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CLINICAL APPROACH TO SELECTING AND TRAINING PERSONNEL FOR INSTITUTIONS SERVING DELINQUENTS

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EDITOR.

When an institution for delinquents attempts to employ the more dynamic concepts of therapeutic understanding and treatment in the rehabilitation of its delinquents, it soon finds that the success of such a program depends upon obtaining trained and capable workers. This paper will deal with the problems faced by such an institution in finding workers to carry on the "rehabilitative approach". But first a word should be said about that approach—what the term implies, and the view of delinquent behavior that lies behind it.

The concept of "rehabilitative approach" as used in this paper, includes all the systematic efforts, carried on within an institutional setting, to help the delinquent resolve his problems, to bring about changes in his attitudes, and to modify his characteristic ways of relating to situations. This approach is based on the following assumptions:

1. Delinquent behavior, like other human behavior, is an attempt by the individual to establish some kind of harmony between his continuously changing personality needs and the demands of his environment. This is an adaptive effort even though it is a delinquent effort. In making such an effort, the delinquent is conditioned by his life experiences and influenced by the meaning that the current situation has for him.
2. An institutional treatment program provides an environment in which systematic efforts are made to help the delinquent cope with his problems and modify his behavior. These systematic efforts include the general environmental arrangements, as well as organized individual and group treatment efforts. They are focused on the conscious and unconscious aspects of the delinquent's behavior.
3. A delinquent can be engaged in a therapeutic program. Such a person always has some motivation to change or can be motivated to make this effort. This excludes those delinquents who have a hereditary deficiency, an impaired central nervous system or a morphological make-up that has demonstrable primary importance in the causation of their delinquent behavior.
4. The changes that the delinquent makes in his behavior will be sustained in many situations, provided that these situations are reasonably socially constructive or that exposure to contaminating situations is not unduly long or intense.

One of the more important aspects of the rehabilitative approach is that of finding the right workers to carry on the program. As an institution attempts to meet this need for trained workers, it is faced with many problems: What are the determinants that underly the selection of workers? What kinds of people make capable rehabilitative personnel? What is the best method of determining who will be a capable worker? What is the best way of preparing workers in the understanding and use of the rudimentary concepts of a rehabilitative approach?

DETERMINANTS THAT UNDERLY THE SELECTION OF WORKERS

Before arriving at some answer to the question, what kinds of people make capable workers, several of the determinants that underly the selection of workers will be discussed. These have to do with some of the emotional aspects of the institutional setting, and with some of the job requirements common to all institutional rehabilitative work.

1. EMOTIONAL ASPECTS OF THE INSTITUTIONAL SETTING COMMON TO ALL INSTITUTIONAL REHABILITATIVE WORK

An institution for delinquents has many aspects. One of these is the highly charged emotional nature of the institutional environment. Delinquents coming to an institution bring with them all the potentials for creating a violent and highly destructive atmosphere. They come with their hostility and their love (which frequently has been blunted, over-stimulated, or "twisted") and act it out on the environment in various ways. The kinds of behavior that are openly expressed varies from one situation to another and from one institution to another. What actually happens usually depends, to some degree, upon the make-up of the delinquent population and, to a larger degree, upon the nature and effectiveness of the treatment program. But the delinquents do act out their impulses, which are highly charged with their feelings, on each other and on the institutional personnel. They do this as individuals and as groups. This is characteristic of delinquents.

This emotional aspect of the institutional environment is something all workers are subject to, and this makes it especially important that a worker be able to recognize, appreciate, and cope with his own feelings and attitudes as well as those of others.

2. SOME OF THE JOB REQUIREMENTS COMMON TO ALL INSTITUTIONAL REHABILITATIVE WORK.

Besides presenting this emotional aspect, the institution makes certain other demands upon its workers. In the fulfillment of its purpose, the institution commonly requires its workers to perform certain kinds of tasks. And these demands further specify the general kind of worker that is needed.

When an institution employs the rehabilitative approach in the understanding and treatment of its delinquents, it necessarily requires that its workers be able to evaluate the general behavior and motivations of the delinquents and know something about the general treatment of them. Although some institutional jobs require skills of different kinds and levels, all institutional rehabilitative jobs specify that

the worker have some knowledge and skill in the diagnosis and treatment of delinquents.

DIAGNOSTIC METHODS COMMON TO ALL WORKERS

In the rehabilitative approach, four diagnostic methods are generally used, namely: the case history method, observation, interview, and testing. Some of these diagnostic approaches are used exclusively by certain kinds of workers, but all institutional workers employ one or more of these methods to some degree. For, although these methods are particular and highly defined skills possessed by certain kinds of workers, the rehabilitative approach places them within a broader context and therefore requires some use of them by all workers.

Just how this works can be seen more clearly as each method is discussed separately.

1. THE CASE HISTORY¹

It is common procedure in most institutions to have the social worker take the case history of a delinquent. Psychiatrists and psychologists frequently take case histories too. This is a definite skill with them. However, others also obtain and use this type of information. For example, a chaplain may secure just as significant material by listening to a boy talk when he comes to him with his problems as the social worker can in a more formal situation. The same may be true of the cottage parents, teachers, and recreational therapists. These workers frequently obtain the life stories of the delinquents spontaneously in the course of their work with them.²

2. OBSERVATION³

Using the history-taking and interviewing process, the psychiatrist and the social worker make observations of the delinquent in circumscribed situations. The psy-

¹ For an incisive technical presentation of the case study method, see KARL A. MENNINGER, *A MANUAL FOR PSYCHIATRIC CASE STUDY*, New York, Grune and Stratten, 1952, especially Parts I and II, pp. 3-155. For a discussion of the use of the case study method with children, see LEO KANNER, *CHILD PSYCHIATRY*, 2nd edition, Springfield, Charles C. Thomas, 1948, pp. 193-204. Use of the case history in studying delinquents in the diagnostic clinics of the California Youth Authority is described by JOHN R. ELLINGSTON, *PROTECTING OUR CHILDREN FROM CRIMINAL CAREERS*, New York, Prentice Hall; 1948, pp. 70-71.

² The institution's definition of the division of work influences the roles that the people working in the different professions have with the children. However, the children are not passive receptors of these definitions. Rather they choose who will be what to them in the institution. Thus an institution may anticipate that a particular type of relationship will develop between a child and a case worker, only to find that such has developed between the child and the recreational worker.

³ For a discussion of observing patients during diagnostic interviews see MENNINGER, *op. cit.*, pp. 66-68; in group psychotherapy see FLORENCE B. POWDERMAKER and JEROME D. FRANK, *GROUP PSYCHOTHERAPY*, Cambridge, Harvard University Press, 1953, pp. 7-37. Both references have a great many implications for observing behavior in any setting. Examples of observational reports made on disturbed and delinquent youth can be seen in BRUNO BETTLEHEIM, *LOVE IS NOT ENOUGH*, Glencoe, Free Press, 1950, especially pp. 83-114, along with these in FRITZ REDL and DAVID WINEMAN, *CONTROLS FROM WITHIN*, Glencoe, Free Press, 1952, pp. 104-105, 107-108 and many others. Those reports reflect the meaning of children's day-to-day behavior. ELLINGSTON, *op. cit.*, p. 72 describes the diagnostic use that is made observing the delinquent in the California Youth Authority study centers, FRANK J. COHEN, *CHILDREN IN TROUBLE*, New York, W. W. Norton, 1952, p. 49 states that floor supervisor's daily and special episode reports of the children's adjustments at his detention home contributed to an understanding of the children.

chologist uses test-administration as his method for securing formal test information while at the same time observing the delinquent's reactions in the test situation.

But the observation of the delinquent's appearance, alertness, emotional reactions, and behavior begins as soon as he enters the institution, and each worker in contact with him formulates some observations about him. The cottage parents and work supervisors make their observations from the day-to-day living situations. And these less specialized observations are also of importance in the general rehabilitative program.

3. INTERVIEWING⁴

Social workers, psychiatrists, vocational guidance workers, and others use interviewing as a technical skill in their work to obtain specific information from the delinquent in a small amount of time. But many people, in their contact with others, informally ask questions for almost the same purpose. Thus the work supervisor may engage in interviewing for practical purposes. He may want to learn where a delinquent is from, what his past work experience and training have been, what are his interests, what tools he can use and how well, what he hopes to learn and the like. Interviewing, to some degree, is engaged in by all workers and is a basic method for all of them.

4. TESTING

Testing is the use of systematic procedure to obtain, within the framework of a standardized situation, samples of certain aspects of an individual's structure and functioning. A testing procedure includes a standard scoring system that organizes the test data and makes interpretation possible.

Psychologists, physicians, and teachers, for example, employ definite tests as part of their effort to gain specific information about different aspects of the delinquent's functioning. But a basketball coach also uses testing as a diagnostic method when he tests the limits of "his" boys—how fairly do they play the game? how much freedom can they use when playing away from the school? how trustworthy are they in locker rooms?

⁴ See MENNINGER, *op. cit.*, pp. 3-17 for a lucid discussion of the many factors involved in the interviewer's approach and relationship to the person being interviewed. For a statement of less formal yet intricately technical interviews with disturbed children in institutional settings, see REDL and WINEMAN, *op. cit.*, pp. 246-308 and BETTLEHEIM, *op. cit.*, pp. 35-37. Less specialized use of this technique in an institution for delinquent children is described by COHEN, *op. cit.*, p. 51.

Like the other diagnostic and treatment methods, the interview can be used with varying degrees of formality (or informality). For example, casual conversations with delinquents in their cottages are usually less formal than diagnostic psychiatric interviews. The information gleaned from these casual interviews can be a check against the material gotten from psychiatric interviews—and vice versa. For a detailed description of the informal use of the interview method as used to understand and help employees with their personal problems and feelings as well as improving their work production see FRITZ J. ROETHLISBERGER and WILLIAM J. DICKSON, *MANAGEMENT AND THE WORKER*, Harvard University Press, 1939, pp. 189-205 and pp. 270-291.

GENERAL TREATMENT METHODS COMMON TO ALL WORKERS

In addition to these diagnostic methods, there are a number of general methods for the treatment of delinquents in which all the workers must have some knowledge and skill. These include activities, attitudes and communication.

1. ACTIVITIES⁵

Activities provide media by which the delinquent can express ideas and feelings in a socially acceptable way. They afford opportunities for the delinquent to learn new play, work, and social skills in group and individual situations. Social group workers, occupational and recreational therapists use activities as a definite part of the treatment approach to their work with delinquents. But teachers and work supervisors also engage delinquents in projects for definite therapeutic reasons. A "store project" in school may be used by a teacher to involve withdrawn or over-active students in learning arithmetic and relating to each other, or a work project on the farm which involves only a few of these boys who are overwhelmed by the large groups may be used by a work supervisor.

2. ATTITUDES⁶

The effect that the staff's prevailing attitudes has on the progress (or lack of progress) of the delinquent is considerable. The attitudes of the cottage parents, work supervisors, teachers, social workers, psychologists and others toward their work, toward other staff members, and toward individual and specific groups of delinquents are crucial in institutional delinquency treatment. These attitudes must be guided by the institution's theory of treatment and must be designed to meet the delinquent's or group's social and psychological needs. Ideally, the staff members' spontaneous and more personal attitudes should be in agreement with the general milieu needed for creating a therapeutic setting.

In practice, the difference between the spontaneous attitudes of the personnel and those necessary for a treatment approach are minimized by careful personnel selection, training, and supervision; and it is further minimized in work with individual delinquents by indications and recommendations made on the basis of careful case study.

⁵ For an institutional program made up of an ingenious arrangement of activities, see REDL and WINEMAN, op. cit., especially pp. 39-151 and BETTLEHEIM, op. cit., especially pp. 3-24. Also see RALPH W. COLTHARP and GEORGE H. WEBER, *A Residential Treatment Unit Within a State School for Delinquents: An Experiment*, THE PSYCHIATRIC QUARTERLY SUPPLEMENT, Vol. 26, Part 2: pp. 1-12, 1952 for description of therapeutic use of activities with delinquents.

S. R. SLAVSON'S RECREATION AND THE TOTAL PERSONALITY, New York Association Press, 1946 emphasizes the importance of activities for the personalities that are involved in them.

⁶ A host of these are described by REDL and WINEMAN, op. cit., especially Chapters III and IV and BETTLEHEIM, op. cit., pp. 3-24. Also see COLTHARP and WEBER, op. cit., and COHN, op. cit., pp. 15-44. For a discussion of this approach to treatment in a mental hospital, see EDWARD C. ADAMS, *Problems in Attitude Therapy in a Mental Hospital*, AM. J. OF PSYCHIATRY, 105: 456-461, December 1948.

3. COMMUNICATION⁷

Communication refers to that aspect of the interaction between the delinquent and staff person in which they are transmitting, sharing, or making common any experience. It implies an exchange of common meanings and understanding. Here the staff person, besides following the major theme of the delinquent's conversation, must be alert to unique and distorted ideas and feelings and attempt to understand them. Communication between the delinquent and the worker is a major treatment method of psychiatrists, chaplains, group therapists, teachers, vocational counselors, and others but it can also be a major method of all workers.

The degree of rehabilitation that any worker can effect with a delinquent is probably proportional to the degree of understanding between them. Communication is one of the most important ways to effect an understanding with another and its importance, as a treatment tool for all workers, cannot be over estimated. Communication is also involved in the other treatment and diagnostic methods.

Each of these treatment methods may have a certain autonomy of function but they are all interrelated and involved in varying degrees in the rehabilitative approach, requiring persons who can use these methods with some degree of skill in their work.

WHAT KINDS OF PEOPLE MAKE CAPABLE REHABILITATIVE PERSONNEL⁸

Some of the emotional aspects of the institutional environment as it pertains to all workers and some of the job requirements common to all institutional work have been discussed. These determinants indicate that irrespective of technical or professional training, rehabilitative work with delinquents in institutions requires people who have a genuine interest in children; who are emotionally mature and stable and will react to problems with a high degree of adaptability and versatility; who will make sincere attempts to understand human maladjustment and will react with personal warmth when dealing with the personality problems of children; who can work agreeably with associates, and who can act with initiative, perseverance and leadership; who are sufficiently intelligent to learn quickly and deal constructively with the difficult problems arising in institutional rehabilitative work; who have the ability for critical abstract thinking yet can apply themselves to concrete problems; and who are free from social and religious prejudices.

This represents an ideal which we can only hope in some measure to approximate. Yet this kind of ideal picture can serve as a baseline or reference by which we can constantly "measure" applicants.

⁷ For an elaboration of this point, see ROBERT E. PARK and ERNEST W. BURGESS, *INTRODUCTION TO THE SCIENCE OF SOCIOLOGY*, Chicago, University of Chicago Press, 1921, pp. 339-417 and JURGEN RUESCH and GREGORY BATESON, *COMMUNICATION: THE SOCIAL MATRIX OF PSYCHIATRY*, New York, W. W. Norton, 1951.

⁸ Without committing John R. Ellingson to the ideal institutional worker discussed here, the author is pleased to acknowledge discussing this with him, as well as the utility of using such an ideal type as a heuristic device in evaluating workers.

WHAT IS THE BEST METHOD OF DETERMINING WHO WILL BE A CAPABLE WORKER?⁹

Confronting the staff who select the workers is the task of choosing methods which will provide accurate information about the applicants and from which they can form a reliable opinion of the applicants. The methods of a) the application form and references, b) the vocational interview, c) the psychiatric interview, and d) psychological testing, at least in a general way, appear capable of providing this information. This is particularly so if each method is used independently by a different staff member who uses the material it makes available as a basis for forming his tentative evaluation of the applicant, and if the final decision of "whether to hire or not to hire" is made in conference with the other staff members and according to the total findings of the group.

Such a personnel committee, appointed by the superintendent, may consist of the superintendent of the institution or his designated representative, a psychiatrist, a psychologist, and the particular department head needing a worker. The members of this committee may vary depending on the staff available at any institution. The committee plan allows several people, each skilled in his particular specialty, to evaluate the applicant. Thus the various aspects of the applicant's personality can be studied more thoroughly than by any one person or method.

1. APPLICATION FORM AND REFERENCE MATERIAL

The chairman of the personnel committee, who is usually the superintendent or his designated representative,¹⁰ accepts and evaluates the application forms and reference materials. The application form, for simplicity's sake, should be a questionnaire which seeks brief information about the applicant's background, training, experience and physical fitness. If the chairman of the personnel committee, upon review of the application form and reference material thinks that the applicant appears qualified, and a vacancy exists, he can continue the applicant in the selection process.

It might be well to mention here that, even though the letter of recommendation or reference is a time-honored method of personnel selection, its reliability is questionable, as applicants solicit favorable letters of recommendation and previous employers often hesitate to be frank about a worker's qualifications and past per-

⁹ The methods for selecting personnel described on the next several pages were used at the Kansas Boys Industrial School from 1948 to 1951. The major participants in the selection program during this period were the late Lawrence H. Gardiner, superintendent, J. Donald Coldren, initially the director of the educational program and later the superintendent of the institution, the late Dr. Ralph W. Coltharp, clinical director and later director of the Dallas, Texas Child Guidance Clinic, Donald Lira, chief social worker, Leita Craig, coordinator of clinical services and the writer. All the members of this group and many of the institutional staff who observed the operation of the program had the strong impression that by-and-large, the selection procedures had furnished descriptions of the tendencies and abilities of the applicants. These were useful in screening people and placing them on appropriate jobs. No statistical correlations were made between the selection ratings of personnel and their appraised rating on the job.

¹⁰ The persons who fill the various positions on the committee, such as chairman or vocational interviewer, may differ from institution to institution, depending on the particular situation.

formances. Some of these shortcomings might be overcome by direct communication with the previous employer (by letter or preferably by telephone) in which specific information is requested. Direct communication by telephone is sometimes very effective and may pinpoint certain information.

2. THE VOCATIONAL INTERVIEW

The vocational interview is used in personnel selection for three major reasons: to secure information about the applicant's past work performances and experiences in order to help the interviewer "predict" his future performances, to provide the applicant with information about the job for which he is applying, and to interest the applicant in the job and the rehabilitative approach of the institution. This interviewing is usually done jointly by the superintendent or his designated representative and the department head needing an employee. Here the division of labor should be determined by the two interviewers, who can make it according to their abilities and interests.

An individual's personality, vocational aptitudes, skills, and training are mutually dependent and inseparable—they are all aspects of the total person. The significance of the applicant's personality, as related to his vocational success, cannot be over emphasized, and this is particularly true of the individual's motivations for a particular job and his apparent emotional adjustment. The person doing the vocational interviewing will want to concern himself with these things, whether or not other psychiatric and psychological selection services are available. The interviewer should be interested in knowing the answers to the following questions: Why does the applicant want to work at the institution and what are some of the reasons underlying this desire? What contributions does he think he can make to the institutional program? What problems does he think he will bring to the job? What kinds of problems does he anticipate on the job? What have his previous problems been? How did he react to them? How did he deal with them? How does the applicant react to discussing this type of material in the interview situation? Although the behavior exhibited during the interview is a specialized sampling of the applicant's total behavior, valuable inferences can be drawn about its possible meaning for the applicant's functioning in other work situations.

It will be recalled that the second general purpose of the vocational interview was to provide the applicant with information about the job. The job's concrete duties should be outlined for him, as well as the job's relationship to the total rehabilitative effort. The advantages and disadvantages of the employment, including promotional opportunities, tenure, related benefits, and the job's drawbacks should be clearly discussed.

Even though an applicant may never be employed by the institution, it should attempt to impress him favorably (by means of the vocational interview) with its thoroughness and seriousness of purpose and should attempt to interest the applicant in the job and the total institutional approach. The institution is a part of a larger environment and needs some outside support to accomplish its goals. The stream of applicants are a part of this larger environment and their support should be enlisted.

3. THE PSYCHIATRIC INTERVIEW¹¹

It is suggested here that the psychiatrist interview job applicants because in one to three hours of interviewing he can usually determine whether the applicant has an incapacitating neurosis, psychosis, or severe character disorder, or if he is mentally retarded. The psychiatrist can be relatively sure of these things, even if the applicant is on his guard and attempts to hide any serious difficulty he may have.

Assuming that the psychiatrist finds the applicant has no neurosis, psychosis or serious character disorder, and is not mentally retarded, there are a number of other things which he should look for in an applicant. First, he would try to learn the applicant's motivation for seeking a job which involves working with children. An exploration in this field should ferret out unusually passive-dependent people, people who have unusually strong identification with disturbed children, or active or latent homosexuals—all those who are attracted consciously or unconsciously to children's institutions. Secondly, he would try to ascertain the applicant's feelings about religion and race, looking for those narrow, rigid individuals who are apt to have serious prejudices or those crusading individuals who have a pathological motivation to "do good". Thirdly, the psychiatrist would review the applicant's past work record, keeping alert for such valuable clues as his attitude toward work, his attitude toward authority, and his ability to adjust in new situations. Fourth, the psychiatrist is concerned with observing unusual blandness, rigidity, lack of emotional warmth, evasion, glibness, mannerisms, tics, and impulsiveness. Fifth, he would try to determine if there were any "psychological mindedness" in the individual (with due respect toward the applicant's experience and background) and he would be particularly careful to discover those workers who have extremely strong moral concepts regarding delinquency.

It is worth mentioning here that the interview situation with an applicant differs in many ways from the ordinary psychiatric interview. Because of the shortness of the interview, the psychiatrist must get as much pertinent information as possible and this may be difficult, as some applicants resent being interviewed by a psychiatrist. Another difficulty is encountered in that a disproportionate amount of the psychiatrist's training has been directed toward uncovering an individual's weaknesses and psychopathology, whereas he has little other than empirical tools to ascertain an individual's strengths and abilities to work in particular situations.

4. PSYCHOLOGICAL TESTING

The psychologist can contribute to the selection process by using a battery of diagnostic tests in his efforts to determine the applicant's emotional and intellectual qualifications, generally as well as for the specific job. The selection of the tests should be guided by the need to get systematic samples of various types of behavior in a limited amount of time.

The Wechsler-Bellevue Scale of Intelligence¹² is a test that will show the individual's intellectual functioning in general and give some information concerning his personality. The Wechsler test records may be of the greatest value when they are

¹¹ This section of the article was written by RALPH W. COLTHARP, late director of the Dallas Texas Child Guidance Clinic.

evaluated in accordance with the techniques set forth by Rapaport, et al¹³ and elucidated and exemplified by Schafer¹⁴. That is, verbatim records must be taken and these records evaluated both quantitatively and qualitatively. Rorschach's¹⁵ ink-blot test will reflect some things about the applicant's personality structure, give an estimate of his intellectual endowment, and indicate some of the relationships existing among his emotions, intellectual endowment, and current efficiency of mental functioning. While the Rorschach test records may be studied generally by any of the "standard approaches" the tentative formulae prepared by Pietrowski¹⁶ for educational and vocational guidance may be of some value.

Several examples of the use of test data as a tool to evaluate a worker's qualifications will make these generalizations more concrete. For instance, initiative may be reflected by a combination of Rorschach responses¹⁷: answers that are well articulated, original and given in an assured manner, which involves the whole ink-blot and are about a figure that is seen in action or in some position of tension. The applicant's perseverance may be reflected in his manner of including movement, color, and form in his answers and by the precision, assuredness, and consistency of his answers. Something about the applicant's emotional warmth, adaptability, and stability is shown in the way he integrates the color and form of the ink-blot into his answers. The nature of the applicant's intelligence is indicated by I.Q. score obtained on the Wechsler and by the relationships among the various subtest achievements on this test, as well as by certain Rorschach indicators, namely; the number and quality of responses that include all of the blot's area; the number and quality of responses that are original and include movement as one of the things determining the response; the degree to which the responses "match" the form of the ink-blot; and the variety of subject matter included in the responses.

WHAT IS THE BEST WAY TO TRAIN REHABILITATIVE WORKERS?¹⁸

Although specialized training and experience are desirable pre-requisites to employment, many people come to their work in juvenile delinquency rehabilitation

¹² DAVID WECHSLER, *THE MEASUREMENT OF ADULT INTELLIGENCE*, Baltimore, Williams and Wilkins, 1941.

¹³ DAVID RAPAPORT, MORTON GILL AND ROY SCHAFFER, *DIAGNOSTIC PSYCHOLOGICAL TESTING*, Vol. I, Chicago, the Yearbook Publishers, 1946.

¹⁴ ROY SCHAFFER, *THE CLINICAL APPLICATION OF PSYCHOLOGICAL TESTS*, New York, International Universities Press, 1948.

¹⁵ HERMAN RORSCHACH, *PSYCHODIAGNOSTICS*, New York, Grune and Stratton, 2nd ed. 1942.

¹⁶ Z. A. PIETROWSKI "Tentative Rorschach Formulae for Educational and Vocational Guidance in Adolescence" *RORSCHACH RESEARCH EXCHANGE*, Vol. 7, 1943, pp. 16-27. The following references also are suggestive in respect to the use of the Rorschach for the vocational selection; B. BALINSKY, *Note on Use of the Rorschach in the Selection of Supervisory Personnel*; *RORSCHACH RESEARCH EXCHANGE*, Vol. 8 (1944) M. E. STEINER, *Use of the Rorschach Method in Industry*, *RORSCHACH RECORDS EXCHANGE* Vol. II (1947) pp. 46-52 and G. WILLIAM, *Possibilities of the Rorschach Techniques in Industry*, *PERSONNEL* Vol. 24 (1947), pp. 224-230.

¹⁷ Although some Rorschach scores have quite definite meanings, their meanings are approximate and dependent on the whole record for their significance in the total personality.

¹⁸ For a more detailed discussion of some of the points of this section see a recent Children's Bureau Publication, *TRAINING PERSONNEL FOR WORK WITH JUVENILE DELINQUENTS*, Washington,

relatively untrained. Entry into intensive work of this type many times constitutes a radical change in the worker's mode of life and imposes many new and complex demands. These may generate considerable insecurity, anxiety, and hostility. The mere adjustment required by a change of job and, in some cases, change of residence and community may provoke some of these same feelings to a lesser degree. Many of the workers, upon taking institutional jobs, are brought into close contact with delinquents for the first time. At the same time, the workers are exposed to ideas and ways of thinking about personality development and functioning and group behavior which may differ considerably from their former ideas. These experiences invariably assume personal significance for the worker and may activate personal conflicts and bring about some kind of emotional reaction.

Even if a person has been formally trained or if the duties of this job require practically the same skills as the individual's previous employment did, he must still learn the uniqueness of the new environment—not so much the differences between physical plants as the differences between the systems of social relationships functioning in them. Thus all new workers must acquire some part of their required knowledge and skills after employment.

1. ORIENTATION PERIOD

The process of educating the worker should begin with a thorough period of orientation. During this period, the new worker should be given a comprehensive view of the entire institution and the rehabilitative approach, and his general role in the total effort should be explained. Following this period of orientation, a division should be made between those who have the necessary qualifications to do their respective jobs and those workers who need further training in working with delinquents in an institutional setting.

2. WORK UNDER SUPERVISION.

Those workers who have had sufficient training and experience should be assigned to their respective departments, their specific role in the department should be reviewed, and they should begin work under supervision. Opportunity to consult with those who are skilled in particular areas and who can provide special help with particular problems should be offered the new worker. If any personal problems should arise in connection with the work,—e.g., if an individual's anxiety or hostility is provoked in his relations with hyperaggressive delinquents—consultation service and understanding support should be made available by the institution.

3. SPECIAL TRAINING

Those rehabilitative workers who have relatively little or no training in the principles and practices of working with delinquents should begin taking part in regu-

U. S. Government Printing Offices. For more general programs in adult education see PAUL H. SHEATS, CLARENCE D. JAYNE and RALPH B. SPENCE, *ADULT EDUCATION*, New York, Dryden Press, 1953. BERNARD HALL and associates in *PSYCHIATRIC AIDE EDUCATION*, New York, Grune and Stratton, 1952 describe a pioneering effort in training psychiatric aides. This work may have some implication for training the non-professionals in institutions for delinquents.

larly scheduled classes. The classes should be small and carried on by conference and discussion methods rather than by lecture. They should provide opportunities for the participants to exchange ideas, to discuss their feelings and attitudes with others, to reflect on their own experiences as well as those of others, and to consider new ideas on how to better approach the problems of delinquency treatment.

The emphasis in these classes should be focused on the rehabilitative approach and could include such topics as: personality development, personality structure and functioning, types of personality deviations, social dynamics and diagnostic and therapeutic methods.

The subject matter of the topic of personality development would include the psychological stages of development, the factors that come into play in each stage, and their effect upon the shaping of the personality. The impact of cultural traditions on these processes would also be included.

Personality structure and function would give instructions about unconscious forces, their modification by the ego and the conscience. It would include the presentation and explanation of mental mechanisms. This would permit a better understanding of the irrational and emotional aspects of behavior.

An understanding of personality deviations is needed by delinquency rehabilitative workers, particularly as the workers attempt to cope with the unusual behavior of delinquents. It would orient the worker to evidences of maladjustment and causative factors.

Social dynamics would encompass the leadership of groups, the various roles played by the members, group identification, communication, social influence, and types of social interaction.

Diagnostic methods would deal with the organization of data from the case history, day-to-day observations, individual interviews, diagnostic testing, medical findings into a meaningful personality picture.

A study of therapeutic methods would devote itself to outlining therapeutic principles and methods, and problems in the treatment of institutionalized delinquents. Each aspect of the institutional program, e.g. group therapy, remedial reading or work on the farm, would be discussed from the point of view of its social psychological value as a treatment tool. Specific skills such as interviewing and observing the delinquent and the constructive use of attitudes should be taught, also.

In addition, these workers should also begin their work under the supervision of their department heads or supervisors. Their assumption of responsibility should be gradual and in accordance with their readiness. They should also be offered consultation services; in fact, during the time they are becoming adapted to the intensity of feeling involved in this type of work, the consultation services may be particularly important to them.

A library service also can do much to help in a training program. Appropriate material on mental hygiene, child care, and child welfare should be made available to the worker to help him develop a broader outlook toward the field he is entering.

Training outside the institution may include formal academic work, seminars, and institutes. It may be desirable in some cases to encourage a leave of absence for the purpose of advanced study.

Incentives for training should be provided. In some cases it might be promotions and salary increases immediately upon the satisfactory completion of a prescribed course of study. This certainly would be in order if the salary scale is low or marginal. In other cases an appropriate certificate or change in job title might be a helpful motivation. But in most cases the best incentive must be the reward that comes from the satisfaction of being able to do a better job.

SUMMARY

This paper has presented some of the problems involved in the selection and training of capable workers in institutions for juvenile delinquents. It has examined some of the determining factors underlying the selection of workers, offered suggestions as to what kinds of people make the more capable rehabilitative workers, and ways of selecting and training them.

These considerations have implications for both the institution and the worker. For the institution, it can mean better morale among its staff, less turnover in personnel, with a better all around program. For the workers, it can mean a greater probability of "making it" on the job, if selected, and of securing lasting satisfactions from the job experiences. The ultimate goal of all these considerations is the restoration of the delinquents to society as constructive, well adjusted citizens.

A word of caution should be stated in conclusion. The ideas and procedures discussed in this paper can make a contribution to the treatment of institutionalized delinquents; however, they will not solve all the problems confronting correctional institutions. The important thing is that institutions outline their employment and training ideas and procedures, observe their functioning in operation and make changes as indicated by experience.