

GROUP METHODS IN A TREATMENT HOME FOR GIRLS

An Analytical Study of the Groupwork Contributions of  
Warrendale (Newmarket, Ontario), 1957.

by

ALLEN CHARLES CUTCHER

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## ABSTRACT

This thesis is a descriptive analysis of a milieu programme, giving specific attention to its groupwork methods and contributions which is in operation at Warrendale, a residential treatment home for emotionally disturbed girls situated in Newmarket, Ontario. Against a brief history of the institution, it gives the theoretical basis of the work done with children, using the milieu concept as pioneered by Fritz Redl and Bruno Bettelheim. The institution uses caseworkers and groupworkers as residential staff, dealing directly with the children, but only the group work aspects of the programme are considered here.

Three aspects of the total milieu are considered; (a) routines and rules; (b) leisure-time activities and the community; (c) discipline and problem-handling. Parts of the life of the institution are illustrated and analyzed in relation to the various therapeutic goals of the institution; (a) tension reduction; (b) individuality; (c) gaining relationships; (d) expression and release of feelings. The value of these three aspects are also considered for their diagnostic value.

The contribution and use of group skills in the milieu setting are considered in the light of the therapeutic goals mentioned above. The group session is the principal technique considered, and the interpretive and goal setting values of group sessions are brought out. The significance of celebrating social festivities and the special uses of group sessions as expressive media are also exemplified as a part of group skills. The overall contributions, and possibilities of improvement, are summarized in a concluding chapter.

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## CHAPTER I

### INSTITUTIONS AND GROUP APPROACHES TO TREATMENT

The institutionalization of children has a long history in Western society, but the development of institutions especially for children has occurred only in the last one hundred and fifty years. Wars and high maternal death rates both contributed to the building of orphanages and homes for dependent children and a great number of these were maintained by religious and philanthropic orders. In North America, after the First World War (1914-1918), as adoptive and foster home practices became more accepted and the number of orphans dropped significantly, the day of the orphanage waned, and there seemed to be no place for institutions in a modern child care programme.

Over the years however, it has become evident that even in the most efficacious child care system, there remains a residue of children who fail in their adjustment to family life. Individual remedial measures seemed unable to cope with all the cases, and the term "not responding to treatment" has become more and more common.

The value of group treatment of children with emotional disturbances became evident under such pioneers as August Aichhorn, who operated a training school for boys in Vienna in

the 1920's, and Dr. Bruno Bettelheim and Dr. Fritz Redl both of whom developed similar group treatment centres in the United States some twenty years later.

Thus, the needs of dependent children requiring institutional care have changed greatly in the last thirty or forty years, and it is necessary to examine the reasons why a child need be institutionalized for an emotional disturbance. Children Who Hate, Love Is Not Enough, Wayward Youth and other descriptive titles of books written about emotionally disturbed children, suggest some of these reasons.<sup>1</sup> Invariably, the histories of disturbed children show that the frustration of basic needs or the lack of important goals in their lives has produced unmanageable quantities of aggression, destructiveness and other disturbances.

The environmental stimuli of slums and poverty as contributing factors to producing aggression and destructiveness are well known and documented by sociologists, but the relationship of the child to his parents and his peers is also of key significance. The problem is also one of more than parental physical neglect, common as that is. Rather, the emotional care and concern that the parent has expressed to the child seems to determine the degree and depth of disturbance in a child. Most of the parents of the children that Dr. Bettelheim

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1 See bibliography for more complete reference to these titles

has treated, for example, have been of above average income, and have shown themselves to be intelligent persons.

Beginning with a type of parental rejection that may be either overt or disguised, the emotionally disturbed child may find support and comfort from surroundings outside the home. Understanding relatives or a sensitive teacher or some other parent substitute may fill the breach; but when the basic infant needs are repeatedly denied, the child's ability to benefit from social experiences are not enough. What often happens is that the pattern of rejection continues and the child gradually becomes the child with whom nobody wants to live.

Such a child usually goes through a series of foster homes, causes disruption in the school and community, and after a period of individual treatment and clinics, may be sent to boarding school or detention home until there seems to be no place left for him. Until recently, the eventual fate of such a child too often was to be sent to a training school or an institution for the feeble-minded where an institutionalized life awaited him.

In order to help such a child, it becomes necessary to know what specific disturbances have occurred in his emotional development, and what defences the child has developed in order to ward off the impact of the unpleasant world around him. It then becomes necessary to design a

supportive milieu in which the child can express his primary emotional maldevelopment. It is as he is able to express his disturbance that it becomes possible to help him face reality within the ego-supportive framework of the milieu. In order to accomplish this, the milieu must also counter-act the defences that the child has used in his past, before any form of relationship- therapy can be successful.

#### Different Approaches to Residential Treatment

A descriptive study of twelve residential treatment centres in the U.S.A., recently published by the Child Welfare League of America, reveals the variety of methods and philosophy used in the treatment of disturbed children. The preface of this study summarizes this variety of approach, (but emphasizes unanimity of objective), in the following words:

These treatment institutions, though diverse in their philosophy, origin and auspices, all result from attempts to find more successful ways of helping disturbed children. They have been established to provide treatment for the child for whom the guidance clinics, foster care agencies and corrective institutions have been unable to provide adequate help. They have one thing in common - the development of a total approach to therapy.<sup>2</sup>

There are two general viewpoints regarding the concept of total therapy and both centre on the role of the residential staff, the persons who deal directly with the children in the living situation. In one approach, the residential worker

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2 Reid, Joseph H. and Hagen, Helen R., Residential Treatment of Emotionally Disturbed Children, Child Welfare League of America, New York City, 1952. P.5 (Underlining added)



is regarded as the basic therapist, handling all the individual and group situations as they arise. In fact, such workers are often called therapists.

The second approach is associated with the concept of "milieu" or environmental therapy, a term originated by Bruno Bettelheim. In describing it he says:

We sometimes think of our work as environmental therapy rather than psychotherapy. That is, we rely less on the isolated relationship to one person, or the working out of problems in a relatively secluded treatment room - or even the use of symbolic play material - and more on the variety of personal relationships between children and the various staff members and among the children themselves.<sup>3</sup>

This concept of therapy in a modified form is the major concern of the present thesis. It is examined in practical form by relating it to an analytical account of the program of "Warrendale", a residential treatment home for emotionally disturbed girls, situated in Newmarket, Ontario.

#### Origin and History of Warrendale

Warrendale began as a "Home for Wayward Christian Women and Girls" established in Toronto in 1916 under the auspices of a Women's Auxillary of an Anglican Church. It was then called St. Faith's Lodge. It was decided to provide a service for dependent girls because of the lack

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<sup>3</sup> Bettelheim, Bruno, Love is Not Enough, Free Press, Glencoe, Illinois, 1950, P. 32

of such facilities in the community, and this focus remains, although long-range plans will include care of boys as well. After forty years of operation, it became increasingly clear that the institution was dealing with behavior problems beyond its original intent, and finally community pressure brought its closure in 1950. By this time, the board of directors, (all women), had not only decided to move the institution, but also to direct the focus of the institution more along treatment lines.

A large twelve-acre estate in Newmarket (30 miles north of Toronto) became available for charitable purposes, and this was purchased by St. Faith's Lodge. Accordingly, in 1951 a groupworker was hired; a new name, "Warrendale", was adopted, and the new institution was opened in August, 1952. By this time, the board had become secularized and became a member of the United Community Fund of Greater Toronto and Social Planning Council.

Warrendale today consists of one main building and two auxiliary buildings, situated on twelve acres of lawn, orchard and wooded areas. The main building houses twelve to eighteen girls aged eight to sixteen years of age. The girls sleep in rooms on the two top floors, from one to four girls to a room. The older girls, (twelve to sixteen years old), generally but not inflexibly, have their rooms on the third floor, while the younger girls (eight to twelve years old), generally occupy the second floor. The second floor

also contains an isolation-sick room, staff meeting room, a medicine dispensary and living quarters for two staff. Only one staff person lives in at present, although in the beginning of the agency all staff lived in. The ground floor contains the administrative offices, kitchen, dining room, living room, piano room, a television room and a tile-floored sun room, which is the only smoking area in the house for the girls. The dining room is a common one for staff and girls, with six tables, four persons to a table. The basement contains the laundry and ironing facilities, plus a play and party room.

These living arrangements are not regarded as ideal for so many children of varying ages. A series of cottage-type houses for six to eight children is being planned to alleviate the situation. Thus, in the last five years the living and administrative rooms have frequently been changed to meet new needs and to preserve a more home-like quality to the institution.

One of the auxiliary buildings is Senior House, which is for older girls fifteen years and older, who are mature enough to be more self-sufficient in looking after themselves. This house is regarded as a transitional stage from group-living to a more independent type of living. This service is usually for girls who are still going to school. A similar home in Toronto for working girls is projected for the future.

One to five girls live on the ground floor of this building. This floor has a bedroom, a television-living room, a bed-sitting room, a bathroom and a kitchen where the girls do their own cooking. The second floor is occupied by the director's office and living room.

The other auxiliary building is the Warrendale School, grades one to six, which has a capacity of six girls. It has a classroom and play and crafts area. The school is designed to help those children sent to Warrendale, who have a poor school adjustment because of educational blocking or poor school conduct. As soon as a girl is able to function well enough, she is sent to the Newmarket Public school system.

#### Objectives and Policies

The general objectives of Warrendale are to provide a total care and after care treatment for emotionally disturbed girls of average I.Q., with a view of helping each girl towards family adjustment, or where this is not possible, to co-operate in a social plan for a girl. Warrendale, in exceptional cases, will assume full responsibility for a child and also provides after care service in residence or out in the community. There is also a scholarship fund for girls wishing to take advanced education. Warrendale accepts private placements as well as social agency and court referrals, and will take girls for observational periods or long term placements. Social casework with parents, where possible, is assumed by Warrendale.

### The Children and Intake Policies

On January 15, 1958 there were twenty-one girls ranging from eight to sixteen years old, in residence at Warrendale. Of these, sixteen were living in the main house, three lived in Senior House, and two were attending private schools. Five girls attended Newmarket Public Schools, seven attended Newmarket High School, three were enrolled in a business secretarial school in Toronto, and four attended Warrendale's own school.

The majority of the girls come from the Toronto area and are referred by Toronto social agencies, especially the Children's Aid Society of Metropolitan Toronto. However, about one third of the girls are from other districts of Ontario (see Appendix A). The girls come from all economic and social levels of society, but most of them have been through a series of temporary placements or foster homes and institutions. The symptoms that the girls display would be too numerous to fully describe, but a few examples might illustrate them: hostility to adults and authority, attacking other children, chronic lying, stealing, temper tantrums, delusional fantasies and day dreaming, withdrawn and extreme shyness tendencies, attempted suicide, reading problems, sexual problems, running away, and many others.

To categorize these symptoms is a difficult and unprecise procedure, since several symptoms may be displayed by one girl. However, an approximate break down

of the girl's disorders which predominate in their character would be: primary and secondary disorders, four girls; severe neurotic disorder, four girls; psychotic and pre-psychotic disorders, eight girls; delinquent tendencies with neurotic or psychotic symptoms, three girls. It can be seen then, that Warrendale's population covers a wide range of disturbances.

However, children requiring constant medical care, epileptics, fire setters, extreme delinquents and runaways are generally not accepted. Children with delinquent or psychotic tendencies are carefully assessed in the light of their effect on the total milieu, especially in terms of the groupings within the house. Warrendale considers that its programme can best serve children who:-

1. Exhibit primary or secondary disorders or other neurotic symptoms, and have failed to adjust to adoption, foster homes or other institutions.
2. May have shown delinquent or "incorrigible" behaviour, but have enough ego controls to use an open institution.
3. Are diagnosed as having pre-psychotic or psychotic symptoms.
4. Are aggressive and hostile.
5. Due to parental resentment, cannot use a foster placement.
6. Are withdrawn, autistic in symptoms, or over-conforming and need a more demanding environment.
7. Have experienced a serious delay in basic habit training.

8. Need special school education due to behavioural difficulties or learning blocks.
9. Present problems that require study and diagnosis in a twenty-four hour living experience.

Although Warrendale does not serve feeble-minded children, it takes into account the fact that I.Q. ratings and tests may be affected by emotional disturbances. No formal diagnosis, along classic lines is made, but psychiatric assessments are made of each child during staff meetings with the consultant psychiatrist, or case conferences with the referring agency. Psychological testing is done by the referring agency where possible, or arrangements are often made with testing services in Toronto. Psycho-therapy with psychiatrists in Toronto has been attempted with older girls, but results have not been too successful. Psycho-therapeutic sessions by resident workers, under close supervision of the head caseworker or the director, have been found to be more practical.

Before a girl comes to Warrendale she is sent a questionnaire with a stamped envelope, to make it private. Forms are also sent to her parents or substitute parents and teachers (see appendix B). A visit for the child is arranged and she is shown around the house by one of the girls, and she is then interviewed by the head caseworker or director. A girl may be accepted (or rejected) on the basis of her particular emotional disturbance, her compatibility with the total group and her own desire to come. If she does not wish to come, she is not coerced, but other visits or interviews may be arranged. In a few

situations, the girl may have little choice, or the alternatives, such as training school, may be more unpleasant than her fears of staying at Warrendale. Such situations are not regarded as ideal, but the girls attitudes are assessed in the light of the predicament, and she may be accepted. In all cases, there is a three month probation period, and at this time a case conference is held to decide whether the agency can help the girl. If her adjustment is satisfactory, a long term plan will be made. The routine regarding a new girl coming into Warrendale will be discussed later.

#### Staff and Staff Management

On January 15, 1958 the total staff of Warrendale consisted of thirteen full time and six part time persons, whose job consist of:

- 1 Consultant Psychiatrist - 4 hours a week for staff consultation and a variable amount of time for case conferences.
- 1 Executive Director
- 7 Resident workers - 3 of whom have administrative duties as well. One is full time holiday staff.
- 1 Teacher
- 1 Secretary-Bookkeeper
- 1 Night Duty Staff
- 1 Part time recreation worker
- 1 part time laundry woman
- 1 Full time cook
- 1 Relief cook



2 Part time cleaning women

1 Maintenance man - full time

Three of the part time staff are male staff, as are the Director, Program Director and the maintenance man.

The 1958 budget allows for two additional full-time staff, a residential worker and a typist (for typing case records), and these will be hired. An idea of staff management can be gained by reviewing the division of staff responsibility which was begun in September, 1957. These roles have evolved out of experiences gained during the period when all staff lived in, and each worker had more or less equal responsibilities.

Three of the resident workers are responsible for three areas of administration. Time is allowed in their schedules for these duties which are: Head Case Worker - in charge of casework responsibilities to the children and where possible to their parents. She is also responsible for preparation of case conferences and consults with the Director regarding intake. The head caseworker has an important role in the termination of girls and may do follow up home visits. She sometimes supervises new staff, and consults with resident workers doing casework interviews. Program Director - in charge of planning daily, holiday and summer program. He purchases materials and aids other staff in carrying out activities.

House Administrator - supervises housekeeping and cooking staff and is in charge of purchases related to food, house-keeping maintenance, girls' clothing and allowances and menu planning.

These staff spend between one quarter and one half of their scheduled time for these duties, the remainder being spent with the children. For all resident staff, there are two full days off and an eight hour day. The usual shifts are from 2:30 P.M. to 10:30 P.M. or 7:30 A.M. to 3:30 P.M. Six weeks holiday time is provided to make up for work-scheduled holidays, and because of the strain concomitant with the position.

#### The Daily Tasks of the Resident Worker

The innumerable tasks that the residential worker performs in the course of daily living with the children, range from the triviality of supplying a match, to a vital interview about a boy-friend. In sum, they add up to an expression of a total concern for the child which becomes evident in the child's own feeling of security. The descriptions here are partial and without the dynamics of behaviour which will be discussed later.

The residential staff wakes the child, sends them to school and greets them at lunch and after school. She, or he, will have supper with the girls, help with dishes and laundry, watch television with them or play games with them, help them with studies and finally put them to bed

after aiding them in everything from bathing to taking temperatures to mending clothes. During these basic activities, there is interwoven a myriad of interpersonal relations that sixteen children and three or four adults (the usual amount per shift) can produce. Thus, there is the "small talk" and socializing that occurs after school, the buying trips, going to Girl Guides, the "piggyback" rides, and games and programme on weekends.<sup>4</sup> In meeting these kind of demands, in a therapeutic manner, the worker does not need a handbook of rules, but rather a philosophy of approach to the total living situation.

To summarize, the general treatment principles of Warrendale are modifications of the methods and principles of such men as Dr. Fritz Redl and Dr. Bruno Bettelheim. That is to say, social work and mental health principles are applied in all phases of group and individual living process. In order to provide as therapeutic a milieu as possible, social workers are used to work directly with the children as residential workers.

In effect, each residential staff is an environmental therapist who, in handling the acting out situations as they happen, supplies the correct measures enabling the child to eventually change. Individualization is a constant goal and community participation by the girls is encouraged - even developed. Thus, Warrendale is a reality focused total-care institution. The life for the girls is made as homelike

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4 Cutcher, Allen, "Program Activities in a Resident Centre For Girls". The Social Worker, Ottawa, The Canadian Association of Social Workers, Vol.24, No.3. April 1956, P.1.

as possible without any allusions as to why they are there and what the agency is trying to do. Through individual and group sessions, the real situations of their individual and group lives are faced and dealt with as they occur.

#### Method of Thesis

"Warrendale" can be seen as a social work setting with a truly generic basis, involving a constant inter-play of casework and groupwork principles applied by social workers on a twenty-four hour basis in an institution. It has also been necessary for the staff of Warrendale to know its immediate community, as well as the broader community resources. From a research point of view, the whole agency and its concepts are of an experimental nature, a testing-ground for the application of social work and mental health principles towards a twenty-four living situation.

The plan of the present thesis will be to analyze three essential components of the milieu that Warrendale has evolved; (a) routines, (b) leisure-time activities, (c) discipline and problem-handling. In the second chapter, these three aspects are considered in terms of such social work principles as tension reduction, individualization, gaining relationships, expression of feelings, and diagnosis. Examples of such situations as bed-time, breakfast, craft sessions and games, and community involvement are given to illustrate these principles.

The use of group skills and the value of group and social sessions with the girls are the main concern of the third chapter. Some group sessions are presented to illustrate their value in the formulation of group standards, the group discussion of individual problems, and the group expression of emotion. The importance of holiday festivities and other social occasions such as the children's birthdays are also stressed at Warrendale.

The fourth chapter summarizes the values of the milieu used in Warrendale to treat emotionally disturbed girls. The importance of the institution as a parental substitute is fully realized at Warrendale, and the need for a trained social work staff to carry out this goal is recognized. Suggestions for improving the services at Warrendale are also made in the fourth chapter.

## CHAPTER II

### THE SUPPORTIVE APPROACH TO ROUTINES, LEISURE-TIME ACTIVITIES AND DISCIPLINE

The design of the routines, leisure-time activities and discipline of any institution are essential factors that determine the atmosphere and feelings about the whole institution. It is this intangible but influential atmosphere that a person feels when he enters any institution. These three important parts of the total program can be discussed by means of three questions: (1) do the routines relax the children yet provide reality limits; (2) do the leisure-time activities gratify needs while letting the children have fun too; (3) is the problem-handling and discipline focused on the children's problems rather than adult convenience? It follows that the residential workers must be helping, affectionate, "child accepting" people with professional skills in all the above areas.

Routines or rules are necessary to almost any group living situations, and even voluntary groups get involved with writing charters and constitutions. In the past, routines in institutions came to be "necessary evils", or were rationalized as "character builders." In some cases routines came to mean work, and child labour became

an almost indispensable part of the economics of a childrens institution. In the book Creative Group Living, Suzanne Schulze has this comment on routines in institutions; "To be sure, routine has been misunderstood and misused by many an institution, yet when based on their needs as individuals and as members of a group and constructively used, its advantages can be many."<sup>1</sup> It is the aim at Warrendale, to use routines constructively and to therapeutic advantage to the child.

The therapeutic value of play has long been recognized in individual therapy with children, but it is only in the last ten or fifteen years that leisure-time activities have been recognized as a valuable tool in the therapeutic process. Dr. Redl, in his book Controls from Within devotes an entire chapter called "Programming for Ego Support" to this subject, in which he states:

We have learned to consider the importance of making the program fit the needs and readiness of the children rather than expose children to activities which are traditionally considered "good" for them without mental hygiene scrutiny.<sup>2</sup>

Warrendale uses leisure-time activities with this "mental hygiene scrutiny", and the goals of social health are constantly kept in mind in the formulation of group activities.

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1 Schulze, Suzanne, Creative Group Living, New York Association Press, 1951, P.9

2 Redl, Fritz and Wineman, David, Controls From Within, Free Press, Glencoe, Illinois, 1952, P.86

Discipline and other problem-handling situations in treatment must be dissociated from the "punishment and threats" attitudes that are prevalent in some concepts of discipline. The use of threats and punishment runs counter to the concept of the worker being a constructive non-harmful, "enabling" person. This does not mean that the residential worker does not actively engage himself in the child's problems, nor does it indicate permissiveness as a policy. Dr. Redl states this viewpoint well by saying:

A treatment home is not interested in avoiding and squashing the problem behavior resulting from the disturbances of the children, but in giving it a chance to come out in the open so it can be manipulated and used for treatment purposes ..... On the other hand, it is important to avoid the impression of total permissiveness in the childrens minds.<sup>3</sup>

Warrendale residential staff view discipline and problem-handling in the light of its therapeutic goals, the most important of which is the establishing and development of ego-strengths and inner control of the children. Gisela Knopka defines this inner control as: "the capacity to accept frustration or postponement of gratification of ones wishes."<sup>4</sup>

These three essential components of the "total milieu" - routines, leisure-time activities, discipline and problem-handling - will be discussed in the light of

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3 Ibid, P. 59

4 Knopka, Gisela, Groupwork in the Institution, Whiteside Press, 1954, P. 88



the more important therapeutic goals that Warrendale tries to achieve.

### Reducing Friction, Frustration and Tension

The milieu of Warrendale seeks to set a relaxing atmosphere, which tends to reduce the tensions of living and playing together of the children. It does not try to pacify every conflict, but by reducing unnecessary conflicts over such activities as house-keeping or competitive games, staff energies can be better used to deal with events produced by the children's problems rather than the structure of the total program.

Putting the girls to bed and awakening them in the morning are examples of routines that if properly handled can determine the child's attitude for the rest of the day. Bed-time is a gradual three-stage affair at Warrendale; the first signal is the snack of milk and cookies, half an hour before going up to bed. After the hour of nine, all girls go upstairs or have a television viewing exception and there is then a forty-five minute period for preparing for bed. At lights out, staff members stay close at hand to ease the children into sleep. Quiet talking and radios at low volume are allowed, as are small night lights.

The children face their night fears in individual ways. Some try to get as early a start as possible and put on pajamas right after the study hour at 7:30; others resist

undressing until the last possible moment. Extreme upsets after "lights out" usually result in the removal of the child from her room, for the sake of the group. She may be briefly interviewed out in a separate hallway and sent back to bed, or may be put to bed in the isolation-sick room.

Ann, to take one example, exhibited an almost continual upset at bedtime for almost a year. At times her noise-making and aggressive taunting of the staff (which were demands for protection) became so out of control that she sometimes had to be held down in the isolation room for periods up to an hour. Eventually, she would burst into tears and sobs and then at last relax for the night. Gradually she began to relate to a particular worker her fears of the dark, and of "being killed in the dark". It still required several months for her to respond to the worker's request to anticipate the upset so she could go by herself to the isolation-room, where she feels safer. Gradually, for Ann, interviews are replacing the upsets at bedtime.

The awakening process at Warrendale is similarly designed to reduce the frictions and tensions that can easily develop as each child makes the transition from sleep and dreams, to the realities of the coming day. First call is ten or fifteen minutes before the "official" wake up time. The worker enters the room but makes no direct effort to awaken the children. Rather, she may arrange scattered

clothes, pick up books, fix the blinds or turn radios on at a low volume. Those who are awake are greeted with a cheerful phrase and given any help they may need. By seven o'clock, a second staff member comes on duty and there is a definiteness to their voice tones and actions, indicating that now it is time to arise. Third call is ten minutes later and is the final one; by then most of the girls are in various stages of preparation of getting up. More staff time and attention can also be spent on those who are resisting waking up. The methods used to overcome these resistances might be humour, individual attention to dressing, group pressure, or an authoritative demand, but in any case there is adequate time to handle most situations.

There are several tension-reduction factors in this routine. Those who get up early can still receive staff attention, and in fact some girls arise early for that reason. The three stages not only allow for a staggered use of the physical facilities; more important, it allows each girl to get up according to her own state of mind.

There are many other devices used for reducing tension and friction at Warrendale, such as having a medicine dispensary open for one half an hour before bed time, or the service of staff members in helping girls with dishwashing or laundry. Such seemingly unimportant details as privacy of rooms, the spacing of furniture and uses of rooms

are all considered in terms of making group living easier. The use of active games to reduce physical and psychic tensions, and the creative release of arts and crafts have long been recognized, and such activities are fully used for those purposes at Warrendale. However, it has been found that often games have to be carefully selected or varied, for otherwise the "side effects" of the activity itself can cause extra "handling" problems.

One of the most important considerations, for example, is the effect of competition on the children. The implications of competition are a major reason why the girls play very few of such standard sports as volley ball, basketball, baseball, races and relays at Warrendale. While some of the children will play these games at school, most of them do not attempt to bring the pattern to Warrendale. Thus, the girls play a version of badminton that has no scorekeeping and no boundaries, or a type of basketball that has no team structure, or a version of baseball called "bounce out" has evolved, under which a person stays at bat as long as she does not hit a ball that can be caught "on the fly" or the first bounce. The reason for the latter rule is that it even allows girls who are not adept at catching a ball to play. This variation also guarantees a quick turnover of batters, so each girl quickly gets a turn at bat.

It soon became evident to the group worker that organized group activities and "stunts" on a team basis were almost impossible because of the frustrations and tensions resulting from the selection of teams. Thus, rather than have team races or stunts, the group events were individualized and the girls performed "against the clock" by being timed, rather than competing against someone else. This individualization still left the difficulty of who was to begin the activity. Chris and Tammy, for example, were girls who invariably clamoured for first position and disrupted the beginning of planned activities, until the groupworker finally devised a card with the rules of the game and a number on it. By this device the selection of the order of participants could be left to chance, and although Chris and Tammy often bitterly complained about their fate, the impersonal selection allowed them to participate. In time, the numbered card system has become a method of preparing the girls for an activity; it defines what is to be done and it keeps score of the game.

The chief value of discipline and problem handling in relaxing tensions is the security that limits provide for the child who is "acting out" and the latitude they provide for the withdrawn child. No matter how much the staff workers may reassure a child verbally, it is the way in which children are dealt with by members of the staff and

of being handled herself that lessens a child's fears about her own impulsiveness. Thus, a worker handling the temper tantrums of one girl in a group situation not only reassures her, but reassures the other girls who are watching.

Chris, for example, is frustrated because a residential worker promised to go shopping for a pair of shoes that afternoon. However, Chris' teacher had kept her in for extra work, as Chris was new to the school. It was past the practical limit for departure that the worker had set, but Chris would not accept this. When the worker tried to assure Chris that the next day would do as well, Chris became more agitated and accused the worker of not wanting her to have shoes, and of getting other girl's shoes but not hers. The worker again tried to interpret that it was then too close to supper to go; that it was no one's fault. Chris began to wail that she had not done anything wrong, then suddenly struck the worker and ran into the dining room, upsetting some chairs. Realizing that Chris was losing her self-control, the worker followed the girl into the dining room: seeing that the girl was in no further mood for rational discussion, she held the girl's arms and sat down with her. After she had calmed down somewhat, the worker took Chris to a separate room, where Chris was able to talk about her anxieties about her new teacher, and about the school situation as well as the shoes. Following this, the worker

went with her and helped her to pick up the chairs.

### Individualization and Flexibility

In Warrendale, the idea of individuality in the "milieu" is developed by fostering the idea of individuality itself. Over and over again it is stressed verbally, during individual and group sessions, that each girl is different, having different problems, and requiring different handling. These words are put into practice, so that eventually the girls as well as staff think in these terms.

Breakfast is an example of the Warrendale routines where individuality and flexibility are illustrated. Breakfast is served over a period of time rather than a fixed time, but the end of the period is definite. A girl may choose whatever cereal she likes, and may ask the cook to prepare eggs the way she likes them. The older girls often cook their own food. The girls may have their breakfast before or after they dress, and they sit informally in the dining room.

Rather than regimenting everyone to be sitting down at once, the worker's energies are thus better directed towards helping each girl to eat a reasonable breakfast. This approach allows for the wide variation of morning appetites and gives a more homelike atmosphere to the meal. Most important, it presents each girl with a choice rather than fixed routine at the beginning of the day.

Not all routines can be so individualized, but the method of carrying them out can still be made as flexible as possible. For example, the girls look after their own rooms as they see fit, but once a week a clean-up is enforced and the rooms are swept and made orderly, the bathrooms are cleaned, and linen is changed. Since allowances are not given out until the rooms are inspected, a distinction is made between different ages and levels of neatness. When the rooms are inspected, staff help is given where needed to keep standards reasonable.

While it is the goal of group activities to help the children to share and play together, quite often the activity has to be sufficiently individualized to insure gratification; otherwise the activity breaks down. An example of this problem is illustrated by a record of a leatherwork craft session:

The worker began the activity by showing a sample of the belts that could be made. The response was immediate and enthusiastic in spite of the cost (for part of the cost had to be contributed by them from their allowances). Betty, Grace, Donna, Sally, Polly, Evelyn, Anita, Fredia and Helen started the work. However, before we could get started Joan, who was too debt-ridden to afford a belt this week, came in with her perfume set, taking up most of the table. The group mobilized against this obvious intrusion and Betty and Donna (the older girls) finally got her to move. The group co-operation and interaction was good, although troubles began when the worker had to spend more time with Grace, who was extremely cautious and anxious about the job she could do. Evelyn began to nag incessantly about small details of the work and Polly became more and more demanding of the workers exclusive



attention until she began to cry. The worker was able to give enough support to Grace through Betty and Donna's help, but Polly and Evelyn would not accept help from them. In spite of the time the worker was able to give her, Evelyn also began to cry and said the worker was discriminating against her and the worker hated her. Meanwhile, Helen had worked on her own and ruined her belt in her impatience, and then accused the worker saying "It was all your fault". A staff-member came in to help the worker but by now it seemed to be too late - the girls claimed only the worker could help them. However, in spite of these frustrations the others carried on very well, and in fact, in spite of the tears they all did a good leatherwork job, except Helen who will have to do another belt.

Thus, even though there were adequate tools, materials and space (which in itself can create sharing problems) and the worker had made sure there were facilities for everyone, the sharing of the worker himself almost became more of a problem than the group could handle. Obviously, a second worker at the beginning of the session would have eased most of the individual demands.

One of the most conspicuous areas where individuality and flexibility is applied is in community participation and dating. If a girl wishes to join a community group such as Girl Guides, Church groups or other recreation groups, the interest and capacity of the girl is assessed and she is told of the responsibilities and realities of joining such a group. If the worker decides that the girl can handle herself properly in public, she goes for a trial period.

In the "dating" process, each girl bargains independently (except for foursomes) for her "dating" privileges. Because of the importance of boys in the girls' lives, and the difficulties that most of the girls have had in the sexual area, it becomes extremely important to know the boys they go out with. The girls are required to bring boys that they meet in the community to meet the staff at Warrendale. If any "dating" is considered, a boy is interviewed and is told the "dating" regulations and is given a framework of expectations: that Warrendale expects him to treat a Warrendale girl as he would a community girl, and that Warrendale expects her to conduct herself in a socially acceptable fashion. The "dates" are arranged at Warrendale, so that the situation can be assessed by staff members. This individual approach makes each girl's "dating" or going out dependent on her social maturity rather than age or seniority rules.

#### Gaining Relationship Through Routines, Leisure-Time Activities and Discipline

By participating with the children in certain routines, staff members demonstrate that they are helping as well as authority persons. For example, there is a considerable difference in ordering a child to wash dishes and helping the child do the dishes. The bedtime routine offers one of the best opportunities for the residential workers to demonstrate to the children their helping, enabling role. Thus, helping the children with their bath, putting up their hair

and other bedtime rituals can be a beginning to more meaningful relationships between staff and children. Joan, for example, took pride in the neatness and arrangement of her room and spent much of her pre-bedtime period in preparing herself and her room for sleep. By helping her with this process and showing an interest in the girls bedtime rituals, a worker was able to gain a relationship in which the worker became Joan's "favorite staff".

Staff participation in leisure-time activities is another valuable method of gaining relationships with children. While participation in table games, or initiating recreational stunts is important, one of the most convincing ways an adult can demonstrate that he is a child-accepting, fun-loving adult is to play their childhood games with them. Such games as hide and seek, blind man's bluff, skipping, red light, and many others, are highly successful at Warrendale. The rules are so universal and so rooted in childhood that even the most disturbed children will play them. Furthermore, there is far less friction in initiating and playing such games, and there is not the cheating that occurs in adult games, such as card playing. By maintaining an attitude of playing with the child, yet not being a child, a worker offers a relationship that the child usually has never had before.

In more structured activities such as Bingo, quizzes, or stunts, the adult can be a giving person, and at Warren-

dale prizes are often given as incentives for participation. The reward may be small, such as a piece of bubble gum, but everyone who participates gets something. Similarly, the staff participate with the girls in such gratifying activities as candy-making, cook-outs in summer and sewing.

Staff involvement in the life-problems of the children does not always consist of curcial interviews or handling tantrums. Involvement also means concern for smaller issues such as putting on overshoes in bad weather, reminding a girl to comb her hair before going out, wearing socks, and other details of living. These smaller incidents add up to a total question in the childrens mind; "Do these adults care about me?" Ann, for example, often would walk out-of-doors in below zero weather with no overcoat on to test the staff on duty. It was found that if these issues were not handled properly, one could anticipate more serious acting out in other areas. Likewise, Esther's self-concept of being worthless, and unwanted was mirrored in her unkempt hair, her dirty sweaters and skirts and her unshod feet. What good would it do for a staff member to tell her that they cared for her, if they allowed her to dress like that? Thus, it is vitally important for staff members at Warren-dale to show a concern for and do something about the small details of daily living. Possibly, the most important factor in this involvement is the emotional tone and weight

that a staff member uses in applying such rules. The emphasis is on the child not the rule, and the resident staff must show this through his total concern for each child. Likewise, the children's attitude towards house property is a reflection of the staff attitudes and concern about housekeeping and house rules.

#### Expression and Release of Feelings

It is important, that routines be flexible enough to allow the child to express her feelings about the routine yet the routine cannot be compromised because of this. An eleven year old, like Lucy, may swear, scream, and resist school with all her strength, but when the recess is over she goes back to the Warrendale school, even if she has to be carried. Likewise, the surface behaviour towards a routine cannot always be accepted at its face value. In fact, acting out against routines almost invariably involves feelings related to some other cause.

This is often evident in the one and a half hour study period routine, when many of the children release their feelings about school and their teachers. One night, for example, Tammy blocked completely on doing her Arithmetic homework, a subject that she had difficulty with before, but never that severely. An indication of the fact that the problem was more than a question of Arithmetic became evident when she began to accuse the staff member on duty in that room of not wanting to help her. She was asked to

remain after the period was over, and two other workers tried to help her, and still she maintained that no one was helping. Her frustration level and attention span in short, were very low. She wept and cried that she needed help, and put away her books in despair. The next day, the worker asked Tammy about the Arithmetic, Tammy replied that she had done the Arithmetic in the morning, that what really bothered her was that to-morrow she had to make a speech before the total class, and she had put it off. The teacher had told her it had to be done by the next day or it would mean failure in that subject. Realizing the difficulty that an autistic child like Tammy would have with such a project, the worker gave her considerable help and support in preparing the speech. The blocking on Arithmetic was considerably lessened after she made her speech.

The use of program-activities to express feelings has been a fact long recognized by group workers, and it is an important device at Warrendale. Providing outlets for hostile feelings of girls is not as well recognized as it has been with boys, but experiences at Warrendale have shown it to be as necessary. The girls often indulge in chasing games and mock fights, and in cases where they are fearful to wrestle with peers, they will ask staff, especially a man-staff member to wrestle with them. Fencing, a harmless type of boxing and a punching bag are also used as hostility outlets; snowball fights in winter, water gun

fight (with the girls in bathing suits) during hot summer days are wonderful hostility outlets.

Crafts and fantasy-play also have a highly expressive value. In the Warrendale school both of these methods are used to have the girls express their feelings about adults, which is important if they are to accept the teacher's role. Over and over in their play in school, the children re-enact scenes of spanking, scolding and disciplining of children. Free style art work, clay molding and other crafts are also valuable expressive media.

The reaction to discipline and penalties is not often thought of as an expressive outlet, yet it has been necessary at Warrendale to consider disciplines and penalties in terms of the relieving guilt. For example, when Betty began stealing articles from the downtown stores, it became necessary to catch her with the stolen goods (which would be returned to the store, or money sent in lieu of them) and then face her with the thefts and give her an indefinite period of not being able to go downtown.

Now, it was not believed by the staff-members that the "staying in" penalty in itself would help Betty with her stealing problem, but rather the interviews about the incident, and the subsequent talks she would have with a staff-member, each time she wanted to have the penalty lifted. Thus, the penalty serves as a focal point for discussing a girl's problem rather than an instrument for

retribution. It is a policy of Warrendale, that any penalty can be waived or reduced if the girl shows any insight into the reasons for it. In Betty's case, which is quite typical, if she was not caught at stealing, she would become depressive or start inviting penalties in other areas of living, so that she could live more comfortably with her own guilt-feelings. Thus, when Betty is caught stealing (which was often) it became important that her feelings of guilt be reduced by a penalty so that they do not interfere with the worker's attempt to get at the basis of her stealing.

Likewise, the staff-members of Warrendale have been faced with the "circular effect" that a penalty can have on a girl who runs away in order to be punished. Sometimes a girl will become so conflicted about a family situation, or be so guilty about something she had done, that she feels that she deserves the supreme penalty: removal from the institution. In an open institution, running away is the usual way of expressing this goal. To merely penalize a child for this act and leave it go at that is not enough. For this relieves the guilt feelings only temporarily, for an unresolved problem. When the problem is re-activated through some incident (e.g. letters from home) another run occurs and the cycle is repeated.

What is necessary to break this cycle is to vigorously "re-engage" the child emotionally into the life of the



institution. With each running away incident, the girl is interviewed about the seriousness and danger of her act, and whenever possible, the meaning of her actions is discussed. If the running away is due to "outside" situations, then the reality of these situations are reviewed with the girl and alternatives to running away to solve these situations are presented where possible. Such an interview must carry an emotional weight to demonstrate a personal concern for the best interests of the girl. This concern must be continued in further relationships with the girl, for if she becomes emotionally alienated from the institution, there will be no end to the running away.

Routines, Leisure-Time Activities and Discipline as  
Diagnostic Aids

The reactions of a girl to the milieu of Warren-dale provide valuable insights to the kind and depth of disturbance of the child. A girl's reaction to such routines as dishwashing, clean-up or laundry are often indicative of a girl's feelings toward mother figures since these situations were frequently the former "battlegrounds" of previous family situations or placements. Likewise, the reactions to bed-time and wake-up such as the expression of night-fears and discussion of dreams, are revealing of the child's inner feelings. For example, it was only after the consistent night-time concern of over a year by staff members, that a girl with night-fears and enuresis was able to reveal that her father had made sexual advances towards

her when she went to the bathroom.

Many children come to Warrendale with a poor ability to play with adults and other children. When they come, they are surrounded by a host of play opportunities which often reveal the source of the difficulty of playing skills. Those who enter in all activities with enthusiasm and vitality usually reveal a previous environmental lack of opportunity to play. Such was Sally who had been practically made a servant and maid (at age 10) by her step-mother; she expressed a wish to sleep in the program office.

Others reveal their insecurities by withdrawal from activities, but more often this type of girl will eventually play with the staff members and when she feels secure enough, with other girls. Chris quickly revealed her extreme rivalry the first day she came, by throwing a tantrum when she was not first in an activity. Joan revealed her narcissism and manipulative skill by participation only in games she could win and with people she could defeat.

The diagnostic value of play-activities are well used at Warrendale. Illustrations of experience at Warrendale have shown that observations of the children during play offers excellent opportunities for the assessment of the personalities of the children.

It is during the first days of adjustment to the institution that valuable insights to the new child's reactions can be gained; for later, she builds up her part-

ticular set of defenses that make observation more difficult. Usually, the girl cannot believe that the institution is what it seems to be ; a place for children, not for adult convenience. A new girl is usually very suspicious of the adults who seem friendly and seem to get along well with the other girls. In essence, the new girl brings a pattern of defenses that she has used successfully against the adults and peers of her past. The difficulties begin when she continues to behave as if the old situations still applied. Martha, for example, came to the agency with a deep distrust of adults and extreme rivalry with peers. For many months she continued to act as if every adult was like her rejecting adoptive parents. She continued to compete with her peers and be hostile to them as she was with her half sister - who was a diabetic. Martha had been kept on the same diet as her half sister and Martha hoarded cookies and fruit in her dresser and secret places all over the house. She fought off all attempts at relationship and it was only after several years that she was able to verbalize freely about her inner feelings. This occurred only after consistent staff attention to her stealing problems, resistance to rules, and peer difficulties. She still has great difficulty in self-insight and is still very narcissistic but her ability to verbalize may yet help her when she is ready for intensive psychotherapy.

The first "handling" situations with a child often reveals their ability to verbalize and their ability to adapt and change. For example, the girl is told that any penalty that is given at Warrendale may be removed or reduced if the girl can talk with staff and show enough insight about the incident. If a girl can use such a device, it often helps her to verbalize her feelings and difficulties in a way she had never been able to do previously.

Thus, the ego-supportive and counter-delusional functions of the milieu of Warrendale are necessary steps in helping the child to the point where she can accept a therapeutic relationship with a residential worker. In milder disturbances, most of the child's problems can be resolved by the influences of the milieu and the group situations. However, in most cases, moving the child towards an individual therapeutic relationship with a staff member is a necessary part of helping the child. Sometimes a girl's length of stay, or the depth of her disturbance, interferes with this transfer to an individual relationship; but it has been found that, where severe neurotic symptoms remain, the discharged girl is far more amenable to individual psychotherapy on an out-patient basis. The importance of the group as such, and the use of group skills in this are the subjects of the next chapter.

### CHAPTER III

#### GROUP SKILLS IN ADJUSTMENT AND TREATMENT

Group experiences at Warrendale are not only valuable in themselves for the development of social and community values, but they are of inestimable value in making it possible for a child to accept an individual relationship. Chris, for example, for the first year of her stay at Warrendale, claimed that "there was no one there to play with her"; that "the other children did not like her". During that period she also had great difficulty in attending any of the social-occasion meals of the house such as birthdays, Christmas and other holidays. On her own birthday she could not come into the dining room to cut her cake until nearly everyone had left the room after the meal. Gradually, she began to respond to the persistent support that staff and older girls offered her; to come and join the festivities. Coincidental with her eventual full participation in these affairs was the increasing friendship she had developed with a girl who became her "first chum" at Warrendale.

Thus, with Chris's case, it is difficult to say whether her individual relationship was dependent on her group experiences, or her group experiences enabled her to have a more individual

relationship. However, it seems to be true with many children whose difficulties are so individual, that a group experience is a necessary prelude to new individual relationships.

Except for the Warrendale school, the Senior House, and occasional small group meetings (such as with senior girls regarding "dating"), sub-groups are not formed for treatment purposes at Warrendale. Thus, the main concern of this chapter will be the sixteen girls of the main house, and the group skills which have been used to influence such a group.

Two important points determine the role of the resident workers who deal with the group: the fact that the Warrendale population must be a "formed group", and the poor state of the social health of the members of the group. In Wilson and Ryland's Social Group Work Practice, a simple chart has been devised to illustrate the relationship between the social health of the members and the approximate role of the worker. This chart is reproduced here to indicate its significance to Warrendale's use of group skills.

Degree of Activity of Worker	STATE OF SOCIAL HEALTH OF MEMBERS <sup>5</sup>					
	Out of touch with reality	Withdrawn or very aggressive	Indifference	Interested but lack knowledge and experience of group life	Interested and have knowledge and experience of group life	Eager and competent to participate
Controller	+					
Leader (very active)		+				
Stimulator Instigator (active)			+			
Adviser Teacher (less active)				+		
Participant Observer (occasional observer)					+	
Enabling Observer (active when asked)						+

<sup>5</sup> Wilson, Gertrude and Ryland, Gladys, Social Group Work Practice, Boston Houghton Mifflin Co., 1949, p. 68

It is evident that the children at Warrendale fit the first three categories of social health more approximately than the last three categories. It follows, therefore, that the dominant roles of a worker in this situation would be those of controller, leader, stimulator-instigator. This is not to say that the child caseworker is never an advisor-teacher, participant observer, or an enabling observer; it does mean that the group offers less opportunities for these latter roles. In using these more controlling and directive roles, the worker must be constantly aware that the goals of social health remain the same.

Perhaps the best expression of group skills at Warrendale is illustrated by the group sessions that are held when issues arise. When an issue such as a new girl coming or a coming Easter program or rules are to be reviewed, then a group meeting will be announced, and all girls and staff on duty have to attend, with a staff spokesman (usually the director or programme director) acting as a kind of chairman.

#### Formulation of Group Living Rules and Expectations

Group sessions have been important in setting standards for behaviour in the house and the community, and have been useful in distinguishing between community behaviour and private behaviour. "Dating" and going out with boys have often been discussed with the total group, but the most meaningful discussion of this has occurred in sub-group meetings with the



older girls who do the dating. The following is a record of one such meeting:

It was evident that several of the older girls had been meeting some delinquent boys at the restaurant, and others had been arranging meetings with boys inside the local movie-house. The worker called a meeting with four of the oldest girls; Mae, Pat, Ellen and Dorothy, to emphasize some "dating" principles. The worker told them that in the future, girls who intended to "date" a boy would first have to bring the fellow to Warrendale in order to introduce him to Warrendale staff. There was little response to this new rule, but the worker could see the look of determination on Pat and Mae's faces that seemed to indicate that this was too much interference of their personal lives.

Finally, Pat said "Yeah, but suppose he does not want to come up and see you - maybe he is afraid". "Then", replied the worker, "you have to think about what this means, afraid of what? Does he care enough about you to overcome these fears - if they are real? Why would he be ashamed of meeting the people who look after you? You know if he "dated" any other girl on this street, her parents would likely ask to meet the boy." "But you are not our parents" sneered Mae "so what's the difference?" "That may be", commented the worker, "but we are as responsible for you as parents would be; and, by the way, Mae, what is this I hear about you meeting Joe in the "movie" last week. This is another practice that is going to have to stop. If he can't spend 60¢ a week to take you out to a movie, how much do you think he is really interested in you? If he is really that "broke" or poor, which I doubt, then you had better start inviting him here, and be a hostess".

"But its not just you I am talking about", continued the worker, "there are other girls here who have been doing similar acts. That is why I want you older girls, who are an example of the younger girls, to understand this important principle: you will be known by the boys, and other people, in town by how you behave and conduct yourselves in public." "If some Warrendale girls are so insecure that they will go to almost any length to hold a boy-friend, or other girls go around town with a "chip on their shoulder" then thats how every Warrendale girl will be regarded until she can prove otherwise". "I suppose we get a reputation good or bad, whether we like it or not", sighed Ellen. "Precisely" echoed the worker.

Mae said she would try and bring Joe to the house, and Dorothy complained about the swearing done by the younger girls outside on the grounds. The worker said he hoped the girls present could understand the new principles, as he was going to present these ideas to a general meeting, where the younger girl's behaviour would also be considered.

Community standards are often presented during individual or group sessions and in sessions held before girls go downtown in a group. However, when a community issue has implications for the total group, then a group session is held. For example, Sally came home and complained that Martha had been talking at school about the "awful" behaviour that went on at Warrendale. The staff members realized that the implications behind Martha's gossiping was the fact that she was making the transition from the main house to the senior house and she was seen individually about this. It was also decided that this behaviour might be more common among other girls, so at the next group session this issue was included.

At this session, the staff spokesman reviewed why Warrendale permitted behaviour that would not be allowed out in the community. "Why do we do this?" asked the spokesman. Esther promptly said "So we won't act up in town", "And also so that a girl can do something about such behaviour while she is here" added the spokesman. The spokesman then went on to explain the harm of ventilating feelings about other girls and happenings at Warrendale to chums or people in the community. Sally broke in by mentioning Martha's gossiping at school and Martha began a counter-accusation about Sally's behaviour with boys. This

almost broke the meeting up and only the strong chairmanship of the staff spokesman retained the focus of the meeting. Finally, in an effort at diversion, Martha exclaimed that, there were other things done in the community too, and the round of accusations began again; stealing at school, noisy behaviour with boys, swearing on the grounds, unkempt appearance.

Above the noise, the staff spokesman gained the attention of the group by saying that he was glad that they all knew what he was talking about, and that it was important that they all understood two principles; the first was that Warrendale was private like a home, and had a private side to its life, like any family did. "People do not generally go around making family affairs public and neither should we" he emphasized, "If you have something to complain about or don't like something that happens, do your talking about it here." "Second, is that you should understand clearly that we allow behaviour that the community outside won't tolerate, because we try and understand it and help girls with such problems."

#### Focus on Individual Problems

Stealing, both in the house and in the community is not the problem it once was, and this change has been attributed in a large part to the success of group sessions on this matter.

The following is a typical pattern of a stealing episode. An article or money is reported stolen and if staff are certain that a theft has occurred, action is immediate and all leaves

are cancelled and a group session is held. In doubtful cases, a day or two may elapse, to allow for mislaid articles or for individual means to work a solution. In any case, the facts are carefully learned by the staff and the reactions of known stealers are carefully watched, especially in the group meeting. Even if the staff is relatively certain who took the article, a group session may be held if only to relieve group-guilt and to review the problem of stealing in general.

Usually, the director or program director chairs the meetings. He begins by reviewing the stealing incident and saying that he expects the person to return it. There is an air of tension and usually many distractions when many girls list articles that they have had missing and "how about doing something about that." The staff spokesman then reviews the Warrendale attitude to stealing somewhat in this manner:

1. That at Warrendale stealing is a problem rather than a crime. It is a serious problem because if the girl does not get help with that problem at Warrendale, she stands a chance of losing her job, her friends, and maybe even her freedom, if she is caught by people who don't care why she steals. When you shield a stealer you don't help her, you only keep her from getting help she needs.
2. Nearly everyone has urges to steal; the difference between a stealer and a non-stealer is that the stealer gives in to those urges.
3. Girls steal for various reasons. It may be out of jealousy or dislike of someone, or even because they want to have something from someone they like very much. In order to be helped a stealer should know why she steals and then do something about it.

4. Stealing is destructive among people who live together, because if you can't trust the people you live with, who can you trust?

5. Warrendale does not punish girls for stealing, but naturally she had to give back what she stole and it would be best if the girl could see a staff after the meeting and give the article back. If she can't do that, she should return the article secretly - for at least she will have shown some ability to do something about her problem.

A time limit is set for the return of the article and in about one half the cases the article is returned before that time. If not, then the individual interviews are begun and in most cases the stealer is discovered. Aside from the returning of the articles these group and individual sessions provide valuable information about a girl's attitudes to stealing, the effect of guilt, and their response to group pressure.

On rare occasions, group sessions are held to discuss a specific individual and her problems. Usually, the girl concerned does not attend such a meeting. Chris, for example, became so bizarre and interfering of girl activities in her behaviour and was so upsetting to the group, that a special meeting was called to help the group understand her symptoms and to give specific instruction on how to handle her when she disturbed individuals and group activities. Considerable understanding was shown by the girls when it was explained that Chris had to adjust to Warrendale or else there was no where else for her to go, and therefore the whole agency had to make special efforts to help her. Then nearly everyone

related instances of conflict that they had with Chris. At each incident the staff tried to give a little interpretation and some suggestions of how to deal with her. Older girls were told to hold Chris as staff did, rather than hit her when she upset their activities, and younger girls were told to ask staff to handle her when she interfered with them. In effect, the total population became involved in Chris's behaviour and the results were very noticeable. On later analysis, the staff felt that the sense of involvement and participation was as important as the handling suggestions and in giving the group a security about Chris' bizarreness.

Occasionally, after a series of run-aways by a girl it will be necessary to have a group session to clarify Warrendale's position about running away, and to allay the anxieties that such runs produce in girls with similar tendencies. Sally, for example, had run away repeatedly, the main conflict stemming from her doubt regarding her father's affection, now that he had a new common-law wife. She could not consciously accept the fact that there was no place for her in the new family situation and tried to resolve it by running back home. She had involved four other girls in these runs.

While Sally was on one of her runs, a group session was held, and the group was told of the possible consequences of her runs. Here is an observers report on a group session:-

The staff spokesman reviewed Sally's runs, saying that they stemmed from a family conflict beyond Warrendale's control, and that although staff tried their best to understand this, Sally still had to agree to the minimum of Warrendale rules - especially that she stay around so Warrendale could help her. "How can we help a girl who isn't here" asked the spokesman "Therefore" he continued "unless Sally can agree to the simple principle of staying here and going along with the going out rules, we will have to send her back to the court that referred her here". "But that means training school and you know it" accused Joan "You're sending her to Galt (the training school)" she continued. "No" corrected the worker "We can't make that decision only the court can; all we can do is decide if a girl can stay and in this case we are leaving the decision up to Sally. She still has a choice to make. As we have said before, Warrendale has an open door policy - and doesn't keep girls who do not want to stay." Polly and Tammy began to quietly weep, Betty (Sally's friend) held her head down in a depressed fashion. Joan, Grace and Chris grumbled that they didn't want to stay - that they were being kept in Warrendale against their will. "That's not true and you know it" retorted the worker "I know you two (Grace and Joan) are feeling bad about Sally - especially since you have both been on runs with Sally. You both know how helpless she is when she gets these impulses". Joan persisted in her claim that she had no choice in coming to Warrendale "You call it a choice - this place or training school" she shouted. "It's a limited choice" admitted the worker "but don't forget, we didn't give you that choice, your caseworker did. We could only decide whether to take you when you decided to come. Grace, you know your own family situation enough to know that your decision to stay here is realistic; and Chris, you speak to your parents about staying here when they next visit you."

Thus, the group is presented with the real issues of Sally's choice.

The worker summarized the situation by saying; "So Sally has to make her decision. We want her to stay, but she had to control her impulses enough to live with the rules of the house - like everyone else. We think she can, but it's up to her. Now, if she agrees to try again we will all have to help her over this rough spot in her life. Remember that by getting your own feelings mixed up with hers and not doing something about her urges to run, you are not helping her."

The group is thus presented with the reality of the limitations of the agency, and the amount of acting out that can be tolerated. It also helps to relieve feelings of girls with running difficulties and prepares them for the possible departure of Sally. There is also a counter-delusional aspect, of responding to the girls who feel they are in Warrendale against their will.

#### Group Sessions as Expressive Media

Issues which have an effect on the total group are often handled in a group session, in order to express and ventilate feelings and to assess the effect of a situation on the morale of the group. For instance, when it is announced at a group session that a new girl is coming for a visit, there is immediate speculation about her age, her looks, and her background. The girl is described by the spokesman in a realistic but sympathetic fashion, outlining some of the girl's difficulties with a comment that Warrendale can help her. Quite often a girl is known by girls in the house and they are invited to describe the girl as they knew her. When the girl visits she is shown around the house and introduced to the girls and staff. After it is determined that the girl will come, there is an immediate bargaining for who she will room with, to what school she will go and other living arrangements. In effect the whole sociometric pattern changes.

This method of group preparation for a newcomer worked



extremely well with Joan. Before Joan came, the group was told that she had been discharged from a closed Catholic Vocational School because of her extreme rebelliousness and that she incited several riots there. It was explained that she was regarded by them as an expert at getting other girls in trouble and that she was an extreme behaviour problem. The girls were therefore warned about her tactics of playing one girl against another and her manipulation of situations.

She began her first week by telling certain girls that she had heard about them and for awhile several girls were mad at each other and feuds were developing. On being reminded by staff members about the group session, several of the girls caught Joan in misrepresentations and told her so. Joan also was caught in a small theft by Betty (the natural leader of the house). Eventually, Joan gave up her attempts at group domination and began to relate to a male staff and in fact moved in with a younger girl who suited her true emotional level.

The emotional impact of a girl or staff leaving Warrendale is an occasion that has also been well expressed in group sessions. The girls identify strongly with anyone leaving, for it involves their own feelings about leaving. A meeting is held, and the girl leaving is presented with a memento. There is usually much crying and a general grieving session takes place. With a staff leaving the event is

sometimes more channeled, and the children act out their feelings in skits or talent shows. For example, when a childless staff couple, who had met and married while at Warrendale, departed, the girls enacted a skit of their courtship; getting married; having a baby and bringing it up "Warrendale style". At another staff departure, Tammy expressed her feelings in a charade - she acted out a burial scene. In skits, staff are usually represented by the child who has been closest to them and a symbol of staff is to carry a large bunch of keys. When a school teacher left, the school girls presented a skit of a typical day at Warrendale. Lucy, one of the most stubborn children regarding school work, enacted a teacher who seemed to be constantly berating children about doing their work, and the girls were constantly showing negative qualities.

Likewise, when house pets die or are run over, there is a grieving session and this is usually channeled by some elaborate casket making and a burial out in the field.

#### The Warrendale School as a Group Experience

Warrendale's school has group experiences beyond the usual house living experiences. The school has from two to six pupils and the content of the teaching is secondary to the attitudes of the girls towards the teacher and towards school work in general. There is considerable reaction among the children and considerable self-help between them. The relationship to the teacher is the most important function of the school.

Aside from the lessons, there is a continual acting out towards the teacher and a large amount of fantasy play and play acting. Scenes of cruel mothers, and stubborn disobedient children are most often acted, with the teacher taking part at their request. The teacher avoids the cruel mother role. Going shopping, "hospital" and going to bed are recurrent themes. Thus, while the children work at their own scholastic speed, it has been found that they are very conscious about whether they are up to the level of the community school work. When they have resolved their feelings about teachers and adults, the girl who is ready generally begins to demand that she go back to regular school. Such a girl is given a full course of studies and exams and if she can stand the frustration she is transferred. The school is conscious of it's identity but does not continue as a sub-group in the house after school.

#### Group Significance of Holiday and Social Functions

One of the striking situations that impressed the staff of Warrendale when the agency was in it's formative stages was the reactions of the girls to major holidays as Christmas, Easter, Thanksgiving and even summer holidays, for these are times they miss family connections most. The reaction was usually one of gloom or aimless hyper-activity. It also was apparent that they were reacting to the poor holiday and social experiences that they had had before coming to Warrendale. Quite often, for them, social functions meant only adult drunkenness; or unspoken rejection by being sent

to camps or schools; or the cheerless celebration of holidays in other institutions. Stella, for example, told of being given a single present - a doll - for Christmas while at a children's home. The doll was taken back from her when she left the institution.

Holidays also have important implications in helping the child regain the feelings that they are a part of a larger society. Accordingly, it was decided that nothing short of a major program effort could counter-act this social lack in the children's lives. Fortunately, there are a host of traditions around most holidays and it was decided to exploit these activities as much as possible to provide a super-abundance of child-adult participation to overcome holiday resistance. Thus, there have developed over the years a considerable amount of traditions and celebrations, which would perhaps be more than an average family would provide. Each child can then choose the activities which meet her own needs.

The Christmas season is a good example of social activities as reactions at this time are particularly severe. The Christmas season usually begins with activities such as Christmas card making, Christmas lists, group sessions on program activities (a swim to the Y.W.C.A. is traditional) and then the stencilling of the windows and collection of the greens begin the house decorating. Then, after gift making and the shopping that accompanies the extra Christmas allowance, the pre-Christmas activities begin, the greens are hung, the girls

cut out decorations and there is caroling on Christmas Eve. Perhaps the most looked-forward-to tradition is the sleeping downstairs by the tree (the girl's mattresses are brought down) so they can wake up surrounded by the presents the staff put there during the night. The Christmas-meal tables are well decorated by the older girls, and the traditional turkey and other Christmas foods are served. The cornucopia centre piece from which the girls draw small token gifts is another tradition at this time. An organized program of winter sports and trips is also a part of the holidays.

The other holidays have developed similar traditions such as; the race around the house after the Easter dinner; the staff-girl tug of war at Thanksgiving; the trip to the Canadian National Exhibition in the summer. These are all part of the festivities and traditions of Warrendale. However, the value of such intensive and elaborate observance of holidays would not be as valuable if it were not accompanied by the warmth and sincerity of the total staff. Over the years, there has grown a sense of participation and involvement that has enabled each child to feel that holidays can be a happy time - even in an institution.

The observing of each girls birthday offers a unique opportunity to recognize each girl as an individual, and make "her" day a social one. On her birthday, a girl chooses the menu for the day (pork chops, corn and ice-cream are favorites) and it is a joyful moment when the cake is brought in and

everyone sings "Happy Birthday". Many girls are seemingly embarrassed by so much recognition and approval and they sometimes shout "Don't sing it, don't sing it" and put their hands over their ears. The girl also receives \$3.00 as a gift, and an extra night out to see a show, with a "chum". Another observance more quietly done is when a young girl begins her menses. To celebrate her entrance to womanhood a female staff member takes the girl out for a movie or a supper.

There has been only one open-house at Warrendale, but it demonstrated how eager the girls were to show their home to the public. With staff help they formed committees, and handled such details as serving food, parking, tours and a movie programme. The group responded well, and there was not one behaviour incident.

The girls are encouraged to bring their friends to Warrendale, and in turn, they may visit the homes of friends. Staff usually check with the parents of a child before granting permission for a visit. This avoids possible misunderstanding and enlarges Warrendale's community contacts. The girls are reminded that visitors are part of the community and as such community behaviour is expected from them as well as the guests. Sometimes friends of the girls - sensing the comparative freedom of Warrendale begin to act like Warrendale girls, and have to be reminded that this is a privilege for Warrendale girls. Casual visitors, child or adult, are discouraged from visiting and adults may not see a child without

stating their reason. Persons with a professional interest are generally shown around the house by one of the girls.

#### Group Adjustment Value of Group Sessions

The group process of discussing house rules and events aids considerably in a feeling of participation and involvement in the activities and programme. For example, before the Easter holidays a questionnaire of the girl's interests is circulated and a tentative programme is drawn up. A group meeting was held and then the programme is described and comments are invited. Anxieties about trips, the bargaining for staying up, the older girls party suggestions, questions about Easter clothes and other questions, offer opportunities for interpretation, thereby making the holiday times something to anticipate and enjoy.

The rules about television reviewing are an example of the constructive use of group sessions. Staff members do not censor television programmes, but because of the close connection of television with the bed time routine, it does set limits on how long the programmes can be watched.

At the beginning of the fall season, during a group session, the girls complained that certain programmes that they liked started at nine - just when they had to go up to bed. Accordingly, three half hour exceptions were made during the week, and one hour exceptions on Fridays and Saturdays, with the provision that the girls have their pajamas on for the exception. However, over a period of months it was noted

by staff members that misbehaviour was increasing in the television room, and that there were too many unfinished tasks at "lights out". It seemed that television exceptions by being automatic were becoming extensions for time downstairs rather than because of a genuine interest in the programme. It also appeared that the one hour extension on the week-end was too long for the younger girls, and they expressed their boredom and tiredness in misbehaviour. The following is a staff report:

A group session was called by staff and the television rules were reviewed. It was proposed that in the future, a television extension would be given only to those who asked for one at supper time. Martha grumbled about the "good old days" when the younger girls were not around and the bed times and television times were later. The staff spokesman replied to this comment, emphasizing that no change in the present hours was being considered - but how you got the extensions. He continued that staff had thought about the older and younger girls in terms of privileges, and were suggesting that the younger girls only have one half hour exceptions on the week-ends, and the older girls an hour. The older girls were naturally pleased about this recognition of their maturity, but some of the younger girls cried out in protest. Another staff then produced a list showing that in the previous three weeks only a minority of the younger girls (and a noisy minority at that) watched television for more than half an hour.

Tammy still tried to protest but the older girls pressured her to "use her head" and she acquiesced. Then Sally agreed that perhaps to make sure a girl was interested, she should name the programme she wanted to see. The spokesman agreed that the suggestion was a good one. Tammy and Lucy protested that they might not know the programmes. "Ask Martha or Betty (group leaders)" suggested the worker - or even read the paper". All seemed to agree, so the meeting was closed.

This session illustrates the importance of using age differences in a group to effect a change on an age basis. One of the goals of such rules has been to give recognition



to the older girls and to avoid their suspicion that the house is run on the basis of the lowest age denominator, e.g. eight years old.

Social and group skills are therefore an integral part of the milieu of Warrendale. Every effort is made to make each social and group situation a positive growth inspiring process. When this is not possible, the goal is to make social experiences the least harmful possible.

Group sessions have a staff training value, and are excellent media for orienting a new girl about past events and present policy. The sessions are also valuable as a reference point for individual interviews on issues discussed at group meetings. Quotations from or examples of feelings expressed in group sessions often carry more weight than the statement of an individual.

#### Other Use of Group Skills

While the use of group skills as applied to the total group is the main concern of this chapter, the use of group skills is prevalent in many phases of the work at Warrendale. Such topics as changes in friendship patterns, the effectiveness of room arrangements, and the management of the children during trips are frequently discussed at the weekly staff meetings, and handling techniques are considered. It is important that all resident staff be kept abreast of the group life of the children.

Particularly important has been the staff-handling

of the natural leadership of the girls that has developed in the past year at Warrendale. Among the staff-members there has been a growing awareness of the need for leadership outlets among the girls. Upon recognizing that at times older girls wished to help with routine situations, and after a careful assessment by the staff, there has developed a "junior-staff" arrangement whereby certain older girls, who are able to and want to help, are scheduled as a "junior-staff". If accepted in this role the girls are paid small wages for their help. Thus, "junior-staff" may help put the smaller girls to bed, or help staff-members during an outing. "Junior-staff" are also very useful in camping during the summer. Naturally, the "junior-staff" are not expected to substitute for staff-members, and care is taken not to involve them in handling extreme behaviour.

Such a policy has been valuable in providing a recognition and opportunity for expression of leadership in the house. It also gives the natural leaders an even greater identification with the institution and gives the staff-members an opportunity for interpretation that would not otherwise be possible. Group skills are thus developed and fostered among the natural leaders to the benefit of all the girls.

## CHAPTER IV

### CONTRIBUTIONS AND POSSIBILITIES OF WARRENDALE

An almost universal characteristic of the girls who come to Warrendale is that their relationship towards parental figures has broken down. Consequently, their attitudes towards all adults are distorted in some way. Most often, girls reactions towards mother figures are most intensive and pronounced. This is perhaps another reason why caseworkers and therapists (who are often women) have such difficulties in helping such girls individually. Most of the Warrendale girls have been through a series of foster-home placements or institutions and have failed in them. Martha, is the most dramatic example she had twenty-six placements before placement at Warrendale. Whatever the reason for placement breakdowns it remains a fact that most foster (or adoptive) parents expect more, emotionally speaking, than the upset child is able to give. What develops is almost a vicious circle. A foster-home placement, for example, breaks down because of its expectations which are beyond the child's ability to meet them. This results in greater feelings of inadequacy and insecurity which may cause greater acting out symptoms that provokes further rejection and another breakdown in placement. For example, on one child's parents form (see

Appendix B) there were no less than nineteen acting out symptoms! If the child is not able to trust or respond to the affection and attention of the substitute-parents, or even one of them, then usually the placement is doomed. Child placement agencies are unfortunately all too aware of the results of such a multitude of placements in their caseloads. The end result is the type of child who is placed at Warrendale who brings many "acting out" symptoms with which foster homes were not able to cope.

Warrendale offers a variety of parental figures whom the child can accept or reject without fear of "survival". Survival, to the traumatized child means acceptance and a feeling of permanence. In essence, Warrendale gives as much parental concern and care as possible, without asking reciprocal love and affection. No doubt because it is not expected, in time, the child usually allows herself to express love and affection freely. Warrendale is able to accomplish this because the symptoms and behaviour, that the other "parents" in the children's lives could not tolerate, are met by staff who are trained to understand and deal with such behaviour. Practically, also, there are a larger number of trained, very tolerant and understanding adults to whom a child can relate to than there is in a foster-home.

#### Warrendale as a Parent-Substitute

The role of the institution and the staff as parent-substitutes should be clear and defined. There is a tremendous

lack of agreement about this. Any institution which assumes total care of children has to assume a parental role whether the institution recognizes it or accepts it. The extent to which an institution, that assumes this total care is aware that this parental role exists will directly affect the mental, emotional and social health of the child. When an institution does not assume parental obligations it produces the "institutionalized" child; a child who is autistic, insecure in the extreme and often considered awkward and slow.

Warrendale is able to avoid most of the dangers of institutionalizing children. This is because staff become emotionally engaged in the child's problems as they arise, and because the total milieu of the institution is "child-centered" and as flexible as possible. Indeed, Warrendale can, and does, offer much in helping the child who has been placed in other institutions.

#### The Staff Role as Parent-Substitutes

To accomplish this parental obligation, a staff member must have a thoroughly professional attitude, which combines total concern for the child with all the objectivity he can muster. A common philosophy and approach is held by all staff. They are a part of the "group parent-substitute", as well as a personality in their own right. Reduced to its simplest terms, a residential worker performs parental tasks with each child though both are aware that the staff person is not, nor will ever be, that child's true parent. Thus, there can be no "let's pretend" quality about the parental function of staff. When

children call staff "mommy" or "daddy", or ask to be adopted, they are gently reminded that staff can be "like parents" without becoming their actual parents.

### The Value of Peer Relationship

Often children, almost violently, resist all attempts at developing meaningful adult relationships because they have been hurt so often by adults. They even have to resist the non-demanding kind of relationship Warrendale has to offer.

Therefore, it is of inestimable value that Warrendale also offers a range of siblings and peers that no family could match. Within the group a newcomer can find: children to hate, children to like, children with whom to work out feelings, children with whom to play and those to help. The results are that at Warrendale a newcomer can find a children's atmosphere that is sustaining enough to permit her to do without an adult relationship for long periods of time. Therefore, peer influences are carefully and continually observed, and the quality of natural leadership assessed because the influence of the group on an individual can be vital and positive or at another time equally negative. For example, Martha rationalized her distrust of adults because she felt she was the most abused child in the world. When she began to relate to other children, she was amazed to find that others had been through similar experiences, and, in fact, some had been even more abused than she.

### The Supportive Aspect of the Milieu

Even where a child has not a significant relationship to an adult, or where a child has not a single friend in the house, she is still able to maintain herself temporarily and grow because of the all-important supportive aspect of the milieu. Chris, as an example, resisted every effort of staff to form a relationship, and succeeded in alienating every girl in the house with her bizarre behaviour. Even after many weeks of staff handling to protect her from herself and the group, several of the older girls declared that Chris's behaviour annoyed them "no end" - but they realized how much she needed help, and Warrendale was the place to get it. Such symptom tolerance by adults and peers would be impossible in a family situation.

### The Mental Health Aspect of Daily Living

As an institution with a philosophy well grounded in mental health principles, Warrendale offers the understanding of the psychology and growth of children, that many parent-substitutes lack. One of the most common reactions of deprived children who are suddenly exposed to an accepting, affectionate surrounding, is to test this affection to discover if the adults are really concerned about them. Most parent-substitutes cannot stand such periods of testing for too long, but Warrendale regards an adjustment period of three to six months as average, and up to a year as not unusual. Tammy, for example, was very withdrawn for her first days at Warrendale; but, as

she saw that the staff-members offered concern and affection to the other girls she began a period of demanding, clinging, "piggy-back", "jumping-on" kind of attention that nearly exhausted six staff members. Her first need did not seem to be a need for a deep-parental relationship, but rather the more frank and obvious need of "people to hug".

When a girl feels more secure, after a period of testing, and is having more of her affectional needs met, there is usually a period of regression. In this regressive period, the child usually relives some of her past emotional experiences which is necessary in order for her to grow beyond these emotional blocks. Warrendale, however, does not foster complete regression or a return to infancy. Rather it allows regression in some areas of living while vigourously supporting the girl in other aspects of growth. A twelve or fifteen year old girl can suck a baby bottle before going to sleep. This would shock most people who did not realize the significance of early maternal deprivation. However, limits are set as to when and how the bottle is used.

As in the case of using baby bottles as a tool to permit regression, many other practices, policies and philosophies are constantly in operation. These to the uninformed layman may look like "coddling", "spoiling", and laissez-faire practices. Still there is a "child-centered" design throughout the whole framework of agency and practice which is psychoanalytically oriented.



Children's biting, hitting, kicking, and swearing at staff-members may seem to be overly permissive, by the uninformed layman again, but this is not true. These symptoms are worked with in a conscious way with the child to assist in developing insight in his problems. This growth can only be founded in complete acceptance of the child and his knowing it. Only then can they begin to see the difference between rejection of behaviour and rejection of them.

Warrendale is also aware of the importance of growth patterns of puberty and adolescence. Many girls come to Warrendale, who are physically far more developed than they are socially or emotionally. Others come looking so immature and physically under-developed that it is difficult to imagine them as someday becoming an adult. While Warrendale has no panacea for dealing with such disparities, it does have expectations for girls at various ages, but provides individual allowances. For example, Stella who acts and looks far older than her eleven years may have certain "intermediate" privileges in going out in the evening provided she is accompanied by an older girl.

So too, the symptoms and behaviour that have confused and angered the adults in the past life of a girl, is not always accepted in its face value at Warrendale. A knowledge of the dynamics of human growth and behaviour, and skill in applying corrective measures are necessary equipment of the staff-members.

### Warrendale and the Local Community

The fact that Warrendale is an "open" institution, gives each girl, as she is able, a chance to participate in the community. The staff utilizes opportunities which arise with community persons, such as teachers or shop-keepers, who have contact with the girls, to interpret Warrendale's programme and treatment goals. However, community contacts are not left to chance; in fact, Warrendale takes considerable care to avoid the abuses of indiscriminate exposure to the community and the other extreme of avoiding community involvement beyond a girl's ability to use it constructively.

To steer such a middle course is not a simple matter; indeed, considering the types of disturbances of the children, there is a calculated risk in such community participation. However, in Warrendale's view, the social values gained far outweigh the possible risks. The realistic standards that Warrendale sets for community participation and the emphasis on community participation as a privilege have been effective in keeping "acting out" symptoms to a minimum in the community. The emphasis to the children that Warrendale is the place to express themselves - not the community has also contributed to this success. Actually, Warrendale's routines and "going out" standards seem to be more conservative, the expectations higher, and more carefully observed than in many families in the community.

### Warrendale as a Symbol of Stability

For children who have few family connections to return to and whose lives have been chaotic and lacking in stability, probably the most lasting imprint that Warrendale leaves is a sense of continuity and permanence. After she leaves Warrendale a child turns to the people and places that have the most meaning to them. As children revisit foster parents or case-workers, the graduates return to Warrendale. For even though at Warrendale the staff and girls change, the building and the setting itself may symbolize the meaningful relationships that she once had there.

Thus, graduates are encouraged to visit Warrendale at any time. Frequently, girls return to join in the Christmas and Easter festivities which indicates that Warrendale assumes a parental role for some girls even after separation from the institution. Girls with a residue of problems often visit for counselling and guidance reasons. It is hoped that this tradition will be maintained over the years; that graduates will live elsewhere, yet know that Warrendale is always a place they can return to and be welcome.

### Possible Improvements

It is not supposed in any way that the present thesis is even a complete description of Warrendale. The total programme has been a developing, growing process ever since its inception. The board and staff are keenly aware that there is still considerable room for further improvement, development and change in

in the service it provides for children. In recognition of this, a considerable expansion plan has already been formulated, and fund-raising is being organized. The plan includes expansion of physical facilities on a cottage basis, and an increase of clinical and psychiatric services. Some of the suggestions of this thesis will be included in this plan, as they have already been discussed. This example illustrates the eagerness with which board and staff greet new ideas and desire to improve service.

### Improving the Practice

The craft and creative activity programme can be improved. Such activities as dramatics, dance classes, woodworking, ceramics and other expressive arts have been impossible. The present success of such projects as piano lessons, sewing, and cooking suggest the value that an increased programme of this nature. The arts and crafts programme suffers from; sporadic timing, lack of space and facilities and limited skills of staff.

Sub-groups, on a club basis, have been rare, and seem to disintegrate before they become well organized. How much of this is the natural result of an typical group is not known but the staff have not had opportunity to really find out. An increasing development of interest projects might well encourage interest sub-groups in the house. Presently the trend towards friendship sub-groups in the house is rather a socio-

metric pattern of "pairs" and "triads". A sociometric study of such patterns would probably reveal indications of indigenous leadership and friendship swings which would be invaluable in planning programme. Knowledge of how, why and when these friendship patterns change, the author feels, is more important in a treatment center than perhaps in most other settings. The staff already observes interactions that provide clues for how a child is feeling. For example, if they are feeling they are "crazy" they seek the company of the child whose behaviour is most bizarre - and conversely when their striving towards positive growth is strongest they seek staff and the girls who most exemplify this for them. The staff observe and use this knowledge but it is only the extremes as mentioned above which are consciously used. The "shadings" of feeling which affect interactions are not as easily discernible. Much could be done in research on this question alone.

Present handling and recognition of natural leadership among the girls indicate that the cultivation of potential leadership could be further developed. The present practice of giving a girl more responsibility on small jobs, as she is able to handle it, (e.g. older girls helping to put the younger girls to bed), seems to be a valid principle, and should be developed further.

Probably one of the most useful tools that could be used would be a regular follow-up study of the girls who leave Warrendale. Such a study would not only form background for

evaluation of the effectiveness of the work of Warrendale; it would also provide valuable information for work with senior girls, and the after-care programme.

#### Staff and Psychiatric Services

It has been found at Warrendale that when group situations are mishandled, individual interviews and methods are unnecessarily complicated. Indeed, unless the staff are aware of the root causes of such group phenomena as; group contagion, "scapegoating", physical fights, and delinquent sub-groups, they deal with surface behaviour both group and individual. It is necessary for each worker to recognize group behaviour symptoms, but also to deal effectively with them as they occur. Using programme activities therapeutically, settling a fight situation or using oneself in a positive way during a group discussion, are but a few of the group skills a worker must learn and use constantly at Warrendale.

It has been generally recognized at Warrendale that the part of using group skills is an indispensable part of the equipment of its staff, regardless of their social work background. The learning of such skills requires a high degree of assumption of personal responsibility and self-awareness. For staff co-operation, interaction and cohesiveness are immediately more essential to the treatment goals in a residence such as Warrendale.

### Staff Training and Development

The staff training and development of group skills is not done separately at Warrendale, but rather as an integral part of the total social work training in dealing with children. To effect such a training, Warrendale depends heavily on the "learn-as-you-work" concept, and therefore a new worker spends his first weeks on staff working closely with an experienced worker. Individual supervision is provided on the basis of this introduction to the institution. This mutual help and evaluation among all the staff-members is a continual process which adds immeasurably to each workers effectiveness.

Informal evaluation on the job, staff meetings before and after the working day and weekly staff-meetings are the chief methods of transmitting skills and information about the group-life of the house. These methods are dependent upon the ability of each staff-member to work as an equal member of a "staff team" and upon the amount and quality of communication among them. This inter-communication among staff has reached a high degree of effectiveness at Warrendale. Individual supervision has been practiced at Warrendale, but at present it is done at the request of staff who wish it. More would probably be gained by a more regular supervision programme, based on the use of individual and group records. A daily log is presently kept, and group records are occasionally made, but these have not been used extensively in staff-training.

Likewise, effective as the informal and group methods of training have been, an individual supervision programme would probably provide a better outlet for the workers feelings about the inevitable pressures of the job.

The principal disadvantage of the methods of using and developing group skills at Warrendale has been that they tend to focus, because of necessity, on the immediate situations or crises that occur in the institution. Consequently, the long term perspective and the value of reviewing accumulated experience is often lacking. However, in spite of these disadvantages, the gaining and use of group skills are soundly based on the generic practice and principles of the institution. Such group skills are uniquely combined with individual methods and techniques to provide a thoroughly professional social work training.

#### Improvement of Physical Facilities

The need for increased facilities is a pressing one for Warrendale. While there is now adequate staff for handling a full complement of children (18 in the main house), and the living space is adequate, the recreation and play space is heavily overloaded, especially during the winter. There needs to be a play room for the younger children, a craft room, a sitting room for the older girls to use for entertaining purposes, as well as a better placement for the television set. Perhaps even more pressing is the need for enlarging the facilities for senior girls, as the number of



graduates keeps increasing. The present building is only adequate for five girls, and the length of stay seems to be longer than was anticipated, and a building that would provide space will probably be necessary. The grounds are quite adequate for enlarged facilities, and a new playground which is being built will relieve the recreational facilities during the summer.

#### The Community and Warrendale

Community acceptance of Warrendale has gradually improved in the last four years. The improvement in the public behaviour of the girls and the consistent interpretation given by the board and staff, have been factors in this improvement. Lately, a woman resident of the town of Newmarket was added to the board, and in time there will be more. Likewise, the concept of having associate board members has been a fruitful one, and offers possibilities of increased Newmarket participation. It is conceivable that should clinical and psychiatric services be increased, community participation might be invited and even day-care services might be possible. Likewise, there are considerable possibilities in co-operation with the Newmarket School Board in developing the Warrendale school with community children taking part.

In spite of its short history and such developmental difficulties as budget, staff training, and community acceptance, Warrendale has been able to maintain a standard of work that has impressed everyone who has been connected with the institution. The policy of using professionally trained workers

to work directly with the children, and the concept of the residential institution as a dynamic agency that uses all the forces of social work and community resources to help a child find herself in an atmosphere of freedom and a positive living environment, seems to be an effective way of helping emotionally disturbed children.

This thesis has concerned itself primarily with the group work contribution in a treatment center for emotionally disturbed children. The writer has described the actual setting and "way of work" and made some recommendations for the future. Little attempt has been made to analyze the findings about the setting or to project the data against the total group work - case work and treatment center philosophies.

At Warrendale there is not the clearly defined job description for staff that would be found in most agencies using social work processes. The group worker, is of necessity a caseworker more often than in most other settings. The actual length of time in a day, week or month spent with a child makes for an intensiveness and meaningfulness of work that is different from a non-residential setting. Warrendale, and the author, firmly believes it is this generic approach to helping answer the needs of children, that it is the only one that can offer lasting results.

It is hoped that other studies involving assessments of the caseworker, administrative and community organization

aspects of Warrendale's approach of the problem of helping children who are emotionally disturbed. Then this present study might be more useful in helping other institutions being planned for children to become increasingly more effective as they seek to help children grow and live more creative and productive lives.

Schedule A. Some Notes on the Population of Warrendale (January, 1958)

Girls Name (pseudonym)	Age	Length of stay	Reason for Referrals
<u>High School Girls</u>			
Sally	14	3 yrs. 3 mo.	Conduct disorder - unmanageable - running away
Jane	14	10 mo.	Conduct disorder and neurotic traits - hostility to adults and structure - strong projective tendencies - sexual problem
Betty	16	3 yrs. 7 mo	Shy - withdrawn - non-communicative - pre-psychotic
Evelyn	15	3 mo.	Child of psychotic parents both hospitalized - lack of concentration, mistrusts adults - sullen - rude - no F.H. adjustment
Grace	16	1 yr. 6 mo.	Hostile child - uncontrollable at F.H. - sexual problem to negro child
Donna	15	3 weeks	Running away - due to environmental difficulties
<u>Public School Girls</u>			
Ann	13	1 yr. 7 mo.	Emotional anaesthesia - grossly overweight - inability to relate - temper tantrums
Peggy	16	1 yr. 6 mo.	Sexual problems - suicidal tendencies
Freida	12½	5 mo.	Sexual problems - school problem
Clara	12	2 yrs. 6 mo	Diagnosed schizophrenic child - temper tantrums, loss of reality - paranoid
Tami	12	1 yr. 7 mo	Diagnosed autistic child - sexual problem - 10 foster homes in 2 years

Girls Name (pseudonym)	Age	Length of Stay	Reason for Referrals
<u>Warrendale School Girls</u>			
Lucy	10½	1 yr. 2 mo	Behaviour problem - unmanageable in F.H. - anxiety nightmares - educational problem
Stella	12½	1 yr. 9 mo	Sibling rivalry - distrust of adults sullen disobedient - conduct disorder
Helen	15	3 yrs.	Writing and reading defects - failing grade 2 at 12 years old - unsocialized child
Esther K.	10	3 mo.	Day and night soiler - extreme educational blockage - an unsocialized child - very unkempt
Beverley K.	8	1 mo.	Exhibits temper tantrums - imagined ghosts - delusional - educational blockage
<u>Senior House Girls</u>			
Nonnie	17	4½ yrs.	Depressive - grossly overweight - sister to Betty
Sophie	17	5 years	Extremely hypochondrical - conduct problem with boys and men - little trust in adults
Kate	16	4 yrs. 6 mo	Depressive - delusional at night - poor orientation

Schedule B. Some Intake and Information Forms of Warrendale.

- A. Facesheet for Referral Summary
- B. Initial Referral Sheet
- C. School Form
- D. Girls Form
- E. Bed-Time Observation Form

WARRENDALE  
FACESHEET FOR REFERRAL SUMMARY

NAME OF CHILD \_\_\_\_\_ DATE \_\_\_\_\_  
STATUS OF CHILD AND DATE CHILD CAME INTO CARE \_\_\_\_\_  
BIRTHDATE \_\_\_\_\_ SCHOOL AND GRADE \_\_\_\_\_  
HEIGHT \_\_\_\_\_ WEIGHT \_\_\_\_\_ MENSTRUATION DATE \_\_\_\_\_  
CHILD'S WORKER (MISS, MRS.) \_\_\_\_\_ AGENCY \_\_\_\_\_  
FAMILY WORKER (IF DIFFERENT) \_\_\_\_\_  
IS CHILD NOW IN INSTITUTION? (SPECIFY) \_\_\_\_\_

		FAMILY PICTURE		DATES		REASON FOR REMOVAL
BIOLOGICAL PARENTS.	NAME	AGE	CHILD LIVED WITH	FROM	TO	
FATHER						
MOTHER						
SIBLINGS:						
1.						
2.						
3.						
4.						
5.						
6.						
LAST FOSTER OR ADOPTIVE PARENTS (SPECIFY)						
FATHER						
MOTHER						
SIBLINGS:						
1.						
2.						
3.						

Please use back of sheet for listing other homes.

INSTITUTIONAL EXPERIENCE. (SPECIFY AND GIVE DATES)  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

PAST OR PRESENT ORGANIZED GROUP EXPERIENCE. (Specify name of camp, church group, Guides, Y, or other, and give approximate dates).  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

WARRENDALE

INITIAL REFERRAL SHEET

(To be attached to yellow facesheet)

NAME OF REFERRAL \_\_\_\_\_ DATE \_\_\_\_\_

1. Please state in a few words the girl's socio-economic background (housing, income, cultural group, style of life, how she has adjusted to socio-economic level of foster home.)
  
2. Describe the youngster briefly: What does she look like? Is she large, small or average size for age? Any outstanding physical defects or characteristics?
  
3. Describe the family situation in a few words: Was there harmony or conflict? Marital or sibling difficulties? Closely knit or disorganized? Are parents interested in maintaining contact? Will she return to own family? Have sibling contacts been maintained? Are sibling contacts possible? What does child know about biological parents?
  
4. Describe foster family situation in a few words: Was there harmony or conflict? Marital or sibling difficulties? Closely knit or disorganized? Child's place in this family? Is this family interested in maintaining contact with this child?
  
5. Describe adoptive family situation in a few words: Was there harmony or conflict? Marital or sibling difficulties? Closely knit or disorganized? Child's place in this family? Is this family interested in maintaining contact with this child?



6. State in a few words the youngster's main problem. Why do you consider referral to Warrendale instead of foster home? What is her symptomatic behavior? Is the problem worse at home, in school, or in other contacts?
7. Please describe briefly what you know about how the girl acts with adults and children around her.
8. Do you consider the girl resourceful? Is she withdrawn or outgoing? Is she overly anxious? Fearful?
9. How long has the agency known this youngster? \_\_\_\_\_  
How long have you known her? \_\_\_\_\_  
How frequently have you seen her? \_\_\_\_\_  
Is your agency prepared to provide casework or psychiatric services during her stay? \_\_\_\_\_
10. State in a few words what assets the girl has, and what activities you know her to be interested in.
11. State in a few words your long range plans for her. Have these been discussed with her? What happens to her when she leaves Warrendale?

12. What would you like us to do for this girl while she is here? Do you think this would involve intensive casework? Group therapy? Psychotherapy?

13. Additional remarks:

---

Signature of worker.

WARRENDALE

NAME OF CHILD \_\_\_\_\_ AGE \_\_\_\_\_  
SCHOOL \_\_\_\_\_ GRADE \_\_\_\_\_  
I.Q. \_\_\_\_\_

---

Dear Principal:

The above named girl has been accepted for placement at Warrendale - a residential centre for adolescent girls. Girls in our care range in age from 10 to 15 years and come from a variety of backgrounds. Generally all of them are presenting some adjustment problems at the present time.

We have found that we are much better able to help these children if we can get a report from the school which they last attended before coming to us. There is perhaps no better source of information about the child's potential capacity and actual performance available to us. In trying to think of ways of making it easier for the school to provide us with this helpful information, we have devised the following form which we would like you to ask the teacher who knows the child best to complete and return to us.

Since our staff is a well trained professional group, you can rest assured that whatever information you send us will be used in the strictest confidence and for the benefit of the child to the best of our ability. If you have further questions about the nature of our work, please feel free to phone or write and we will be pleased to discuss them with you at your convenience.

I wish to thank you and your staff in advance for your co-operation in helping us provide a quality service to the children in our care.

Yours sincerely,

John L. Brown,  
Executive Director.

JLB/kg  
Encls.

1. What are this girl's nicest qualities?
2. What type of problem behavior does she show in school?
3. Is she a happy person? Describe.
4. As far as school work goes, how does she manage compared to classmates? Is she working to capacity? Is school work easy?
5. How does she get along with her peers in school? Is she a leader? How would you describe her friends?
6. Does she have boyfriends as well as girlfriends? How does she relate to boys?
7. How would you describe her relationship to you, her teacher?
8. How do other teachers feel about her?
9. Would you say this girl brings home problems into the school with her? In what way?
10. When did you first find her a problem in school?

11. Are there certain times when she is more of a problem than others? Describe.
12. How well does she keep her school work up? How does she respond when you talk to her about this?
13. How does she respond to discipline?
14. What do you find most effective in handling her when she is troublesome?
15. What do you think is responsible for her problems?
16. What are the things you think we will have trouble with at Warrendale?
17. What are the things you think we won't have trouble with as far as she is concerned?
18. Here are some things you haven't asked about but which are important to know if you are going to work with this girl:-

Signed..... Date.....

Relationship to Girl.....

WARRENDALE

Director: John L. Brown  
Telephone: Newmarket Twining

Hi There:-

We haven't met you yet, but we hear that you might be coming out to stay at Warrendale. We want you to come out and see it before you make up your mind, but in the meantime, we'd like to have you fill out this form. To make it easier, we've put down some of the things that other girls have told us. You just check the ones that best tell how you feel and that's all! When you've finished, put it in this envelope and mail it to us.

We're looking forward to a visit from you soon.

Bye for now and thanks a lot.

John L. Brown, Warrendale.

JLB'ks.

As far as school goes;-

I'm in Grade .....

I like it a lot .....

I like it a little bit .....

I don't like it too well .....

Sometimes it's O.K.....

I hate it.....

It's nice as far as the kids go,  
but I hate all the homework.....

The kids are O.K. but the teacher  
sure gives me a pain.....

I don't like the kids much.....

The kids are too stuck up.....

There are too many rules.....

Most of the boys are nice.....

Most of the girls are O.K.....

Some teachers are O.K.....

I like all the teachers.....

There is too much homework.....

I hate to recite in  
front of the class.....

I wish they wouldn't keep  
asking so many questions.....

The kids think they're so  
smart all the time.....

The teachers are too nosy.....

The teachers don't  
care about the kids.....

If they really like you  
they wouldn't be so bossy.....

I do O.K. in school.....

I have a lot of  
trouble in school.....

They're always picking on me.....

I'm gonna quit as  
soon as I can.....

The best part of  
school is recess.....

Sometimes I feel like quitting.....

If I dared, I'd skip school.....

I don't always do my homework.....

I never do homework.....

I'd like to skip school sometimes.....

After I skip school  
I'd scared to go back.....

The principal is pretty dumb.....

If I had a nickel for every time  
I got the strap I'd be rich.....

What good does school do anyway.....

It's fun raising heck if  
you don't get caught.....

I like to get the teachers mad.....

I get along O.K. in school.....

School's fun.....

Anything else you'd like to  
say about school?.....

.....

.....

.....

Well now, let's get away from school and take a  
look at grown-ups - adults - men and women.

Some grown-ups are O.K.....

I don't like most grown-ups.....

Life would be better if  
there weren't so many of them.....

I don't trust them.....

Women aren't as bad as men.....

Men are better than women.....

They're O.K. as long as  
they leave me alone.....

They're too bossy.....

They never keep their promises.....

They're always forcing you to  
do what they want you to do.....

They get mad for no reason.....

They always want to spoil your fun.....

They don't understand me.....

I hate talking to them.....

You sure can't trust them.....

I like a few.....

I like the women  
more than the men.....

I like the men  
more than the women.....

They never give you a chance.....

I wish they would stop  
shoving me around.....

I like most grown-ups.....

I like them most of the time.....

Boy, do they give me a pain.....

They're too old-fashioned.....

They're too strict.....

They cause most of my troubles.....

I hate them.....

Now, how about boys and girls: -

I like boys.....

They're O.K.....

I like them but they  
sure are silly.....

I want a steady boyfriend.....

I have a steady boyfriend.....

I don't want to go steady.....

I want to get married  
as soon as I can.....

They're too fresh.....

They're always trying to  
get something from you.....

I like girls better.....

I get along better with girls.....

I have a real good girlfriend.....

I'd like to have a girlfriend.....

Most of my friends are too wild.....

I like to have a friend I  
can talk to about things.....

I like to go out with the gang.....

I like to go out  
with a boy alone.....

I like to have some girls  
with me when I go out.....

They don't understand me.....

I like big parties.....

I like small parties.....

I like dances.....

Most boys want to neck too much.....

Older boys are more fun.....

Boys my age are too shy.....

Boys my age are too young.....

I wish I had more friends.....

Most friends can't be trusted.....

They talk behind your back.....



Sometimes I know  
they're laughing at me.....  
I wish I was more popular.....  
I'm afraid I'll do the  
wrong thing.....  
I get along O.K. with them all.....  
Younger kids sure  
give me a pain.....  
I like younger kids.....  
Best kids like me.....  
Nobody likes me.....  
Anything else?.....  
.....  
.....  
.....  
.....  
This is sometimes the way I feel about myself?  
I'm scared.....  
I worry too much.....  
I have bad thoughts.....  
Nobody understands me.....  
Nobody likes me.....  
I think I'm good.....  
Sometimes I hate myself.....  
I'd like to get away for a while.....  
I wish things would  
work out better for me.....  
I'm just unlucky.....  
Sometimes I wish I could die.....  
I don't have enough fun.....  
I don't have enough friends.....  
I don't have anything of my own.....

Everybody is against me.....

I sure have a lot of problems.....

They sure make it tough for me.....

I wish I could trust somebody.....

I'm bad.....

I get lonesome a lot.....

I never got my way.....

When I take things I feel bad.....

I have bad dreams.....

I sometimes walk in my sleep.....

I wish I knew how to dance.....

I'm not really very well.....

I have lots of colds.....

I got funny pains sometimes.....

I sure dream a lot.....

I have nightmares sometimes.....

I'm shy.....

I'm not pretty enough.....

My periods bother me.....

I wish I knew more about sex.....

Sometimes I lose my temper.....

I wish I was older.....

I've missed a lot of  
things in my life.....

I've had my share of tough luck.....

Things always turn out wrong.....

I wish people wouldn't  
a ways pick on us.....

I'm not very smart.....

Sometimes I'd just like  
to punch everybody.....

Sometimes I'd like  
to hit some people.....  
I'll never have good luck.....  
Sometimes I hate everybody.....  
People are real good to me.....  
I wish I knew what  
people expected of me.....  
People are O.K. but  
they just don't understand.....  
Someday they'll be sorry.....  
I wish I didn't swear.....  
I'd change my name if they'd let me do it....  
Boy, am I ever mixed up.....  
I've been lucky, so far.....  
I wish I knew if people  
liked me or not.....  
My dad was O.K.....  
My dad never understood me.....  
My mother was pretty good.....  
My mother never understood me.....  
My parents don't care  
what happens to me.....  
Of all the people I know, these are the ones  
I like best - .....  
.....  
.....  
.....  
I like games.....  
I wish I knew more games.....  
I like to make things.....  
I wish I knew how to make  
more things than I do.....  
I wish I could get along  
better with people.....

I like music.....  
Modern music is  
better than western.....  
I like western music best.....  
I don't feel happy very often.....  
I'm afraid to trust people.....  
I like to read.....  
I like to watch T.V.....  
I like movies.....  
I wish I could have more dates.....  
People don't trust me.....  
I can take care of myself O.K.....  
Boy, do I ever get sick of rules.....  
I've never been treated fairly.....  
Everybody picks on me.....  
I wish I had a pet  
to look after.....  
I wish I had something  
of my own once.....  
Nobody likes me.....  
I wish I knew if  
people liked me.....  
It sure is hard to get  
along with everybody.....  
I wish I could live  
where I wanted to live.....  
It seems like somebody is  
always yelling at me.....  
If only I had one good friend.....  
I wish I knew what  
I've done wrong.....  
I wish I could stop smoking.....  
Sometimes I like to fool people.....  
Nobody knows what I'm thinking.....

If people knew what was on  
my mind they'd be more careful.....

I've never had nice things.....

I wish I could get  
away from it all.....

I'm better if I got a  
spanking once in a while.....

I wish I could live some  
of my life over again.....

Spanking only makes things worse.....

I never tell anybody how I feel.....

I hate reading.....

I used to hate fun.....

I worry about myself.....

You can't trust  
anybody anymore.....

I'm too nervous.....

I'm better off  
than most people.....

Sometimes I feel like  
crying but I can't.....

If I told everything I know  
it would be tough on somebody.....

I cry too much.....

I've had more experionce  
than most kids my age.....

I hate being alone in the dark.....

I've had enough troubles  
already to last the  
rest of my life.....

I bite my fingernails.....

omeday I'll get even.....

I sometimes wet the bed.....

I hate old people.....

There is always too much  
arguing and fighting going on.....

There are always some brats  
around to spoil everything.....

It's fun to neck.....

Everything was going fine until  
bango! Everything seemed  
to go wrong at once.....

I'm afraid of boys.....

Everything has always gone  
wrong for me.....

I get tired easily.....

It Isn't so tough for boys.....

I wish I knew why I  
feel the way I do.....

I wish I'd been born a boy.....

Some of my thoughts scare me.....

If I only knew  
where my family was!.....

I almost never smile.....

This is what I like to read best -

I haven't had a good  
laugh for a long time.....

I don't know much.....

I know more than is good for me.....

When I get mad I just  
want to run away.....

BEDTIME OBSERVATIONS

DATE \_\_\_\_\_

1. EARLY EVENING USE OF STAFF AND PEERS: In what manner? open or masked? what potential has this girl for the use of her peers to provide the security necessary to make the transition from waking to sleeping? how do her relationships with the girls and the staff differ from other periods during the day?
  
2. REACTION TO IDEA OF GOING TO BED: What was the first sign of such a reaction? (did it take place early in the evening; downstairs; when she reached the bedroom, etc?) is there an increase in friction between her and her peers? and staff? did she become more active? less active? did she seek material props? food? objects? of what sort? what seemed to be her frustration tolerance level?
  
3. REACTION AT SNACK-TIME: how direct was she in expressing her feelings? how did she seem to regard the food? any difference from other eating situations?
  
4. USE OF TIME: from the first mention that it is time to begin preparing for bed; did she seem rushed? how aware is she of the length of time available and of the passing of time?

5. UNDRESSING ROUTINES: how does she prepare herself and her bed for the night? does she complain re physical ailments and if so, how are these complaints timed? how do they differ from such occurrences at other times of the day? describe her borrowing and returning activities; does she leave her clothing in a pile on the floor? put it away in order? how and where? what can you see from this about the child's feeling about the things she discards from today?
  
6. GETTING INTO BED: did she go into bed and stay there or did she make several trips into bed? if the latter, of what duration were these trips? what does she do, once in bed? what positions does she assume? can you detect patterns in these? what comments does she make when she is in bed and are these the same as on other nights? what props and bed arrangement does the girl need?
  
7. REACTION TO "LIGHTS OUT": what is the nature of this reaction? what sort of verbal interaction takes place at this time between this girl and the staff and room-mates? is there an increase in protest and criticism? what are the topics of conversation as the lights are being turned off and after?



Page 4.

12. OTHER:

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