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THE PROPENSITY TOWARD JUVENILE DELINQUENCY AND THE SOCIAL REHABILITATION NEEDS OF ALTERNATIVE EDUCATION STUDENTS IN WESTERN MICHIGAN

by

Joseph Steven Miller

A Dissertation Submitted to the Faculty of The Graduate College in partial fulfillment of the requirements for the Degree of Doctor of Education

Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
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This study investigated the propensity toward juvenile delinquency and the social rehabilitation needs of 238 Section 48 alternative education students. The study population was comprised of students from ten Section 48 alternative education programs in Allegan, Muskegon, Newaygo, Oceana, and Ottawa Counties in Michigan. The study also investigated the differences between groups of students within these programs when the independent variables of age, sex, and grade level were compared. The data were collected during one-day visits to each program. The Jesness Inventory was used to measure propensity towards juvenile delinquency and social rehabilitation needs. A t-test that compared a sample means to a constant was utilized to compare the Section 48 student responses on the Jesness Inventory to the norm scores for the inventory. A one-way ANOVA was used to compare differences between Section 48 student scores when the independent variables of age, sex, and grade level were considered.

The research results indicated that there were differences between the mean scores of the study population and the established norm scores in both the areas of propensity toward juvenile delinquency and social maladjustment. These results suggested that the
study population had profound needs in these areas. There were also differences between the Social Maladjustment scores of students within the study population when different age groups were considered. Fourteen, fifteen, and sixteen year old students had scores that reflected greater need than seventeen and eighteen year old students. There was also a difference between the Asocial Index scores (propensity toward juvenile delinquency) within the study population when males and females were considered. Males had a greater tendency toward juvenile delinquency than did females.

Implications from these findings for curricular planning were discussed. Appropriate coursework and services were suggested by the researcher.
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My family provided the foundation for my ongoing efforts. I appreciate the sacrifice and support of my wife, Mary. My children Steven, Monica, Audra, Michael, and Garth each contributed in their own way.

Finally, I wish to thank the students and staff of the alternative education programs included in my study. It is only through their cooperation that my research was made possible.

Joseph Steven Miller

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CHAPTER I

THE PROBLEM

Introduction

Public schools in the United States are currently trying to address a wide variety of student, parent, and community needs in academic and social areas. Schools are one of the primary institutions of our society and, as such, have opportunities to socially influence individuals and communities. In developing this potential to shape society, schools are becoming increasingly involved in identifying and fulfilling the academic and social needs of juveniles and adults. These efforts precipitate evolving functions for schools, and today, schools are providing more services than at any other time in history. The new activities must be rationalized into the complex institutional structure of the public schools (U.S. Office of Education, 1976).

It has been argued that schools are assuming too many social roles at the expense of basic academic education (Marin, 1975). In the present state of uncertain finances and philosophical shifts in social concerns, schools are reassessing their priorities. As special funding and local tax dollars are less available, it is critical that schools clearly establish a rationale for the development and maintenance of special programs. Individual programs designed to meet specific student needs must clearly establish that they have identified, addressed, and are meeting the concerns of the community. Special programs must be able to demonstrate that there
are discrete student needs within their school system and that these programs are meeting those needs.

During the 1960's and 1970's many schools developed alternative education programs to meet the special needs of some of their students. Alternative education has taken many forms, but typically these programs are designed to serve those students who are dysfunctional in the traditional setting (Jones, 1976; National Association of Secondary School Principals, 1973). These students are of concern because they do not attain adequate educational performances, and often their disruptive behavior interferes with their learning and with the learning of others. Of special concern are those students who are failing socially and academically in school. Such students often drop out of school and exhibit asocial behavior in the community (Mann, 1980). It has been estimated that one million students nationally and 40,000 in Michigan drop out of school each year. Many other students stay in school but retain little affiliation with school activities (Dauw, 1972).

Many educators and other youth service professionals find an unacceptably high number of disruptive and otherwise problematic students who are not being provided with appropriate educational services (Glasser, 1977). These students can be described as being disaffiliated because they have either physically or psychologically dropped out of school (Ten Eyck, 1979).

Frequently, disaffiliated students present problems for the school and community. They lose their psychological and sociological ties with the school community and often exhibit deviant
behavior (Gold, 1978). Problematic behaviors include absenteeism, underachievement, interruption of classes, vandalism, and assorted anti-social acts. There is evidence that these students also exhibit higher rates of delinquent behavior in their communities than do other youth (Dade County Public Schools, 1976).

Greater attention is focused upon youth who are found in serious violation of the social expectations of schools and the community. Students who are judged to be juvenile delinquents are of particular concern. Nationally, juvenile delinquents make up between five and twenty percent of any school population (Dade County Public Schools, 1976).

Many educators and youth advocates believe that schools can be more effective in serving disaffiliated students. In recent years, there has been a proliferation of educational programs which are designed to meet the needs of these students. Nationally, increasing numbers of schools are serving problematic students through alternative education programs. Such programs seem to be appropriate in serving this special need population (Gold, 1978). Because of this, special state and federal funds are available to encourage the development of alternative programs (Bradshaw, 1978).

In Michigan, the Department of Education provides funding under Section 48 of the State School Aid Act (See Appendix A) to encourage schools to operate alternative education programs for the rehabilitation of problematic students. Under the provisions, schools are to develop cooperative agreements with local juvenile court offi-
cials in serving court referred students. The guidelines for the programs require that the curriculum goals reflect efforts toward "academic remediation and social rehabilitation." Participating schools must establish a screening committee that selects students for the programs from the regular school population. The guidelines also require that alternative programs "advocate achieving the ultimate goal of reintegrating the child into society" (See Appendix B). Beyond the general guidelines, local school districts are encouraged to establish programs and develop curriculum that meet their specific systemic needs.

Like other innovations in education, the creation of specialized programs raises questions for the individual school system as to the proper direction for program planning, implementation, and operation (Severns, 1976). In developing a Section 48 alternative education juvenile rehabilitation program, decisions must be made as to the extent to which programs should emphasize social rehabilitation goals.

Lacking clear guidelines as to what constitutes "social rehabilitation," schools are faced with the problem of defining this term and assessing student rehabilitation needs. Attempting to achieve social rehabilitation without clear curricular direction can lead schools to become involved in many diverse activities that could become counter-productive. If Michigan school systems are to operate viable Section 48 alternative education programs, the social rehabilitation needs of program students must be defined and appro-
appropriate curricula must be developed to meet the student needs in these areas.

In developing appropriate social rehabilitation curricula, it must first be established that Section 48 programs are actually serving a population with special social rehabilitation needs. Although there has been an expressed need at the state level for Section 48 program evaluation, there are no provisions for evaluating these programs (York, 1981). A voluntary evaluation of the 1980-1981 Section 48 programs was conducted by the Michigan Association for Educational Options. It revealed that only 16% of the students in the evaluated programs were court referred (Michigan Association for Educational Options, 1980). The majority of student referrals were from school personnel. It is assumed that schools have used discretion and have been successful in identifying and placing students with social rehabilitation needs in Section 48 programs. However, it is possible that placement in these programs reflect a number of institutional needs that are not directly related to the goals of the Section 48 programs. For example, with no formal evaluation, Section 48 programs could be used by a school system to supplement a special education or a vocational education program.

It is therefore appropriate to investigate the specificity and extent of the social rehabilitation needs of Section 48 students. Some of the social rehabilitation needs of students who are juvenile delinquents can be inferred from existing research. For example,
Gold and Mann (1972) found that juvenile offenders have special educational needs as they relate to school. These needs reflect a derogated self-image, alienation from parents, school officials, and other authorities, and a detachment from school experiences. Bloom (1976) found that students with repeated school failure exhibited these same attitudes. The social rehabilitation needs of Section 48 students must be determined. It should first be established whether students in these programs have a greater propensity toward juvenile delinquency than a normal school population. It also should be established whether such students have identifiable social rehabilitation needs. Upon identifying any tendencies toward juvenile delinquency and the social rehabilitation needs of these students, appropriate curricula can be developed.

Purpose and Significance of Study

The purpose of this study was to determine the differences which exist between the Section 48 student population and the normal population in propensity toward juvenile delinquency and social maladjustment. An additional purpose of this study was to identify differences in propensity toward juvenile delinquency and social maladjustment within the study population. The study population was compared by grouping students by age, sex, and grade level. These differences reflected the social rehabilitation needs of Section 48 students.

The degree of propensity toward juvenile delinquency and the
social maladjustment which these students exhibited was measured through the use of a standardized instrument. When differences were found in the social rehabilitation needs of students in alternative education juvenile rehabilitation programs, assessment of those differences led to suggestions for curricular planning. This study provides guidelines for developing social rehabilitation education of special need youth in alternative education juvenile rehabilitation programs in Michigan.

Summary

In recent years, alternative education programs have been developed to serve a wide variety of student needs. Many of these alternative programs have been designed to serve students in need of social rehabilitative services. In Michigan, the Department of Education has established funding for Section 48 programs which offer social rehabilitative services. Research was needed that would provide guidance for the development of appropriate curricula for Section 48 students. This study provided data useful in assessing the particular needs of alternative education students and provided appropriate curricular recommendations.
CHAPTER II

RATIONALE AND RELATED LITERATURE

Introduction

Chapter II contains the rationale for investigating the social rehabilitation needs of alternative education students in juvenile rehabilitation programs in Michigan. In developing this rationale, a review of the literature related to these topics is presented. The review of the literature is organized as follows: (a) social and educational dynamics of problematic youth, (b) alternative educational programs for problematic youth, and (c) Section 48 programs in Michigan.

Social and Educational Dynamics of Problematic Youth

There is a growing concern in American society regarding the continued inability of schools to deal effectively with problematic school age youth (Gallop, 1978; Smith and Gallus, 1977). Symptomatic of this inability is the continued high rate of disaffiliation, disruption, and crime exhibited by these individuals. Public educators are concerned with this situation because they are charged with the primary responsibility of educating school age youth. Schools are expected to provide academic skills, preserve societal values, develop social competencies, maintain group order, address individual differences, and prepare young people for productive careers (Anderson and Ridley, 1977). The pressure to address this issue comes both from internal and external forces.
Social and political systems outside the school community have ever increasing expectations of the schools (Baldridge and Beal, 1975). The increased social responsibility of schools is encouraged by some factions of the community and criticized by others. This situation has brought one educator to lament:

Our schools are now expected to do what has traditionally been the task of the full community. We make them our churches, prisons, and foster homes; teachers become policemen and priests. It is there we hope to salvage civilization and the young—as if the schools were themselves a melting pot, a smelter, in which we can mix and blend and produce by sheer will a workable culture. The school's function becomes the structuring of ego, the control of behavior, the remaking of personality; wherever we face crises—racial, sexual, or political—we hope to resolve them in the schools. (Marin, 1975, p. 4)

At a time when extensive pressure is placed on schools to ameliorate the social and economic problems of students, many young people seem to reject the social efforts of schools (Anderson et al. 1977). Disruptive behaviors on the part of some students interrupt the normal functioning of classes. Educators are aware that certain students interfere with the school's ability to develop and maintain a successful learning environment (Cervantes, 1969). Those students reject much of what the schools have to offer and psychologically or physically drop-out. Educators express concern with the problem of how schools can better serve disruptive and disaffiliated students, but they have few options within the traditional school structure for meeting these needs (Michigan Association for Educational Options, 1976).

The situation in schools has been compounded by a number of
factors. These include compulsory school attendance laws, court policies toward forced school attendance, increased expectations by society in general for high school completion, and the demand for higher basic skill levels. Because many students seem to reject or disregard attempts to help them, some educators and members of the community want to remove problematic students from the school community. It is argued that schools must focus on the basic education of students and should not expend excessive energy and resources on students who will not cooperate (Maryland Department of Education, 1976).

When youths are not motivated to be successful in school, their contribution to society may be reduced. There is evidence to suggest that failure in school is related to dysfunction in society (Gold, 1978). Studies show that youth who are not successful in school have a greater propensity toward juvenile delinquency than do youth who do well in school (Michigan Advisory, 1979; Wenk, 1974). An analysis of serious offenses committed by young people involved in crime have this pattern of failure in school (Dade County Public Schools, 1976). The high rate of juvenile crime is a major problem in society today (Severns, 1976). It is estimated that 5% of the school age youth exhibit behaviors that eventually lead to juvenile court involvements. In some urban areas, as many as 20% of school age youth are involved in reported criminal behavior (Severns, 1976). These figures are a very conservative assessment of actual juvenile delinquency because much juvenile crime goes unreported.
A comprehensive investigation by a Michigan law enforcement task force found the following: The majority of juveniles who are arrested by police agencies in a given year are not referred to the juvenile court. Apparently, the police agencies in Michigan are diverting a large number of juveniles out of the judicial system. Many juveniles are not being channeled into meaningful programs and services. If a youth needs some type of structured intervention, there are few if any programs available. There is a definite need to offer the police agencies, schools, and citizens at large a structured and meaningful alternative to the juvenile justice system (Michigan Advisory Commission, 1975).

Severn found abundant research on the juvenile delinquency problem in American society, but very little information on the development of educational programs for juvenile delinquents was available. Various school systems have attempted to deal with the problem of disruptive and disaffiliated youth in a number of ways. These include using the power of the juvenile courts to force acceptable behaviors, stationing police officers in the schools, organizing detention and in-house suspension rooms, and developing optional educational programs (Gold, 1978).

In spite of the pressure for remaining in school, the number of students who do not complete their high school education continues to be relatively high. Nationally, 1,000,000 students drop out of school each year (Whiteside and Merriman, 1976). The national drop-out rate is twenty-five percent. Michigan has a 6%
drop-out rate statewide; however, some schools in the state have drop-out rates greater than 50% (May, 1980).

Students who are compelled by the courts or their parents to remain in school often exhibit aggressive and disruptive behaviors which interfere with the educational process. School personnel often perceive themselves as being unable to deal effectively with those individuals. Common "solutions" to this dilemma are to expel students or to encourage students to leave school permanently (Cervantes, 1969).

Regardless of the process by which they leave school, many drop-out youth are unable to make an acceptable transition into adult life. This population of youth represents an under-educated, under-skilled minority. They are typically unemployed and have a higher rate of criminal involvement than do students who remain in school (Dade County Public Schools, 1976). These students present problems for schools, juvenile courts, and other agencies.

In recent years, schools have been providing options to repression and punishment as techniques for student management. Special programs which are designed to meet the specific needs of problematic students have gained support. Local study groups have recommended the development of alternative programs. Juvenile court officials, social workers, and other social agency officials have supported moves toward alternative education (Michigan Association for Educational Options, 1976). Special state and federal funds have been made available for planning and operating these programs.
Alternative Education Programs for Problematic Youth

Alternatives to public schools have always existed in American education in the form of private schools. However, because of financial considerations, alternative schooling has not been accessible to most problematic students. Since few families can afford private education, most students have access to alternatives in education only through recently developed alternative schools in the public schools (Smith, Barr, and Burke, 1976).

In recent years, there has been a proliferation of alternative education programs. A survey of these programs reveals a variety of program plans (Moore, 1978; Raywid, 1982). There are, however, a number of classifications and delineations that can be made. Educational alternatives can be classified into alternative schools and alternative programs. While the terms often overlap, the following definitions are used for the purposes of this study:

Alternative school: A school which a small number of students attend. These schools typically emphasize a high degree of staff-student involvement in decision making. Most often these schools offer the basic range of the curricula.

Alternative education program: A sub-unit of a larger conventional school which offers special study programs for its students. The alternative program may encompass all or part of the student's educational experiences, but it remains dependent upon the larger school for budget resources and authority. Since programs are
developed to meet the perceived needs of local educational agencies, there is no single model which would accurately describe alternative education programs in the United States today. The following are descriptions of some alternative programs and schools:

Open Schools: Learning activities are individualized and organized around learning centers within a classroom.

Magnet Schools: Learning is oriented toward specific interest areas. Some magnet schools have been designed for gifted and talented students.

Drop-out Schools: Activities are designed for drop-out and potential drop-out students.

Schools-Without-Walls: There is extensive use of community activities for educational purposes. Classes are held in offices, museums, libraries, etc.

Disruptive Student Centers: These centers are designed to stabilize regular schools by creating alternatives for disruptive students.

Free Schools: These schools are alternatives with a loose structure which help students to learn to live together in a free atmosphere.

Freedom Schools: These community based programs operate for Blacks and other ethnic minorities. They stress ethnic studies.

Career Schools: These schools are designed to promote particular vocational interests.

Survival Schools: These schools provide education for survival in the environment (Outward Bound Programs).

School-Within-A-School: A small number of students and teachers are involved by choice in a non-traditional learning program. The program maintains administrative ties to the central school program.

Centers for Special Instruction: These in-school programs enable brief "time out" from regular class setting and provide environments in which students can continue their academic program under supervision and social guidance counseling.
Although concern for providing appropriate services for problematic students received more attention in the 1970's than previously, the literature suggests there has been widespread concern for problematic students for many years. It was recognized by educators, youth service agencies, and concerned citizens that public schools make few provisions for students who had problems adjusting to school (U.S. Office of Education, 1976). It appeared that the static nature of schools would negate individual attempts to help many of these students. The need for programs which would provide educational alternatives to traditional schools for problematic students has been identified nationwide (Maryland Department of Education, 1976).

In 1976, a comprehensive report on attempts to serve problematic youth nationally was published by the Maryland Department of Education. This report discussed the causes of learning and behavior problems. Centers were established to diagnose academic and behavioral difficulties and improve student attitude and personal relationships. Guidelines for managing the problems of disruptive students in the classroom were developed. These guidelines indicated the need to coordinate programs for disruptive students with the total educational and social resources of the community. The report concluded that children with learning and behavior problems could be helped to improve academic achievement and school relationships. It was further concluded that diversified educational programs would be required if the situation was to be ameliorated.
Another 1976 study by the Department of Health, Education, and Welfare found that schools were doing relatively little to change their approaches to serving problematic youth. This study found that schools often failed to respond adequately to the needs of individual students. They applied traditional patterns of curriculum in an attempt to fit a diverse population into an essentially rigid institution. The traditional school values and biases seemed alien to many students who acquired their education from television, peers, and community groups. The study reported that educators organized classroom units for reasons of economy and tradition rather than student needs. Larger schools tended to be inhumane, bureaucratic, and unsuited to the needs of many students. The size of schools was related to the number of discipline problems. School personnel compounded these problems by using ineffective sanctions against inappropriate student behavior. The interaction of the above forces on problematic students often resulted in many of these students quitting school or being expelled (U.S. Office of Education 1976).

Many alternative education programs have been designed to address the needs of problematic students. Drop-out and drop-in schools attempt to supplement regular schools by creating alternatives for disaffiliated and disruptive students (National Association of Secondary School Principals, 1973). Programs have been designed specifically to serve court and school referrals for disruptive young people (Portland Public Schools, 1974). Many alternatives have been developed for young people who have been forced out.
of school.

The development of alternative education is in part a reaction against tradition and standardization. Alternative programs provide a second educational choice for students through non-traditional approaches. These school programs attempt to create learning environments that differ considerably from traditional schools. The differences are typically in the areas of curriculum, teacher-pupil relationships and school rules (Baldridge et al, 1975). Alternative programs usually have goals that reflect a focus on improvement of basic skills, self-image, problem-solving skills, interpersonal relations, and attitudes toward authority (National Association of Secondary School Principals, 1973).

Alternative education programs can be designed to serve the specific needs of a select student population. Once the specific needs of problematic students are identified, programs can be designed to meet those needs (Baldridge et al, 1975).

Typically, alternative programs are smaller and have less formal organization than traditional schools. They are usually non-traditional in structure and operation. Levine (1972) has described the alternative education program structure in the following manner:

This perception of educational alternatives is viewed as non-traditional bureaucracy rather than anti-bureaucracy not because of the absence of bureaucracy, but because of the alternative approach to dysfunction of traditional-rational bureaucracy. The emphasis is on lateral rather than hierarchical structure in order to develop a client-centered or needs-cycling organization. (p. 15)
Another distinction between traditional and alternative education is that alternative education programs are usually based on an integrated curriculum. Traditional schools usually have a wide variety of curricula with many purposes (Mann, 1980).

Alternative schools are more cohesive with increased interaction between administrators, teachers, and students (Michigan Association for Educational Options, 1976). Professionals in alternative education are interdependent with much effort taken not to let institutional needs interfere with the needs of the student (Mann, 1980).

Procedures and policies of alternative school programs are designed to help students feel that their social and academic problems are dealt with individually. Programs are usually voluntary with a school committee to screen students into the program. Voluntary attendance policies are often used to develop responsibility in students as well as to provide positive, constructive experiences. These programs have been proven to be effective in working with problematic youth (Gold, 1978).

Juvenile court and other social agency officials have supported the development of alternative programs, though most agencies operate unilaterally when programming for delinquent youth (Severns, 1976). Research indicates that if delinquent youth are to receive adequate educational benefits, there must be a "continuum of educational programming with a maximum of communication and cooperation between and within all agencies working with delinquent youth" (Severns, 1976). Studies by Martin Gold at the University of
Michigan's Institute for Social Research indicate that juvenile delinquents have many common characteristics and needs. The Gold studies suggest that delinquents are often alienated from their parents, especially from their fathers. Delinquents have friends who are delinquent. Their peer culture is one of collective alienation. These young people perceive that they are powerless in the adult world. As a result, they often tend to reject the expectations of their parents and teachers. They do not identify with school goals and the goals of other institutions. School grades are the most significant variable in predicting delinquent behavior and the poorer the grades become, the greater the chance of delinquency. Gold observed that serious delinquent behavior provides the arena for peer acceptance and lessens the sense of failure in scholastic achievement, thus becoming a reward itself (Gold, 1969; Gold et al, 1972).

In response to the studies by Gold on delinquency, David Mann reported that an improvement in attitude toward school was found to be significantly and solely predictive of reduction in delinquent and disruptive behavior in school. In addition, he found that students in alternative programs were more likely to have better attitudes toward the traditional school than they held when enrolled in traditional schools (Mann, 1980).

Both Gold and Mann were interviewed by this researcher in 1980. They indicated that there was a need for further research regarding the special needs of students in alternative education programs.
(Gold and Mann, 1980). In other studies, alternative programs were viewed as providing more positive and closer faculty/student relationships. The curriculum was perceived by students to be more interesting, easier to understand, and more relevant to their current needs. The students believed that they had greater impact in school policy and decision making (Beister, 1976; Gardner, 1977; Johnson and Fauche, 1972; Sulack, 1975).

A report by the Michigan Association for Educational Options, 1976, found two underlying similarities in the alternative education programs which it surveyed: (1) an emphasis on academic skills and (2) psychological integration of youth and the environment. The report identified several major problems faced by alternative education programs in Michigan: instability of funding, difficulty of gathering and disseminating evaluative data, and lack of technical assistance. Their report recommended that greater coordination be facilitated at the state and agency level for all groups involved with problematic youth and that program evaluation be developed.

Section 48 Programs in Michigan

Under Section 48 of the Michigan School State Act, provisions have been made for the establishment of special programs to serve problematic youth. In 1981-1982, the Michigan legislature allocated $1,250,000 for the use of local school districts for non-residential alternative juvenile rehabilitation programs. These are defined as programs for children and youth who have been found to need remedial
academic and/or social rehabilitative services (See Appendix A). The administrative guidelines of the Michigan Department of Education provide a structure for the establishment of alternative programs are found in Appendix B. Successful implementation of Public Act 48 requires the coordinated efforts of local educators, juvenile court officials and law enforcement agencies.

Provisions for Section 48 programs were established initially in the 1973-1974 school year. The programs have grown in number from 16 the first year to 91 in the 1981-1982 school year. A study of the records contained in the Section 48 offices in the Michigan Department of Education in Lansing, Michigan provided additional information on state-wide programs. In the 1981-1982 school year, Section 48 programs served 9,838 students in 91 programs throughout Michigan. Section 48 programs were located throughout the state. Approximately three-fourths of the programs were in small school districts, many with a rural setting. The remaining programs were in urban areas. They ranged from part-time programs serving 5 to 10 students to full-time high school programs serving 200-300 students. Over half of the programs served between 20 and 50 students. Section 48 programs served students in grades 7-12 with 75% of them having served only grades 9-12 (York, 1982).

Student eligibility for enrollment was determined locally. All programs were required to form a screening committee and develop a screening policy. Students had access to Section 48 programs in four ways: students could be placed by a screening committee...
comprised of school officials; students could be directly placed by
juvenile court officials; students could be referred by other
agencies; and students who had already left school could be self-
referred. During the 1980-1981 school year, 60% of the students
were referred by school officials, 16% were court referred, 4% were
referred by other agencies, and 20% were self or family referred
(Michigan Association for Educational Options, 1981). Regarding
program design and specific services provided by Section 48 pro-
grams, the Section 48 legislation required only that remedial aca-
demic and social rehabilitative services be provided. During the
1981-1982 school year, 91% of Section 48 programs provided basic
skill education, 97% provided counseling, 50% provided vocational
education, 52% provided job placement, 86% provided education in
daily living skills, 38% provided cultural enrichment education, and
23% provided affective education (Michigan Association for Educa-
tional Options, 1982).

There were no specific limitations or rigid guidelines as to
which students could or could not be served by Section 48 programs.
School systems could use the programs to serve any number of student
needs. In developing programs that were student centered, it was
important to establish whether or not the programs were serving a
population that had special needs that differed from the normal
school population. If it was determined that the students had a
greater tendency toward delinquency, it was considered desirable to
try to identify the specific socialization needs of the students.
Because of the relationship between the Section 48 programs and the juvenile court, it was expected that a large percentage of the students enrolled in these programs would be court referred. However, according to an evaluation by the Michigan Association for Educational Options, only 16% of the students enrolled were court referred. It was therefore appropriate to question whether the students in Section 48 programs were more likely to be delinquent than the normal high school population. It was also appropriate to question the nature and extent of Section 48 student social rehabilitation needs. These questions raised the issue of whether special classes and activities intended to meet the needs of these students should be included in the curriculum.

A relatively small number of students were referred to Section 48 programs by the juvenile court. In spite of the low number of court referrals, it was hypothesized that students in Section 48 alternative education programs in western Michigan had a greater propensity toward juvenile delinquency than did students in a normal population. It was also hypothesized that students in these programs were more socially maladjusted than students in a normal population. It was further hypothesized that students in Section 48 alternative education programs would exhibit different levels of social maladjustment when age, sex, and grade levels were compared.
Summary

Society is concerned about the treatment of problematic youth. Schools are expected to take on a large share of this treatment. There is a considerable problem of disruptive behavior in school, and evidence suggests that failure in school is related to dysfunction in society. Recently, schools have developed educational programs to socially rehabilitate problematic youth. Alternative education programs have been developed as an effective approach to influence students who are delinquent prone.

In Michigan, Section 48 programs are funded by the Michigan Department of Education to serve this special need population. There are few guidelines for the design of these programs, and most decisions on student selection and curriculum are left to the discretion of local school districts. It was hypothesized that Section 48 programs serve a special need population with propensity toward juvenile delinquency and social maladjustment. It was further hypothesized that discrete differences of need are identifiable when sex, age, and grade level are considered. Research is needed to verify that such programs are serving a special need population and to identify and define the special needs.

Chapter III contains a description of the research intended to identify social rehabilitation needs of Section 48 students. The research design was intended to test the propensity of these students toward juvenile delinquency and to more clearly identify their social rehabilitation needs.
CHAPTER III
RESEARCH DESIGN AND METHODOLOGY

Introduction

Chapter III contains a description of the design and methodology of the study. The research hypothesis, the population, the survey instrument, the unit of analysis, the operational hypotheses, and the statistical tests and the level of significance are presented in the sections of this chapter.

Research Hypotheses

This research was designed to investigate several research hypotheses. It reported the testing of the hypotheses that students in Section 48 alternative education programs in western Michigan have a greater propensity toward juvenile delinquency and that these students are more socially maladjusted than students in a normal school population. This research also reported the testing of the hypotheses that students within the Section 48 programs have varying levels of propensity toward juvenile delinquency and social maladjustment when they are grouped according to age, sex, and grade level.

Population

The population for the study was selected from students enrolled in Section 48 alternative education programs in western Michigan. A list of Section 48 programs for the 1981-1982 school
year was obtained from the Michigan Department of Education in Lansing, Michigan. The list included the school district name, address, telephone number, and contact person for all programs.

In the 1981-1982 school year, there were 9,838 students receiving educational services through ninety-four Section 48 programs in Michigan. Information describing statewide programs was obtained from the Michigan Department of Education. The programs included in this study reflected the characteristics of the Section 48 programs statewide when program size, staffing, curriculum, and goals were compared. No summary information was available on the characteristics of Section 48 students from the Michigan Department of Education.

The Michigan Association for Educational Options conducted an evaluation of Section 48 programs for the 1980-1981 school year. This evaluation contained additional information regarding the number of students enrolled in Section 48 programs and primary program activities. The evaluation did not contain information on student characteristics or needs. Data collected on programs included in the study compared favorably with statewide data collected on Section 48 programs with the exception of court referral data. A number of summary statements can be made from the Michigan Association for Educational Options data: The students ranged in age from twelve to twenty-one years and were in grades seven through twelve. Most students in Section 48 programs were referred by the courts or recommended by a screening committee as needing non-residential...
juvenile rehabilitation programs (See Appendix 3). Drop-out youth were enrolled on a voluntary basis. Most students in these programs lacked basic educational skills and were socially dysfunctional. These students were in need of academic and social rehabilitation services.

Sampling Procedures

All of the Section 48 programs located in Allegan, Muskegon, Newaygo, Oceana, and Ottawa Counties were used in this study. Nine programs were located within school systems of 2,000 to 5,000 students and the programs ranged in enrollment from 20 to 40 students. Selection of programs of this size made it possible to collect data from all students. The tenth program in the study was within a school system of 7,500 students. This system had an alternative education program for over 200 students. Because of the large number of students, thirty-eight subjects were randomly selected from the program for participation in this study.

In February, 1982, a telephone call was made to the contact person for each program. The following program information was obtained: number of students, daily schedules, age range, and most appropriate time for testing. A date was set for a program visit by the researcher. Collection of appropriate information and the administration of the instrument were performed by the researcher during the on-site visit.

The data were collected in a single visit to each program.
Students not in attendance on the day that the instrument was administered were not included. Information about non-attending students was obtained from the instructors.

On-site visits included a brief meeting with the faculty, preparation of the materials (including test, answer sheets, and pencils), and observation of students. The data collection protocol included the introduction of the researcher, a description of the research involving high school students, and a request for their cooperation. Students were assured individual responses were confidential, would not affect their grades, and would not be used to reflect on their school or community (See Appendix C). The instrument and pencils were then distributed and the researcher read the 155 items and asked the students to respond to each on the answer sheet. At the end of the testing period, the papers were collected and students were thanked for their cooperation. An offer was made to mail a brief summary of the research to each director.

Instrumentation

A student attitude survey instrument known as the Jesness Inventory was used to measure student social rehabilitation needs. The Jesness Inventory was developed by Carl F. Jesness in 1965, following a five year study of juvenile delinquents at the California Youth Authority. Jesness produced an instrument designed for use in classification and treatment of disturbed children and adolescents. The Jesness Inventory consists of 155 true-false
items. It measures reactions of youth to a wide range of social criteria. The instrument provides scores on eleven personality characteristic scales that are indicative of social and personality problems. The Social Maladjustment Scale measures the various tendencies that juveniles have toward social maladjustment. The Asocial Index predicts tendencies toward juvenile delinquency (Jesness, 1979).

The development of the Jesness Inventory entailed cluster analysis, group criterion methods, and discriminant analysis. This process yielded an inventory of eleven personality sub-scales which have been described as a valuable tool for dealing with asocial, anti-social, and delinquent behavior (Buros, 1972).

Carl Jesness' validation data were obtained by correlating scores from the Jesness Inventory, the California Personality Inventory, and relationships between non-delinquent and delinquent behavior. Four separate groups of delinquents were studied for these data. The Jesness Inventory provided 84% accuracy in separating male and female delinquents from non-delinquents.

Jesness' reliability data were obtained by comparing the odd-even Jesness Inventory items of 1,862 delinquent and non-delinquent boys. Split-half reliabilities for sub-scales range from .62 to .88 with a median of .71. Stability estimates were obtained by testing and retesting 131 institutionalized delinquents. There was an eight month period between the initial test and the retest. Stability estimates are .40 to .79 with a median of .69 (Jesness, 1969).
In supporting the external validity of the Jesness Inventory, Jesness cited a number of studies that utilized his instrument. Jesness documented that the Jesness Inventory had been used for research in different regions of the United States as well as in England, Scotland, Canada, and Australia. These research studies used the Jesness Inventory to discriminate between delinquents and non-delinquents in school age populations (Jesness, 1979). The Jesness Inventory has also been used to screen court referred youth, to study the degree of social adjustment among institutionalized youth, to predict the success of boys sent to a special school, and to measure the needs of juvenile probationers (Jesness, 1979).

One study has questioned the validity and reliability of the Jesness Inventory. Shark and Handal (1977) found instability in the raw scores of 127 delinquents and non-delinquents that they studied. They questioned whether the Jesness Inventory could distinguish between delinquents and non-delinquents. Jesness, however, responded to Shark and Handal criticizing their methodology and their conclusions (Jesness, 1977).

The Jesness Inventory was selected for this study because it met the following criteria: (1) It had been demonstrated to effectively measure tendencies toward delinquency; (2) It had been validated for use with males and females ranging from eight years to adulthood; (3) It provided sub-test scores on a range of socialization factors; (4) It could be administered orally; (5) It was readable and understandable for most students; (6) It could be
administered within one class period.

A brief definition and explanation of each of the sub-scales of the Jesness Inventory follows:

1. Social Maladjustment Scale (SM) 63 items.

Social Maladjustment referred to a set of attitudes associated with inadequate or disturbed socialization. Jesness defined Social Maladjustment as "the extent to which the individual shows attitudes expressed by persons who did not meet, in socially approved ways, the demands of living." (Jesness, 1979)

The social maladjustment sub-score expressed the tendency of juveniles toward asocial attitudes and opinions. Juveniles who scored high on this sub-test were very likely to have difficulty meeting the demands of their social environment. They were likely to behave in socially unacceptable ways. Those students with high scores (greater than 60) shared opinions and attitudes that were similar to serious delinquents. Students who had very high scores exhibited the following characteristics: a negative self-concept, feelings of being misunderstood, a general unhappiness, distrust of authority, externalization of blame, problems controlling hostile impulses, non-critical evaluation of their parents, and being overly sensitive to criticism. Poor ego strength and lack of sexual identity were common among this group. Generally,
these individuals were non-critical toward behavior that was commonly viewed as anti-social. Poor social relationships with peers, aggressive behavior and poor adjustments to school and other institutional settings were common.

2. Value Orientation (VO) 39 items.

Value Orientation referred to a tendency to share attitudes and opinions characteristic of persons in the lower socio-economic classes. Delinquents usually scored higher than non-delinquents on these items. Students who scored high on this scale expressed a need to appear "tough," were thrill seekers, were gang oriented, and tended to perceive internal tensions and anxiety in external symptoms.

3. Immaturity (Imm) 45 items.

Immaturity reflected the tendency to display attitudes and perceptions of self and others that were usual for persons of a younger age than the subject. High scores in these items indicated a tendency to inaccurately evaluate motivation of self and others, repress or suppress problems, convert anxiety to somatic symptoms, work toward good impressions, and appear rigid and naive. Low scores in immaturity indicated a pessimistic and cynical outlook on life.

Autism measured a tendency, in thinking and perceiving, to distort reality according to personal desires or needs. Delinquents scored higher on these items than non-delinquents. Students who scored high had self-perceptions that they were tough and good-looking though they often admitted that they "heard things," day-dreamed, and feared that they had some mental problems. They tended toward being seclusive, hostile, and were easily irritated.

3. Alienation (AL) 26 items.

Alienation referred to the presence of distrust and estrangement in a person's attitudes toward others, especially toward those representing authority. Juveniles who scored high in these items were likely to experience poor interpersonal relations, be critical and intolerant of others, project hostile feelings onto others, be extrapunitive, and deny their personal problems.

6. Manifest Aggression (MA) 31 items.

Manifest Aggression reflected 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.

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7. Withdrawal (WD) 24 items.
Withdrawal indicated the extent of a youth's dissatisfaction with self and others, and a tendency toward isolation from others. Students with high scores were usually depressed, dissatisfied, loners, and viewed others negatively.

8. Social Anxiety (SA) 24 items.
Social Anxiety referred to conscious emotional discomfort in getting along with people. These items measured tension in interpersonal relationships. Females usually scored higher than males. This sub-test did not discriminate between delinquents and non-delinquents. Persons who scored high were usually uncomfortable in interpersonal relationships, nervous, shy, sensitive, had trouble sleeping, and blamed themselves for incidents.

9. Repression (Rep) 15 items.
Repression reflected the exclusion from conscious awareness of feelings and emotions that the individual normally would be expected to experience; or it reflected failure to label these emotions correctly. These items measured the tendency of students to repress attitudes which given their experiences one would expect to find. Delinquents usually scored higher than non-delinquents. Students with high scores tended to deny their negative
attitudes and were unable to accept responsibility for their problems. They often tried to fake looking good to others.

10. Denial (Den) 20 items.
Denial indicated a reluctance to acknowledge unpleasant events or conditions encountered in daily living. These items measured the tendency of students to ignore the unpleasant aspects of reality. These were the only items in which non-delinquents consistently scored higher than delinquents. High scores indicated few family problems, few personal inadequacies, and little reason for personal unhappiness. Low scores indicated low ego strength and awareness of many problems.

11. Asocial Index (AI)
Asocialization referred to a generalized disposition to resolve social or personal problems in ways that showed a disregard for social customs or rules. Delinquents scored much higher than non-delinquents on this test. Thus, the Asocial Index was most predictive of delinquent behavior. The higher the score, the more likely the subject was to be involved in further delinquency or antisocial behavior. The Asocial Index was weighted for males and females to produce a formula which could be used in determining the propensity toward delinquency for both
males and females.

The Asocial Index formula was derived by the statistical procedure called discriminant function. This statistic can be used to distinguish between specified groups on which common measurements are available. The statistic made it possible to take into account the relative amount of information from differentiation provided by the ten inventory scales, and to combine the information, making use of the intercorrelations (Jesness, 1969). A high (greater than 60) Asocial Index score reflected critical student needs in several areas tested by the items of the inventory. High scores reflected profound maladjustment. Students scoring high on the Asocial Index were likely to exhibit a variety of delinquent behaviors. These behaviors could include dealing with social and personal problems in socially unacceptable ways, disregard for social customs and rules, immaturity, distortion and denial of reality, disregard for authority, and isolation.

Unit of Analysis

The unit of analysis utilized in this study was the individual student scores on the subtests of the Jesness Inventory. Student scores on each sub-scale were converted to T-scores that were used to compare with norm scores. These T-scores also were used to
compare respondents on the basis of age, sex, and grade level. Student scores on the various personality sub-scales indicated specific needs in those areas.

Individual student scores were summarized into an Asocial Index score that was also a T-score. The Asocial Index scores were derived through a process of weighting. The Social Maladjustment sub-scale score was weighted more heavily than the other sub-scale scores. The Immaturity sub-scale was not used in calculating the Asocial Index score. In calculating the Asocial Index scores for males, the Denial sub-score was omitted. In calculating the Asocial Index score for females, the Repression sub-score was omitted.

Operational Hypothesis

The operational hypothesis for this study was that there would be a difference between the scores of students in Section 48 alternative education programs and the norm scores that were developed for the inventory. It was hypothesized that there would be differences in the scores of students within the Section 48 programs when these students were grouped according to age, sex, and grade level.

H₁: There is a difference between the mean of the Section 48 alternative education student scores and the established norm mean score of 50 on the Asocial Index Scale.

H₂: There is a difference in the mean of the Section 48 alternative education student scores and the established norm mean score of 50 on the Social Maladjustment Scale.
H₃: There is a difference in the Asocial Index group mean scores of fourteen, fifteen, sixteen, seventeen and eighteen year old Section 48 alternative education students.

H₄: There is a difference in the Social Maladjustment group mean scores of fourteen, fifteen, sixteen, seventeen, and eighteen year old Section 48 alternative education students.

H₅: There is a difference in the Asocial Index group mean scores of male and female Section 48 alternative education students.

H₆: There is a difference in the Social Maladjustment group mean scores of male and female Section 48 alternative education students.

H₇: There is a difference in the Asocial Index group mean scores of the ninth, tenth, eleventh, and twelfth grade Section 48 alternative education students.

H₈: There is a difference in the Social Maladjustment group mean scores of ninth, tenth, eleventh, and twelfth grade Section 48 alternative education students.
Data Analysis

In testing hypotheses one and two, the Asocial Index and the Social Maladjustment scores of individual Section 48 students were compared to the norm scores developed for the Jesness Inventory. The norm scores were T-scores with ten points representing one standard deviation. The difference between the Asocial Index scores of Section 48 students and the established norm score was tested for statistical significance. The difference between the Social Maladjustment scores of Section 48 students and the established norm score was also tested for statistical significance. These differences were tested through the use of a non-directional t-test between a sample mean and a constant.

In testing hypotheses three through eight, the Asocial Index and the Social Maladjustment scores of groups of Section 48 students were compared. The difference between the Asocial Index scores of Section 48 students and each of the variables of age, sex, and grade level were compared. The Social Maladjustment scores of Section 48 students and each of the variables of age, sex, and grade level were also compared. These differences were tested through the use of a one-way analysis of variance.

In all of the above statistical tests, a .05 level of significance was utilized. This provided for a 5% probability of making a Type I error.
Summary

This study investigated the research hypothesis that Section 48 alternative education students had a greater tendency toward juvenile delinquency and were more socially maladjusted than students from a normal population. It also investigated the differences between groups of students within these programs when the independent variables of age, sex, and grade level were compared. The study population consisted of 238 Section 48 alternative education students from ten programs in western Michigan. The data were collected during a one-day visit to each program.

The Jesness Inventory was used as the survey instrument. Individual student scores were used as the unit of analysis. A t-test that compared a sample means to a constant was utilized to compare the Section 48 student responses on the Jesness Inventory to the norm scores for the inventory. A one-way ANOVA was used to compare differences between Section 48 student scores when the independent variables of age, sex, and grade level were considered. Chapter IV contains a report on the findings of this investigation.
CHAPTER IV

RESEARCH FINDINGS

Introduction

Chapter IV contains a description of the specific characteristics of the study population. It also contains a report of the results related to the testing of each of the hypotheses.

The Study Population

The study consisted of 238 students who were enrolled in ten Section 48 alternative education programs in western Michigan. Table 1 summarizes the characteristics of the subjects in this study. The students were in grades 9 to 12. Sixty-seven percent of the students were in their first year of the program. Seventy percent of the students were referred to the programs by school officials. Twenty-six percent were self or family referred. Four percent of the students lived at home with both parents. Twenty-four percent of the students were identified as having been court involved. The racial breakdown was 86.6% White, 5.9% Black, 6.3% Hispanic, and 1.3% Native American. These population characteristics compared closely to those characteristics of students in Section 48 programs throughout Michigan.
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Number</th>
<th>% of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>160</td>
<td>67.2</td>
</tr>
<tr>
<td>Female</td>
<td>78</td>
<td>32.7</td>
</tr>
<tr>
<td>Referral Source</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>168</td>
<td>70.6</td>
</tr>
<tr>
<td>Court</td>
<td>8</td>
<td>3.4</td>
</tr>
<tr>
<td>Family</td>
<td>5</td>
<td>2.1</td>
</tr>
<tr>
<td>Self</td>
<td>57</td>
<td>23.9</td>
</tr>
<tr>
<td>Family Situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Parent Family</td>
<td>128</td>
<td>53.8</td>
</tr>
<tr>
<td>1-Parent Family</td>
<td>82</td>
<td>34.5</td>
</tr>
<tr>
<td>Foster Care</td>
<td>8</td>
<td>3.4</td>
</tr>
<tr>
<td>Self</td>
<td>20</td>
<td>8.4</td>
</tr>
<tr>
<td>Court Involvement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Involvement</td>
<td>57</td>
<td>23.9</td>
</tr>
<tr>
<td>Not Involved</td>
<td>181</td>
<td>76.1</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>206</td>
<td>86.6</td>
</tr>
<tr>
<td>Black</td>
<td>14</td>
<td>5.9</td>
</tr>
<tr>
<td>Hispanic</td>
<td>15</td>
<td>6.3</td>
</tr>
<tr>
<td>Native American</td>
<td>3</td>
<td>1.3</td>
</tr>
<tr>
<td>Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>47</td>
<td>19.7</td>
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<td>10</td>
<td>71</td>
<td>29.8</td>
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<td>71</td>
<td>29.8</td>
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<td>12</td>
<td>49</td>
<td>20.6</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>7</td>
<td>2.9</td>
</tr>
<tr>
<td>15</td>
<td>22</td>
<td>9.2</td>
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<td>16</td>
<td>58</td>
<td>24.4</td>
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<tr>
<td>17</td>
<td>83</td>
<td>34.9</td>
</tr>
<tr>
<td>18</td>
<td>68</td>
<td>28.6</td>
</tr>
</tbody>
</table>
Presentation of Research Results

The following analyses tested the null hypotheses that corresponded to each operational statement of the research hypotheses. When a null hypothesis could be rejected, the corresponding operational statement of the research hypothesis as well as the research hypothesis itself could be accepted.

Differences Between the Study Population Scores and Norm Scores

A two-tailed t-test was utilized that compared the mean scores of the study population to a constant norm mean. The norm scores for the Jesness Inventory are T-scores, with a mean of 50 and a standard deviation of 10. Differences between the established norm scores on the Jesness Inventory and the mean scores of the study group were tested. These differences are reported in Table 2.

Table 2

t-test Results Comparing Study Population Scores With Norm Means on the Asocial Index and Social Maladjustment Tests

<table>
<thead>
<tr>
<th>Subtests</th>
<th>N</th>
<th>Mean</th>
<th>Sd. Dev.</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI</td>
<td>238</td>
<td>59.4</td>
<td>9.79</td>
<td>237</td>
<td>14.7*</td>
</tr>
<tr>
<td>SM</td>
<td>238</td>
<td>65.4</td>
<td>10.32</td>
<td>237</td>
<td>22.9*</td>
</tr>
</tbody>
</table>

* p<.05

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A significant difference between the norm of 50 and the population Asocial Index mean score of 59.4 was identified. The null hypothesis was rejected at the .05 level of significance. It was inferred that students in Section 48 programs do have a higher tendency toward delinquency than the normal school population.

A significant difference between the norm of 50 and the population Social Maladjustment mean score of 65.4 was also identified. The null hypothesis was rejected at the .05 level of significance. It was inferred that students in Section 48 programs do have a higher tendency toward social maladjustment than the normal population.

Differences Within the Study Population

A one-way ANOVA was utilized to compare various group means within the study population on both the Asocial Index and the Social Maladjustment sub-tests. The independent variables of age, sex, and grade level were used to differentiate students within the study population. The remainder of this section contains the findings corresponding to the hypotheses dealing with these independent variables.
### Table 3

The Analysis of Variance of Asocial Index Scores by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>7</td>
<td>64.43</td>
<td>5.94</td>
</tr>
<tr>
<td>15</td>
<td>22</td>
<td>60.45</td>
<td>9.78</td>
</tr>
<tr>
<td>16</td>
<td>58</td>
<td>61.60</td>
<td>8.94</td>
</tr>
<tr>
<td>17</td>
<td>83</td>
<td>57.96</td>
<td>9.85</td>
</tr>
<tr>
<td>18</td>
<td>68</td>
<td>58.25</td>
<td>10.39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Mean Sq.</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>4</td>
<td>185.9</td>
<td>1.97</td>
<td>0.09</td>
</tr>
<tr>
<td>Within</td>
<td>233</td>
<td>94.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There was no significant difference between the Section 48 alternative education student mean scores on the Asocial Index scale when the scores of fourteen, fifteen, sixteen, seventeen, and eighteen year old students were compared. The null hypothesis was not rejected at the .05 level of significance. Therefore, no support was found for the hypothesis that there is a relationship between age of Section 48 alternative education students and their propensity toward juvenile delinquency.
Table 4

The Analysis of Variance Results of Social Maladjustment by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>7</td>
<td>74.29</td>
<td>8.38</td>
</tr>
<tr>
<td>15</td>
<td>22</td>
<td>68.45</td>
<td>12.64</td>
</tr>
<tr>
<td>16</td>
<td>58</td>
<td>66.90</td>
<td>10.05</td>
</tr>
<tr>
<td>17</td>
<td>83</td>
<td>64.01</td>
<td>10.35</td>
</tr>
<tr>
<td>18</td>
<td>68</td>
<td>63.97</td>
<td>9.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Mean Sq.</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>4</td>
<td>296.7</td>
<td>2.87</td>
<td>0.02</td>
</tr>
<tr>
<td>Within</td>
<td>233</td>
<td>103.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There was a significant difference between the Section 48 alternative education student mean scores on the Social Maladjustment scale when the scores of fourteen, fifteen, sixteen, seventeen, and eighteen year old students were compared. The null hypothesis was rejected at the .05 level of significance. It was inferred that younger Section 48 students are more likely to be socially maladjusted than older students, with reduction in social maladjustment directly related to increased age.
Table 5
The Analysis of Variance Results of Asocial Index by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>160</td>
<td>60.32</td>
<td>10.02</td>
</tr>
<tr>
<td>Female</td>
<td>78</td>
<td>57.37</td>
<td>9.04</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Mean Sq.</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>455.0</td>
<td>4.83</td>
<td>0.02</td>
</tr>
<tr>
<td>Within</td>
<td>236</td>
<td>94.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There was a significant difference between the mean Asocial Index scores of males and females in the Section 48 alternative education programs. The null hypothesis was rejected at the .05 level of significance. It was inferred that, within Section 48 alternative education programs, males have stronger tendencies toward juvenile delinquency than do females.
Table 6
The Analysis of Variance Results of Social Maladjustment Scores by Sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>160</td>
<td>66.27</td>
<td>10.87</td>
</tr>
<tr>
<td>Female</td>
<td>78</td>
<td>63.67</td>
<td>8.89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Mean Sq.</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1</td>
<td>355.0</td>
<td>3.36</td>
<td>0.06</td>
</tr>
<tr>
<td>Within</td>
<td>236</td>
<td>105.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There was no significant difference between the mean Social Maladjustment scores of males and females in the Section 48 alternative education programs. The null hypothesis was not rejected at the .05 level of significance. Therefore, no support was found for the hypothesis that there is a relationship between the sex of Section 48 alternative education students and their level of social maladjustment.
Table 7
The Analysis of Variance Results of Asocial Index by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>47</td>
<td>58.28</td>
<td>9.45</td>
</tr>
<tr>
<td>10</td>
<td>71</td>
<td>59.55</td>
<td>10.37</td>
</tr>
<tr>
<td>11</td>
<td>71</td>
<td>60.14</td>
<td>9.08</td>
</tr>
<tr>
<td>12</td>
<td>49</td>
<td>58.96</td>
<td>10.39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Mean Sq.</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>3</td>
<td>36.29</td>
<td>0.38</td>
<td>0.77</td>
</tr>
<tr>
<td>Within</td>
<td>234</td>
<td>96.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There was no significant difference between the mean Asocial Index scores of ninth, tenth, eleventh, and twelfth grade students in the Section 48 alternative education programs. The null hypothesis was not rejected at the .05 level of significance. Therefore, no support was found for the hypothesis that there is a relationship between the grade level of Section 48 alternative education students and their propensity toward juvenile delinquency.
Table 8
The Analysis of Variance Results of Social Maladjustment by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>47</td>
<td>62.47</td>
<td>8.44</td>
</tr>
<tr>
<td>10</td>
<td>71</td>
<td>62.15</td>
<td>8.94</td>
</tr>
<tr>
<td>11</td>
<td>71</td>
<td>60.42</td>
<td>9.37</td>
</tr>
<tr>
<td>12</td>
<td>49</td>
<td>58.55</td>
<td>10.85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>df</th>
<th>Mean Sq.</th>
<th>F</th>
<th>Prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>3</td>
<td>185.1</td>
<td>2</td>
<td>0.10</td>
</tr>
<tr>
<td>Within</td>
<td>234</td>
<td>88.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There was no significant difference between the mean Social Maladjustment scores of ninth, tenth, eleventh, and twelfth grade students in the Section 48 alternative education programs. The null hypothesis was not rejected at the .05 level of significance. Therefore, no support was found for the hypothesis that there is a relationship between the grade level of Section 48 alternative education students and their level of social maladjustment.
Summary

This study investigated the responses of 238 Section 48 alternative education students on the Jesness Inventory. Student performances on the various categories were summarized into an Asocial Index score. This score represented the propensity of individual students toward juvenile delinquency. Responses were reported as a group mean score that was then compared to a norm score of 50.

Section 48 student responses to the Social Maladjustment subtest were also considered. These scores were also reported as a group mean score that was then compared to a norm score of 50. Further investigation was conducted on student responses within the study population on both the Asocial Index and the Social Maladjustment scales. A one-way ANOVA was utilized to test for significant differences between the Asocial Index scores of the study population when age, sex, and grade level groups were compared. A one-way ANOVA was also used to test for significant differences between the Social Maladjustment scores of the study population when age, sex, and grade level were compared.

It was inferred that students in Section 48 alternative education programs in Michigan have special needs in the areas of social rehabilitation and juvenile delinquency prevention. It was also inferred that these students will have special needs when age and sex differences of individual groups are considered. Younger students can be expected to be more socially maladjusted than older students. Males can be expected to have a greater tendency toward
juvenile delinquent behavior than females. With this perspective, one can begin to develop curricular goals that may help program planners and administrators serve these special need students. Chapter V contains a summary of the study and a discussion of the implications for curricular planning in Section 48 programs.
CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

Chapter V contains a restatement of the purpose of the research, outlines the process of the investigation, and summarizes the findings. Conclusions are drawn from the results. This chapter also contains a discussion of implications for curricular planning in Section 48 alternative education juvenile rehabilitation programs in Michigan.

Summary

The purpose of this study was to investigate the research hypotheses that Section 48 alternative education students had a greater propensity toward juvenile delinquency and that these students were more socially maladjusted than students from a normal population. It also investigated the differences in the propensity toward juvenile delinquency and social maladjustment between groups of students within these programs when the variables of age, sex, and grade level were considered. The study population consisted of 238 Section 48 students in ten programs in western Michigan. These programs were located in Allegan, Muskegon, Newaygo, Oceana, and Ottawa Counties.

The Jesness Inventory was used to measure the social rehabilitation needs of the students in these Section 48 programs. This instrument measured a number of social characteristics that
reflect social adjustment. The instrument also measured the propensity of young people toward juvenile delinquency.

The scores of 238 Section 48 alternative education students were statistically compared to the established norm scores on the Jesness Inventory through the use of a t-test procedure. An ANOVA procedure was used to compare differences within the Section 48 program population when sex, age, and grade level were considered.

Major differences existed between the scores of Section 48 students and the established norm scores on both the Asocial Index and the Social Maladjustment scales. The Asocial Index scale measured a student's propensity toward juvenile delinquency. This scale reflected student characteristics in the areas of value orientation, immaturity, alienation, aggression, withdrawal, social anxiety, repression, and denial. The Social Maladjustment scale measured a student's ability to respond appropriately within the social environment. The results of this research indicated that the Section 48 alternative education juvenile rehabilitation programs in western Michigan were serving a population with special needs. These programs were serving students who had a much higher propensity toward juvenile delinquency than a normal population. The programs were also serving students who were much more likely to be socially maladjusted than a normal school population.

Differences existed in student scores within the study population on the variables of age, sex, and grade level. These differences were not as extreme as those between the study population
scores and the norm scores.

Age was the strongest predictor of student social rehabilitation needs within the study population. Differences existed between the Asocial Index scores of fourteen, fifteen, sixteen, seventeen, and eighteen year old students. Younger students tended to have higher scores than older students. This reflected a greater tendency toward juvenile delinquency among younger students. These differences approached, but did not reach, the level of statistical significance at the .05 level. Marked differences existed between the Social Maladjustment scores of Section 48 students when different age levels were compared. Younger students had much higher scores than older students, with scores steadily declining as age increased. This indicated that younger students were much more likely to be socially maladjusted. These differences were statistically significant at the .05 level.

Sex was also a strong predictor of student rehabilitation needs within the study population. Differences existed between the Asocial Index scores of males and females. Males had a greater tendency toward juvenile delinquency. These differences were statistically significant at the .05 level. Differences also existed between the Social Maladjustment scores of males and females within the study population. Males had a greater tendency to be socially maladjusted, but these differences were not statistically significant at the .05 level.

Grade level appeared to be the least noteworthy of the
variables in predicting student social rehabilitation needs. There was little difference between the Asocial Index scores of Section 48 students in grades nine, ten, eleven, and twelve. There was greater difference between the Social Maladjustment scores of these students when comparing grade levels. Social Maladjustment scores declined toward and became closer to the norm group's mean score as grade levels increased. None of these differences, however, were statistically significant at the .05 level.

Specific Needs Suggested by the Social Maladjustment Scores

Section 48 student responses on the Jesness Inventory indicated extreme social maladjustment among this population. These students exhibited differences in attitude from the norm. The differences suggested that they were very likely to have difficulty adjusting to the diverse social system of a typical school. Section 48 student responses reflected inadequate socialization and a profound need for some type of special school treatment.

When Section 48 students were compared as a group, statistically significant differences were found between the social maladjustment of alternative education students in different age groups. Fourteen, fifteen, and sixteen year old students had a much higher level of social maladjustment than did the older students. Fourteen year old students had the highest scores. There was a steady decline in the level of maladjustment as older students were considered. The decline in level of social maladjustment was also
observed when different grade levels were considered, but the differences were not statistically significant. The difference between the level of social maladjustment between males and females approached, but did not reach, the level of statistical significance.

Specific needs were reflected by the high level of social maladjustment exhibited by Section 48 students. The Social Maladjustment scale identified students who would have difficulty meeting the demands of their social environment. They were likely to behave in socially unacceptable ways. Students who had scores greater than sixty shared many opinions and attitudes that were similar to delinquents. Juveniles who scored high in this category had a negative self-concept, a sense of being misunderstood, a general unhappiness, a distrust for authority, a tendency to externalize blame, a problem with controlling hostile impulses, a non-critical evaluation of parents, and an exaggerated sensitivity to criticism. Generally, these individuals were non-critical toward behavior that is commonly viewed as antisocial. Poor social relationships with peers, aggressive behavior, and poor adjustment to school were common. These students were likely to act irresponsibly and expressed attitudes of powerlessness in directing their own behaviors and lives.

Specific Needs Suggested by Asocial Index Scores

Section 48 student responses on the Jesness Inventory indicated an extreme propensity toward juvenile delinquency among this
population. These students had special needs that should be met if they are to avoid delinquent behavior and lead normal, productive lives.

The Asocial Index was a composite score of the sub-tests of the Jesness Inventory. It measured a student's tendencies to deal with social and personal problems in socially unacceptable ways. These responses would include the disregard for social customs and rules, inappropriate values, immaturity, distortion and denial of reality, distrust and disregard for authority, isolation, and non-critical thinking.

When the Section 48 students were compared as a group, statistically significant differences were identified between the propensity toward juvenile delinquency of males and females. Males had a greater tendency toward juvenile delinquency than did females. No statistically significant differences in propensity toward juvenile delinquency were identified among Section 48 students when age or grade level groups were considered.

Implications for Program Planning

The results of this study suggested a variety of implications for program planning. Important attitudinal differences between Section 48 students and students in regular educational programs were identified. These differences indicated a need for some type of special program for these students.

There are a number of program configurations that could be
utilized in developing a program service delivery system for these special need students (National Association of Secondary School Principals, 1973). Schools can choose any number of program organizations based on their individual needs (Moore, 1978; Raywid, 1982). This study identified special social rehabilitation needs of males and younger students. In planning for and establishing the target population, some thought should be given to balancing the sex and age of the students being served.

Specific student attitudinal needs should be addressed in program planning and staffing. Deliberate steps should be taken to change the overriding attitude of hostility that many maladjusted students project. Positive relationships with adults, especially teachers and other school officials, should be fostered. It has been suggested that there are two essential ingredients for effective alternative educational programming for delinquent youth. These are significantly increasing a student's experiences of success over failure and providing warm, accepting relationships with one or more adults (Mann, Petronio, Gold, and Tomlin, 1978).

It is important that Section 48 students come to feel good about school and that they identify with the educational process (Cervantes, 1969). Humanistic educational philosophy offers a model with which supportive educational experiences can be systematically provided to socially maladjusted delinquent youth (Goodlad, 1975). Studies by Gold and Mann (1980) have indicated that disruptive and adjudicated youth do benefit from the various supportive environ-
ments that many alternative education programs provide.

The impact that these programs have on delinquent youth can be greatly enhanced by interagency cooperation (Severns, 1976). These youth need a continuum and continuity of services that can only be achieved by maximizing communication and cooperation between all agencies and systems that can serve them. The relationship between the schools and the juvenile courts which is fostered by the Section 48 legislation is a step in that direction. It is left to the local participating school districts and respective county juvenile courts to maximize this relationship. The services of other agencies such as the local police, the county health department, the Department of Social Services, employment services, churches, and other youth service agencies should be coordinated to provide optimal service to the Section 48 students.

Implications for Curricular Planning

There are a variety of course offerings that can be used to meet the social rehabilitation and educational needs of the Section 48 students. Coursework in the basic skill areas of reading, math, and language arts is suggested as one option. Basic skills can be used to help students gain the confidence and ability to compete with other students in school. There is some evidence that there is a causal relationship between failure in school and juvenile delinquent behavior. It is theorized that many juvenile delinquent students have internalized the values of educational
attainment but lack the skill and abilities to achieve them (Gold, 1972; Polk et al, 1972; Mann, 1980). Basic skill coursework can provide students with the skills needed to be successful in school. This, in turn, should help them attain self-confidence and a sense of purpose in school. In addition, coursework in the social sciences, especially those that concentrate on verbal communication skills and critical thinking, can help students interact more effectively with the people they encounter in school and community.

Numerous studies of special need students indicate that they have a profound sense of powerlessness in the areas of employability and future financial success (Cervantes, 1969; Polk et al, 1972). Pre-employment skill training, vocational education and job placement activities are strongly suggested for helping Section 48 students attain the needed skills and a positive outlook for their future success.

The Section 48 students in this study exhibited strong asocial attitudes. Special attention should be given to the reshaping of the asocial attitudes and opinions of these students. Attaining attitude change in students requires considerable time and energy (Summers, 1970). To help facilitate this change, Section 48 students should have exposure to and understanding of the basic tenants of good mental health. These would include self-understanding, self-discipline, personal growth, acceptance of personal responsibility, and an awareness of their own needs, motivations, behaviors,
and feelings. Coursework and experiences that could lead students toward higher self-esteem would be appropriate. A comprehensive social science curriculum offers a diverse vehicle for exposing students to the above experiences and concepts.

With both goal orientation and problem solving techniques, the theme of personal responsibility is important. Section 48 student responses on the Jesness Inventory indicated an attitude of powerlessness and a lack of a sense of personal control over their lives. Denial, repression, and an altered sense of reality were reflected in student responses. These attitudes allow a student to avoid dealing directly with problems that they encounter in their lives. Thomas Gordon (1974) has provided a direct approach for teaching students to work realistically and effectively with their problems. He proposes the following model:

1. Always give students choices in alternatives.
2. Define the problem.
3. Create no-lose approach for all parties.
4. Generate possible solutions.
5. Evaluate the solutions.
6. Decide which solution is best.
7. Determine how to implement the decision.
8. Assess how the solution solved the problem.

Through the use of Gordon's problem solving model, students can be helped to recognize and understand the problems in their lives, identify alternatives to solving these problems, and make
free choices as to what they can do to improve their life situation. Guiding students through this approach can help them to internalize a systematic process of problem solving. It can also bring them to achieve a sense of power in conducting their own destinies.

Counseling has been found to be an effective approach to working with maladjusted students. William Glasser (1969) recommended that schools develop a well-integrated program that included comprehensive counseling and a staff of friendly, accepting, and helpful teachers who have been trained in interpersonal counseling techniques. That recommendation resulted from his theory of counseling (1965) which provided a model for developing an individual's acceptance and responsibility for their own behavior. Glasser's reality therapy included the following goals for individual growth:

1. Accept personal responsibility for one's behavior.
2. Focus on present behavior.
3. Focus on present life situation.
4. Make value judgements about behavior.
5. Establish appropriate plans.
6. Make a commitment.
7. Make no excuses.
8. Eliminate punishment.

Glasser's model is particularly relevant to working with Section 48 students. They have needs in the area of value orientation that could be met through using his therapeutic approach.
Group counseling has been found to be particularly useful in meeting the needs of alienated students. Cervantes (1969) suggested the following guidelines for effective group counseling for working with maladjusted students:

1. Organize groups around similar problems.
2. Meet once or twice weekly.
3. Provide opportunities to freely express attitudes and hostilities.
4. Maintain a non-judgemental atmosphere.
5. Get students to "buy into" the program.

Cervantes also proposed regular meetings between alienated students and concerned teachers as a form of counseling. A factor that has been important in shaping student behavior in school and increasing attendance is the student's feeling of being wanted. Section 48 programs should be staffed with personnel who have been trained to meet this strong need in students. This idea is reinforced by a number of studies that stress the importance of the student-teacher relationship (Whiteside et al, 1976; Anderson et al, 1977). Teachers in Section 48 programs should have a clear mission and the self-confidence required to develop and maintain supportive relationships with students.

Polk and Schafer (1972) recommended that teachers be reeducated to meet the needs of high risk students. They stated that there was no one "super-teacher" approach to working with delinquent youth. They suggested a focus upon four basic steps in effective teaching.
for this population:

1. Teachers should understand delinquent behavior and hold the basic belief that these students can be educated.
2. Teachers should explore new methods of dealing with delinquent youth.
3. Teachers should adapt their teaching style to accommodate new knowledge and the special needs of the population.
4. Teachers should be directly involved in developing new programs so they can use them effectively.

Polk and Schafer also suggested the implementation of a law and order curriculum for delinquent youth. They believed that teaching respect for the rules of law could reduce the pressure for delinquent behavior. At the same time, attitudes could be shaped that would change behavior. Teachers should develop an appreciation in students for the need for law and order, and, concurrently, work with the causes of delinquency within the students' environment. Seven guidelines were suggested for effective teaching about the legal system:

1. Begin teaching law and order at the eighth and ninth grade levels.
2. Avoid moralizing.
3. Do not deceive students.
4. Avoid abstractions.
5. Maintain an active role for the student.
6. Examine general principles of law.
7. Use an inductive process to move from specific examples to general understanding.

A systematic approach to teaching law and order can help give students the value base and the attitudinal outlook that are required for successful functioning in our social system. Such an approach would directly address the needs of the Section 48 student population.

The Workshop Way system of classroom management could provide a synthesizing approach for teachers working with problematic students. This widely used system of teaching was developed by Sister Grace Pilon. It is used primarily at the elementary grade levels but has been adapted for secondary use (Pilon, 1979). This method of teaching works directly on each student's self-concept and sense of personal responsibility. It provides for students' freedom of choice within a structured class setting. Because this method balances academic achievement goals with social development goals, it works directly on the primary needs of the Section 48 students.

All of the above suggestions have implications for curricular planning in order to help serve the needs of the Section 48 students. Program planners should develop a program design based upon clear philosophy and goals. The program should be staffed by open, friendly teachers who believe in the ability of their students to be successful learners. Program curricula should be based upon individual student needs with a strong emphasis upon basic skills.
and social rehabilitation.

Summary

Students in Section 48 alternative education social rehabilitation programs in western Michigan have special needs. Those needs rest primarily in the areas of juvenile delinquency and social maladjustment. There are differences between the levels of juvenile delinquency and social maladjustment needs for students of different ages and sex in these programs. Grade level seems to be of little importance in determining the level of student need in propensity toward juvenile delinquency and social maladjustment, probably because the traditional age-grade relationship does not exist among the alternative education students, many of whom are several grades behind their age cohorts.

Curricular planning that involves basic educational skills, values clarification, pre-employment and vocational training, law enforcement education and enhancement of self-esteem are all deemed appropriate for the alternative education population. Teachers should be directly involved in the development of the alternative education program content. This involvement would help the teachers to better understand the special needs of this population. These programs should be staffed with open, friendly teachers who believe in the ability of their students to be successful learners.

With the provision of appropriate curricula and supportive teachers, Section 48 students should be able to experience a
lessening in their level of social maladjustment and tendencies toward juvenile delinquency. This can encourage these special need students to continue in school, achieve academic competencies, improve their self-esteem, and increase their chance of attaining the success oriented goals to which most students aspire.
REFERENCES


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Jones, P.G. How to pick the right kind (or kinds) of alternative schools for your community. *American School Board Journal*, Jan., 1976, 31-36.


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APPENDIX A

Alternative Rehabilitation Programs

Source: Section 48 of the 1981-1982 State School Aid Act
Section 48, (1) From the amount appropriated in section 11, there is allocated not to exceed $1,250,000.00 for 1981-82 to applicant districts or intermediate districts for nonresidential alternative juvenile rehabilitation programs, which shall be defined as programs for children and youth who have been found to need remedial academic, or social rehabilitative services, or both. To be eligible for funding of salaries from legislative appropriations, the county board of commissioners of the county in which the program is conducted or the supervising district, by resolution, shall agree to fund the balance of the cost of the program. The district or intermediate district in which the program is conducted, in cooperation with the juvenile division of the probate court for the county, shall supervise the program. The district or intermediate district may apply for state money for reimbursement of $7,500.00 for the salary of each professional program person required. The program shall be evaluated annually by the department.

(2) The department may use federal funds that may become available for the purpose of strengthening nonresidential alternative juvenile rehabilitation programs.
APPENDIX B

Guidelines for Administration of
Section 48 of State School Aid Act
The following guidelines are derived from interpretations of Section 48 of the State School Aid Act of 1980-81.

1. Eligibility of Districts

   An eligible applicant shall be an intermediate district or a local district under the following conditions:

   a. A local district must agree to fund the balance of the cost of the program.

   b. An intermediate district shall receive financial assistance from the County Board of Commissioners and the Board shall agree to fund the balance of the cost of the program. Balance of the cost of the program means the remaining cost after Section 48 funds and other available funds have been used.

2. Eligible Child

   Eligible child shall be any grade 7-12 child, referred by the courts or recommended by a screening committee, as needing those nonresidential alternative juvenile rehabilitative programs. The screening committee shall include representatives of the juvenile court and the applicant district.

3. Nonresidential Alternative Juvenile Rehabilitation Programs

   Nonresidential alternative juvenile rehabilitation programs shall be defined as discrete remedial academic (including reading and mathematics) and/or social rehabilitation service programs for eligible students who are not residents of the juvenile court detention facility. Children or youth may be enrolled part-time in this program, full-time, or in addition to regular school program in which they are enrolled.

4. Reimbursement for Staff from Moneys Allocated under Section 48

   Reimbursement for staff from moneys allocated under Section 48 shall be up to $7,500.00 for salaries out of state money for each staff member equated to full-time equivalency provided they are licensed by the State of Michigan in such professions as teachers, social workers, and psychologists, etc. In the event that application for funds exceeds the amount appropriated by this act, reimbursement shall be prorated.
5. **Program Administration**

Program administration is the responsibility of the applicant district and applicant district shall cooperate with and involve the juvenile court in supervision of the program.

6. **The Applicant District**

The applicant district shall make application on a form to be provided by the School Program Services of the Department of Education.

7. **Design of the Program**

Design of the program shall incorporate discrete remedial academic subject areas (including reading and mathematics) and/or social rehabilitative services and shall advocate achieving the ultimate goal of reintegrating the child into society. The design of the program shall include a needs assessment, the writing of performance objectives and the measurement of accomplishment. Plans for evaluation as well as the overall program shall be approved by the State Department of Education on an annual basis, and shall reflect Juvenile Court's opinion as to the value of the program.
APPENDIX C

Verbal Instructions for the Administration of the Jesness Inventory
Hello, my name is Mr. Joe Miller. I am a teacher in another alternative school. Your teachers have agreed to let me work with you today. I am going to ask you to complete a questionnaire for me. It is made of 155 true and false questions. I will read each of these to you. If you agree with the statement, mark "T" on your answer sheet. If you disagree with the statement mark "F" on the sheet. Put all of your answers on the separate answer sheet that I am about to give you.

There are no right or wrong answers. It is only how you feel about the statement that is important. Even though you may not agree completely with a true or a false answer, put the answer that is closest to the way that you feel.

I would like to assure you that your answers will be completely confidential and will not affect your grades, your school, or your community.

Please remain absolutely quiet as we are going through the questionnaire as your comments might affect someone else's answers.

Once everyone has finished the questionnaire, we can talk about it as a group. If you do not understand a statement, or if you need one repeated, please put up your hand and I will repeat that statement.

Here are your answer sheets. Please follow instructions carefully. Section one of the answer sheet will be used for your true and false answers. We will now fill in section two. First, write your age in the two age boxes. Under each column, darken in the
number for that column (illustrate on board.) Next fill in either "M" or "F" in the sex box and darken in the correct letter below. Next, fill in the name boxes. Start with your last name. If you run out of spaces, put as much of your first name as possible.

We are now ready to begin. Again please put either "T" or "F" in the box for each numbered statement. If you need one repeated, raise your hand and I will repeat the statement for you. Please use only the pencils that I have give to you. If you want to change an answer, or if you make a mistake, please erase carefully. Find number one and notice that the numbers go down the page. We will begin now.
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