a necessary tool to uphold order and control in the vastly over crowded institution. The reason for the separation is because these youths do not function properly in the general population. According to one official these youths are a danger to the staff, other students, and even themselves.

"American Correctional Association standards call for using isolation when a juvenile is out of control, a threat to others or himself, or for discipline when a major rule has been broken, typically for fighting" (Green, B1).

The director of the institution stated that the critics of the policy are misunderstanding the difference between segregation and isolation. He said, "Isolation is clearly a different function from segregation. Isolation is based upon you breaking the rules and its given to you as a punishment, from eight hours up to 72, currently....segregation, you go to a segregation building and all of your activities are
done over there as opposed to in the open cottages" (Green, B6). During their separated stay the youth still take part in recreation, education, and all other services the students receive on a daily basis.

Conclusion

My time at School X taught me the value of my freedom and the importance of my education. Given, I have never been a good student but after this experience I do wish to continue my academic pursuits. The institution itself is structured like a prison but with the interest of habilitating the inhabitants. The days are very regimented with a emphasis on group work. There is very little time for the juveniles to be by themselves unless it is in their rooms to sleep or being placed in solitary for some type of punishment. There are valiant attempts made by the staff to try to help these juveniles make sense of their lives and give them a chance to become productive citizens. The institution puts a high value on the education of its "students", however, I feel that the actual habilitation is somewhat lacking. The problem of over crowding has led to their counselors having too many case loads to work with. So the daily individual counseling sessions which each student has is very limiting. These kids' social and emotional needs are not being met and to me that is one of the major reasons that they are admitted into the institution. These juveniles may leave the center with a better education but the other vital needs are not being attended to that make us human. The center tries to combat that in my opinion by having visiting
hours on every Sunday. The families of the students get to spend most of the afternoon with their sons or friends. This time is highly valued by every student at the school, unfortunately bad behavior can lead to a restriction of time and even loss of visiting privileges. That kind of action even though it may be warranted can be extremely detrimental in terms of establishing a good relationship with the students. It might aid in creating opposition and resentment of the institutional goals and values.

The last point that I wanted to make about the institution’s leadership is that I think for an institution of its magnitude and size that it is less than effective. There is very little communication between the levels of leadership and the different divisions which are in the learning center. Evidence of that was when the woman that was I was first assigned to work with quit, the director of the learning center had not even heard of her. The idea that a senior official and the person who should probably at least know who is under his employment does not know who the director of youth and family services was speaks volumes about the communication level. It also gives me the impression that perhaps the goals being strived for at the institution are not carried over from each level of the learning center. I cannot blame all their problems on the leadership, some of the blame must fall on the state. The funding for a program like this one is absurd. Most of the buildings are in need of repair, all the dorms are over crowded. Almost all of the facilities are outdated and in need of
renovation. The salaries of the employees are far below what they should be; forcing some to get second jobs. Thereby taking those dedicated employees away from the service of those juveniles.

I believe the learning center has made great strides in the development of a truly effective habilitation program. Like every government sanctioned and funded project however, it does have its glitches. This must be corrected in order for this program to take the steps it needs to achieve its goals. I for one, hope it succeeds for the sake of not only the juveniles it serves but also to teach a lesson to the world that it is habilitation that makes a difference in diverting deviant behavior and not rehabilitation.
Class One: Survival at Sea

You are on a deep sea fishing trip in the East Siberian Sea, a couple thousand miles off the coast of Novayasibir. Your ship runs into a huge ice berg, the captain and his crew are killed trying to save the ship. You and the four other people on the trip with you only have a few minutes to get items to take with you as the ship is going down. You are well aware of the fact that if you do not check in with the post every third day that they will send a rescue team looking for your ship. The only problem is surviving those three days. Below are the items that are within your grasp. Place them in order of importance for you and companions’ survival. You have twenty minutes. Good Luck:

1. Flare Gun
2. Bunsen Burner + Cooking Utensils
3. Map
4. Salt Water Purifier
5. Water Proof Flashlight
6. Transistor Radio
7. Playboy Magazine
8. 100’ of Rope
9. Survival Knife
10. Helicopter Keys
11. Homing Beacon
12. Gun
13. Food Rationes
14. Case of Coca Cola
15. 2 Pairs of Fins
16. Fishing Lure + Hook
17. Captain’s Log
$100,000 in a Briefcase
Compass
2 Diving/Wet Suits
Propane Tank
Paddles
First Aid Kit
Glow Rods
Life Raft (seats 7)

Class Two: Re-Thinking School

In this class session I will be asking the class to think about what kind of leadership is needed to retrain School X and their area schools. For this class I have incorporated some of the components of the Formal Organizations course. I am asking the class to define a vision for the schools. They will talk about the purpose of change in this new restructured school system. Empowerment and Engagement as well as Shared Values and Ethics will also be integral in restructuring this new school curriculum. The main objective of this class is to get the students to think about how they would reinvent school. They need to address the learning environment which would motivate and involve them in how to structure it. Defining the relationship changes that they will have with the teachers and staff of the schools will also have to be addressed. I will try to apply some leadership theory in helping them address this exercise. Questions will be asked of the students to evaluate how well they believe this will be effective. Questions such as, what would the leadership look like, and how would that improve learning?

Other questions I will ask of the students are for evaluation purposes. Through interviews with students I would ask:
-what would make learning fun?
-when was school fun or was it ever fun for you and why?
-how can you see school as enjoyable but also learn something?

Class Three: Used Car Model

This class period will be devoted to a real life negotiation experience. In this you and a partner will be negotiating the details of a used car. The following pages gives you a description of the negotiation. Both sides will be given vital information in terms of the negotiation. This class is a direct exercise from the leadership course Conflict Resolution. It is an exercise from the book, Negotiation: Readings, Exercises, and Cases.
Leadership in Formal Organizations

Senses
EXTERNAL ENVIRONMENT
Uncertain, Turbulent, Changing

Leader Generates:
- Vision
- Values
- Change
- Empowerment
- Engagement

Organizational Participants
(i.e. employees, managers, shareholders, public)
contribute and commit to:

MISSION

STRUCTURE
GOALS
CLIMATE & CULTURE
PERSONAL AND ORGANIZATIONAL DEVELOPMENT

Gill Hickman, 1993
EXERCISE 3: USED CAR

**Objectives**

Although the information in this exercise provides the opportunity for a relatively rich and complex dialogue, the focus is on a single issue: the price. As a result, the negotiation is likely to be competitive and distributive as the parties attempt to negotiate a favorable sale price. Specific objectives include:

1. Strategy planning and preparation for a distributive negotiation,

2. Setting of aspiration points, target prices and resistance points ("bottom lines") for negotiation, and understanding the impact of those defined points on a negotiating strategy,

3. Actual execution of a distributive bargaining strategy,

4. Exploring individual motivations and bargaining styles: specifically, the desire and willingness to "bargain hard" as opposed to maintain a cordial long-term relationship in a distributive bargaining situation.

**Group Size**

This negotiation is usually conducted one-on-one, but can be conducted in pairs (e.g. husband-wife teams).

**Time Required**

45-60 minutes if the teams prepare in advance, 75 minutes if the teams prepare in class; additional time may be added for discussion and debriefing.

**Special Materials**

Background information is provided in the text book. Additional role information is provided here. Role players should be encouraged to write their agreement down on a "contract" provided in the text. Flip charts or blackboards should be available for comparing contracts during the discussion period.

**Physical Requirements**

Ideally, separate negotiating areas for each role playing group, and smaller areas where they may meet to caucus and plan strategy. A common room for setting up the role play and for discussion.

**Advance Preparation**

Generally, none. Students may want to borrow money to purchase the car. Be prepared to tell them a current market percentage/rate for interest.
Follow the procedure in the student manual. There are three alternative procedures that can be followed for this exercise, and comparable negotiation simulations:

1. Completely conducted in class: assignment of roles, preparing strategy, actual negotiations, and discussion all occur within class time. This option takes the longest, but allows the instructor the most control over all phases of the role play. This procedure is suggested:
   a. for students who are unfamiliar with role playing and may have questions at all points in the process, or
   b. when time limits must be tightly exercised, or
   c. when there is no opportunity for advanced briefing.

2. Materials distributed earlier, prepared outside of class, with negotiation and discussion in class. This option takes a moderate amount of time. The instructor should be available for questions as the students prepare their materials. Generally, it is also useful to have a five-minute question period at the beginning of class, to clarify facts or interpretations before negotiations begin. A fixed time limit should be assigned for the negotiation, and the remainder of class should be used for comparison of settlements, evaluation of stalemates, and discussion of strategy.

3. Materials distributed at a previous session, prepared and negotiated outside of class, with discussion afterward in class. This option takes the least amount of class time; it also creates excitement among students, particularly if there are no time limits to their deliberations. Students must be able to meet in groups or contact one another between classes for actual negotiation. Settlements can be brought to class, or submitted earlier to the instructor for evaluation prior to class time. (e.g., If class meets at 2 p.m., have all settlements due to the instructor by noon, allowing time to evaluate all post settlements and conduct class discussion most efficiently). This option should not be used a) when the students cannot easily get together between classes, b) when the students may not be sophisticated enough to negotiate without coaching or instructor advice, or c) when the instructor wants to maintain a time limit on negotiations. Students may be less likely to follow time limits on their own.

Concluding the Exercise

Once participants have arrived at a settlement (or agreed not to settle), signed "contracts" should be submitted to the instructor or discussed in the general session. Instructors conduct these discussions in a number of different ways, but the following major points should be covered:

1. A review of the simulation, stressing the key facts in the general information, and the key facts in the individual briefing sheets. This second part is necessary for participants to understand what the given "facts" were, and whether one or both sides fabricated new information during negotiation.

2. A review of the strategies planned by each side. Parties should be encouraged to disclose how they arrived at their target prices, resistance
points, and other aspects of their strategy (e.g., who was going to negotiate, tactics to be used, etc.)

3. A comparison of actual settlements for each of the pairs. If possible, actual settlements should be compared to each side's individual aspiration points, target points and resistance points. (See the following sample chart, which may be duplicated on the blackboard, on overhead transparency or flip-chart paper, and filled in as each group presents its settlement). If you have the settlements in advance, this chart may be prepared and revealed at time.

<table>
<thead>
<tr>
<th>Group</th>
<th>BUYER</th>
<th>SELLER</th>
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<tbody>
<tr>
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<td>Additional Issues Won/ Lost in the Negotiation</td>
<td>&quot;Bottom Line&quot;</td>
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<td>BUYER</td>
<td>SELLER</td>
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<td>2</td>
<td>BUYER</td>
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<td>3</td>
<td>BUYER</td>
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<td>etc.</td>
<td>BUYER</td>
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4. A discussion of the way that each group arrived at its settlement, and strategic factors in the group's negotiation.

5. Discussion of the nature of distributive negotiations, the conflict and strategies that are produced by problems of this type, and how the groups responded to this situation.
You have agreed to buy a Mercedes (used) from a dealer. The down payment is $4,700 on the car, with steep monthly payments. You are stretched on credit, so if you can’t come up with the down payment, you will have to borrow it at 18% interest. You are supposed to pick up the Mercedes in two hours, so you want to sell your old car, the Jetta diesel, before you go.

You advertised the Jetta (which is in particularly good condition) in the newspaper, and have had several calls. Your only really good prospect right now is the person with whom you are about to bargain—a stranger. You don’t have to sell to this person, but if you don’t sell the Jetta right away, you will have to pay high interest (on the Mercedes down payment) until you do.

The Mercedes dealer will only give you $4,400 for the Jetta (as a trade-in), since he would have to resell it to a Volkswagen dealer. The local VW dealer is not anxious to buy the car from you since he has just received a large shipment of new cars; in any case, he probably would not give you more than $4,400.

Before beginning this negotiation, set the following targets for yourself:

1. The price you would like to receive for the Jetta _______
2. The price you will initially present to the buyer _______
3. The lowest price you will accept for the car _______
Your car was stolen and wrecked two weeks ago. You do a lot of traveling in your job, so you need a car that is economical and easy to drive. The diesel Jetta that was advertised in the newspaper looks like a good deal, and you would like to buy it right away, if possible.

The insurance company gave you $4,000 for your old car. You have only $700 in savings, money that you have intended to spend on a long-overdue vacation—a recreational opportunity that you really don't want to pass up.

Your credit has been stretched for some time, so if you have to borrow any money, it will have to be at an interest rate of 18%. Furthermore, you need to buy a permanent replacement for your old car quickly, because you have been renting a new Dodge Shadow for business purposes and it is costing you a great deal. This diesel Jetta is the best option you have seen, and the car should be fun to drive, as well. As an alternative, you can buy immediately a 1986 Ford Pinto for $3,800 (the wholesale value), which gets 28 miles per gallon and will depreciate much faster than the Jetta. The seller of the Jetta is a complete stranger to you.

Before beginning this negotiation, set the following targets for yourself.

1. The price you would like to pay for the Jetta
2. The price you will initially offer the seller
3. The highest price you will pay for the car
Class Four: Europa, Europa

This period will be spent viewing the movie "Europa, Europa". After viewing the film there will be a brief discussion with the class about the imagery used in this very powerful film. There are many ethical questions which are raised by the film.
Works Cited


Lippitt, R., & White, R. K. (1943). The "social climate" of children's groups. In R. G. Barker, J. Kounin, & H. Wright (eds.), Child behavior and development (pp. 485-


Group Evaluation

Class Being Evaluated: Social Science Class (Survival)

Rating Scale: 5= Exceptional Commitment/ Contributions
4= Strong Commitment/ Contributions
3= Satisfactory Commitment/ Contributions
2= Inconsistent Commitment/ Contributions
1= Unsatisfactory Commitment/ Contributions

Attendance at Group Meetings: 5 4 3 2 1
Comments: They had to attend class so attendance was never a problem.

Preparation for Group Meetings: 5 4 3 2 1
Comments:

Quality and Quantity of Contributions to Group Meetings: 5 4 3 2 1
Comments: For this class experiment I noticed that many of the boys did not feel as if they needed to be involved in the exercise. Some boys took the exercise more seriously than others did, and it showed on the rating sheet for the exercises.

Quality and Quantity of Contributions to in Class Activities: 5 4 3 2 1
Comments: It seemed as if they were very interested in what the class as a whole had to say about the exercise, all the boys showed a great interest when the class was brought together to discuss the project. The class seemed to be very together on most points. This gave me the impression that the group image may be more important to these youths than their own self image.

Respect and Consideration of other Group Members: 5 4 3 2 1
Comments: I think I was respected for the fact that I was volunteering my help to give them something new and different to do. Whether or not they respect me as a person remains to be seen because I am still very new to them and the environment. As to their respect of each other, there was taunting of each other and at times some demonstrations of aggression but for the most part these youths were very well behaved. I appreciated the opportunity and hope to do more work with them in the future.

Rater's Name: Maurice Henderson
### Group Evaluation

**Class Being Evaluated:** Social Science Class (Survival)

**Rating Scale:**
- 5 = Exceptional Commitment/Contributions
- 4 = Strong Commitment/Contributions
- 3 = Satisfactory Commitment/Contributions
- 2 = Inconsistent Commitment/Contributions
- 1 = Unsatisfactory Commitment/Contributions

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<td>Respect and Consideration of other Group Members</td>
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<td>Comments:</td>
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**Rater's Name:** Maurice Henderson