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**ACHIEVEMENT PLACE: THE TRAINING
AND CERTIFICATION OF TEACHING PARENTS**

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This paper will describe the development, dissemination, and ongoing quality control of a treatment model being utilized by a growing group of professionals. That model is the Teaching-Family Model of community-based, family-style treatment for pre-delinquent and delinquent youths. The dissemination of the model is occurring through the training provided to couples in a one-year, competency-based training program. The quality control of the treatment provided by the couples who operate Teaching-Family Model group homes is insured through contingent certification of those couples based on evaluations of their performance. These evaluations are by professional evaluators and, most importantly, by the consumers of the program services; e.g., youths in the program, their parents, and community agencies.

THE TEACHING-FAMILY MODEL

In April 1967, Elery (Lonnie) and Elaine Phillips became houseparents in a group home for 12 to 16-year-old boys in Lawrence, Kansas. The home was called Achievement Place. Under the direction of Lonnie and Elaine, Montrose Wolf and Dean Fixsen, Achievement Place became the focus of an effort to develop and refine a systematic and effective model for the family-style, community-based treatment of pre-delinquent and delinquent youths.

The model treatment program developed at Achievement Place is called the Teaching-Family Model. It has been described in detail in

the *Teaching-Family Handbook* (Phillips et al., 1972) and is being replicated in group homes in other communities. Teaching-Family Model group homes are usually renovated older homes located in a residential area of the local community. One couple directs and carries out the treatment model in each of these small (6 to 8 youths), family-style settings. These couples are called teaching parents.*

The most important role of teaching parents is their teaching role. They educate their youths in a variety of social, academic, pre-vocational and self-help skills. Their goal is to equip each youth with an alternative, more adaptive skill repertoire and to thereby increase his chances of survival and success in his community. The family-style setting allows the teaching parents to tailor their teaching to the individual needs of each youth.

Teaching parents utilize a flexible motivation system to enhance their effectiveness as teachers. In that motivation system a youth earns points for learning and engaging in appropriate, adaptive behaviors and loses points for inappropriate, maladaptive behaviors. These points are exchanged by the youth at first on a daily, and later on a weekly, basis for privileges such as watching television, allowance, and returning to his natural home on the weekend. Success in the motivation system advances a youth to the merit system in which points are no longer required for privileges. If the youth maintains his appropriate behavior while on the merit system, he begins to spend more and more time with his natural or foster family before being released from the program.

The youths participate in the direction and operation of Teaching-Family Model treatment programs through the self-government mechanisms of the manager system and the family conference. In the manager system the youths exercise self-government through the daily democratic election of a peer to oversee and teach routine social and self-help skills (Phillips et al., 1973b). The youths and teaching par-

* Many dedicated and innovative people have made substantial contributions in the development of the treatment, training, and evaluation models described in this paper. A partial list of these people includes Hector and Jenny Ayala, Jon Bailey, Dick Baron, Willie and Linda Brown, Pam Daly, Joan Fixsen, Dennis and Margaret Ford, Bob Kifer, Denny and Karen Maloney, Neil and Bonnie Minkin, Dave and Sharon Russell, Gary and Barb Timbers, Diane Turnbough, and Alan Willner.

ents review the performance of the manager at the daily family conference that the family members democratically establish and review their guidelines for appropriate behavior, decide whether any behaviors that day were particularly inappropriate or appropriate, and determine the consequences of any such behaviors (Fixsen, Phillips, and Wolf, 1973). At the family conference the teaching parents teach the skills involved in constructive criticism, problem solving, and negotiation.

The community-based aspect of direct replications of the Teaching-Family Model permits a youth to continue to attend his local school and to return to his home on weekends, thus enabling the teaching parents to assist him in learning to deal with his problems in those settings. Being community based also allows the teaching parents to continue to monitor and, if necessary, to provide additional treatment for the youths after they graduate from the program.

The development and refinement of the treatment procedures used in the Teaching-Family Model have been facilitated by systematic procedural evaluations. For example, procedural evaluations have been conducted on such aspects of the model as the motivation system (Phillips, 1968; Phillips et al., 1971), the family conference (Fixsen, Phillips, and Wolf, 1973), and the teaching procedures (Ford et al., unpublished; Timbers et al., 1973). The model's treatment components have been and continue to be evaluated using the dual criteria of effectiveness of the procedures and youth preference for the procedures (see, for example, Phillips et al., 1973b).

The overall effectiveness of the model has been preliminarily evaluated at the program level (Phillips et al., 1973a). Pre- and post-treatment comparisons were made *post hoc* between the first 16 youths treated at Achievement Place and 28 similar youths, 13 of whom had been placed on probation; the other 15 had been placed in the state industrial school. Pre-treatment comparisons indicated all three groups of youths to be comparable on measures such as the number of police and court contacts, the percentage of youths in school, and the percentage of youths receiving passing grades. These same indexes indicated better post-treatment adjustment for the Achievement Place boys than for either of the other two groups. In addition, the Achievement Place youths had considerably lower recidivism (post-treatment institutionalization) than either of the other groups.

These preliminary program evaluation data were not based on random assignment to groups, and the positive findings may have been due in part or in whole to a population effect rather than treatment effect. Currently, when there are two or more youths meeting selection criteria and only one opening in the Achievement Place program, the selection decision is determined randomly. Comparisons will then be possible between those youths randomly selected and those not selected. Teaching parents operating other Teaching-Family Programs are also being encouraged to adopt the random selection procedure and several of them have. This procedure will allow for an evaluation of the model on a larger scale.

As of March 1974, there were 24 replication homes operated by couples in training, or trained in the model through the University of Kansas. Twelve of these homes were in Kansas and 12 were in 8 other states. Most of the replication homes were community controlled, thus insuring that those programs served the needs of, and corresponded to the goals and norms of, the local community. Such community control is exercised through a local board of directors, composed of community representatives. These boards review and adopt the Teaching-Family Model and handle the finances involved in setting up and operating the facility. It is the board's responsibility to determine the overall goals of the program. A member of the board, together with school, court, and welfare representatives and the teaching parents, participates in the selection of youths most in need of treatment. The board also selects and hires a couple and pays for their training in the model.

THE TEACHING-PARENT TRAINING PROGRAM

Our initial attempt three years ago at a strategy for training teaching parents to replicate the model involved a basically academically-oriented master's degree program. Several couples interested in replicating the Achievement Place program came to the University of Kansas and participated in course work emphasizing behavior modification principles and the applied analysis of behavior. They studied token economy systems and the Achievement Place procedures, and observed the successful program at Achievement Place. At the end of the one-year program, they went out and started their own programs.

The results of these early replication attempts indicate that we had failed to specify or to teach many of the necessary skills involved in operating the model. Apparently learning about the model and observing it in operation were insufficient to teach a variety of the necessary practical skills. On the basis of that feedback we modified the training program to increase its relevance and its effectiveness.

The current training program places greater emphasis on the practical skills involved in successfully directing and operating a Teaching-Family home. Trainee couples now participate in a one-year training sequence, the core of which is the supervised in-service practical experience the trainees obtain while actually operating a home. The first step in this training sequence is an intensive, 50-hour, one-week workshop at the University of Kansas. This initial workshop builds on the knowledge the teaching-parent trainees obtain by studying the *Teaching-Family Handbook*, and teaches them the basic skills required to establish and begin operating their treatment programs.

The first three months or so following the workshop constitute a practicum and evaluation period. During this time the trainees are operating programs in their respective communities and are in frequent telephone contact with the experienced teaching parents and training staff at the University of Kansas. This provides the trainees with direction, advice and feedback. At the end of this period, the program's consumers (e.g., youths, parents, personnel from the juvenile court, welfare department, schools, and the board of directors) complete rating scales asking them to describe their satisfaction with the teaching parents and the program. In addition to this consumer evaluation, a professional evaluator makes an on-site evaluation of the program. In a summary report, prepared by the training and evaluation staff, the couple is given detailed feedback on the results of the consumer and professional evaluations, and suggestions on how they might improve their performance in areas where they received a low evaluation. The feedback is given in a way that protects the anonymity of the individual consumers.

Following this first evaluation, the trainees participate in a second practicum and evaluation period that extends until the end of the year-long training sequence. During this period telephone consultation continues and a second evaluation is conducted covering those areas where the couple received low ratings. This evaluation provides

feedback to the trainees and the training staff on how well the trainees are correcting those problems. Early in this second practicum and evaluation period the couple attends a second one-week workshop designed to extend and refine their skills.

At the end of the first year, the first in a series of annual evaluations is conducted. The results of this evaluation are made known not only to the teaching parents but also to the board of directors and the agencies involved in placing youths in the program and funding the program; i.e., the juvenile court and welfare department. The results of this annual evaluation determine whether or not the couple will be certified as professional teaching parents. Continued certification is contingent on continued high evaluations in subsequent annual evaluations.

A master's program is available to teaching parents with a bachelor's degree. The degree is contingent upon successfully completing the training and certification requirements, passing closely-monitored, self-instructional courses, and designing, carrying out, writing, and defending an experimental thesis. This training model is currently being replicated in North Carolina by Gary Timbers and Dennis and Karen Maloney, three Ph.D. graduates from the Departments of Human Development and Psychology at the University of Kansas who worked with the Achievement Place Research Project for several years. This team is currently establishing eight group homes in North Carolina based on the model.

The workshops. In the initial workshop the three to five couples who attend receive specific instructions and rationales concerning the use of important skills. These instructions are usually supplemented by live or video-taped examples of professional teaching parents modeling the skills. Wherever possible the trainees are given opportunities to rehearse the skills in simulated situations with the staff and their fellow trainees. During these rehearsals, they receive systematic, detailed feedback on their performance and continue to practice until they meet criterion performance for each skill. In this way the trainees practice and receive feedback on the competent skills involved in operating the motivation system, counseling, engaging in youth-preferred styles of interaction, conducting family conferences, engaging in effective teaching interactions, and working with parents and teachers.

During this first workshop, each trainee couple also visits one of the local Teaching-Family homes (e.g., Achievement Place for Boys or Achievement Place for Girls) for an afternoon and evening. This visit starts with a tour and conversations with the youths in the program. The couple then observes the experienced teaching parents handling both routine duties and staged incidents. The simulated incidents give the teaching parents an opportunity to model for the trainees how they would teach certain complex skills to the youths and handle various problems that might arise. The trainees are then asked to handle similar situations and, following each one, they receive feedback from both the teaching parents and the youths. The trainees then stay for dinner, observe a family conference, conduct a simulated family conference, and receive feedback on their overall performance.

The second workshop is designed to refine the trainee couple's skills in such areas as working with parents, using the motivation system and counseling; it also extends the couple's skills and knowledge to such areas as grant-writing, legal issues, and measurement and design. In addition, the trainees receive advice and feedback in individual and group problem-solving sessions conducted by experienced teaching parents.

The workshops continually evolve as we obtain feedback from the trainees. Each section of the workshops is followed by the trainee's evaluation that also gives suggestions on how the section might be improved. Several months after they have participated in a workshop, the trainees complete a questionnaire in which they are asked to provide feedback on how the workshop might have better prepared them for their responsibilities. The results of the consumer and professional evaluations also point out areas where training needs to be included or improved. With this continual feedback the workshops are continually evolving and becoming more relevant in meeting the needs of the trainees.

One aspect of the training program that has evolved considerably is the training given teaching parents in the skills involved in moment-by-moment interactions with their youths. At first we taught no skills in this area, emphasizing only point-transaction interactions. However, professional and consumer evaluations indicated that the youths in a couple of programs found interactions with their teaching parents unsatisfactory. In one program in particular the youths

described the teaching parents as cold, uncaring, and unpleasant. The consumer evaluations by the youths were low, as well as the evaluations by every other group of consumers, each of whom had heard about the unpleasantness of the home environment. This feedback pointed out the need to specify and teach youth-preferred interaction components to trainees.

To specify what behaviors youths find pleasant in interactions with teaching parents, Alan Willner, a doctoral candidate in psychology at the University of Kansas, has been gathering data on the kind of interaction components youths prefer. These interaction behaviors seem to be: (1) using request rather than the demand forms of instruction; (2) providing reasons to a youth to explain why he should change specific forms of his behavior; (3) giving verbal recognition to a youth for his accomplishments. The trainees are now taught such youth-preferred interaction skills in the initial workshop in conjunction with the skills involved in effective teaching interactions (see Kirigin et al., in press). The consumer and professional evaluations provide feedback to the training staff on the adequacy of the training program. These evaluations also serve a variety of other feedback and quality control functions.

CONSUMER AND PROFESSIONAL EVALUATIONS

The main objectives of a Teaching-Family Model program are to help the youths and their parents and to serve the community. One way of obtaining information on how effectively these goals are being met by a program is through the use of control-group designs utilizing measures of later institutionalization, later job success, police and court contacts before and after treatment, and so on. However, this is slow feedback because these measures are of low frequency behaviors and because there is a long delay between the time a youth enters a program and the time he has been out of the program the necessary one or two years to allow a reasonable assessment of his post-release adjustment. In addition, because of the small number of youths in a program, it requires several years of program operation to obtain an *n* of sufficient magnitude to allow a meaningful analysis.

While such follow-up behavioral measures are essential, there is nevertheless a need for more immediate feedback on the extent to

which the youths are being helped and to which the community is being served. The consumer evaluation procedures provide this more immediate feedback. It provides a formal means for such program consumers as the youths in the program, their parents, personnel in the juvenile court, welfare department and schools, and the board of directors, to indicate their degree of satisfaction with the service provided by the teaching parents and with the effectiveness of the teaching parents in correcting problems.

Except for the evaluation by the youths, the consumer evaluation process is conducted through mailed questionnaires which ask the consumer to rate the program on various dimensions using seven-point, bi-polar rating scales. (Osgood, Suci, and Tannenbaum, 1957).* The consumer is also asked to comment on each dimension. The youth questionnaire is administered during the on-site professional evaluations conducted by one or two members of the training staff. The professional evaluation allows systematic, first-hand observation of a program and the skills of the teaching parents and the youths.

By providing feedback to the couples about their success in accomplishing their goals, the consumer and professional evaluations can help shape the couple's behavior by pointing out the strengths and weaknesses of their program. This feedback must be *formal* feedback. In early replications of the model, before the evaluation mechanisms were developed, couples were not always able to deal with weaknesses in their program because they were not always aware of them. Formal feedback allows a social service program such as a Teaching-Family program to be fully responsive to the people and agencies it is designed to serve.

The annual certification evaluations provide for the ongoing quality control of the emerging teaching-parent profession. Only

* In response to some difficulty in communicating what average rating figures obtained on the Osgood-type scales meant, and some complaints from raters about not understanding the Osgood-type scale, the 7-point Osgood-type rating scale used in the consumer and professional evaluations described in this paper has recently been replaced by a Likert-type 7-point rating scale. The Likert-type scale avoids the above-mentioned problems. Unlike the Osgood-type scale, which provides labels only at the poles (e.g., very satisfied . . . very unsatisfied), the Likert-type scale provides a label for each point (e.g., completely satisfied, satisfied, slightly satisfied, neither satisfied nor dissatisfied, slightly dissatisfied, dissatisfied, completely dissatisfied).

couples who continue to have evaluations and to operate highly rated programs continue as certified members of the profession. In this way the evaluations establish teaching parents as accountable professionals and allow members of the profession to operate programs that are fully responsive and acceptable to their consumers.

The consumer and professional evaluations serve to protect everyone involved with the program. For example, the evaluations protect the youths in the program. Through the youth evaluations, the youths have a chance to anonymously indicate to a third party their satisfaction with the program. Due to the public nature of the annual evaluation and the control of the third party over certification, the youths have access to a powerful means of counter control. While the openness of the homes to public scrutiny and the youths' continued participation and interaction in the local community with teachers, parents, etc., make serious abuses unlikely to occur or to go unreported, every reasonable safeguard for protecting the youths must be implemented. The need to protect them in social service programs is emphasized by recent cases of reported physical or psychological abuse in supposed behavior modification programs. See, for example, Risley's discussion of the abuses in a Florida institution for retarded adolescents ("Certify Procedures Not People," p. 159).

The evaluations also protect the agencies that place youths in the program. Through the annual evaluation report they have information on their community's satisfaction with the program. Only programs that have the evaluations can be considered genuine Teaching-Family programs. If a program neglects to carry out evaluations, it may indicate an attempt to hide failure or malpractice.

The results of a number of consumer and professional evaluations of Teaching-Family homes will now be presented in some detail. The description of these results will provide the reader with a more detailed description of the consumer and professional evaluation instruments and an account of the evolution of those instruments.

Figure 1, page 146, shows the results of an evaluation of a couple, here called the Allens, at a group home, here called Boys' Home. The names of the couple and home in this, and in all subsequent figures, are fictitious. The figure presents the average ratings by each group of consumers and by the professional evaluators. The figure is divided into two major sections: "I. Consumer evaluation" and

"II. Professional evaluation." The Consumer evaluation section has six subsections (A-F), one for each of the six groups of consumers. Within each subgroup the dimensions rated by that group of consumers are listed; e.g., "1. Correcting problems." As shown in the key at the bottom of the figure, the horizontal bars to the right of each of these dimensions represents the 7-point rating scales used in the evaluations. The hatched portion of each bar represents the average rating by the designated consumers on the dimension labeled to the left of each bar. The further to the right end of each bar the hatched area extends, the higher the rating. The darker vertical line within each bar represents the criterion line used to determine if the ratings are acceptable on that dimension. If the hatched area extends up to or beyond the dark line then the rating on that dimension is acceptable.

The position of the criterion line differs from dimension to dimension. After evaluation results had been collected on a number of programs, members of the training and evaluation staff individually judged which of the programs were, in their opinion, clearly acceptable. The lowest average rating in each category for those programs judged acceptable by all the staff became the criterion for that category.

The Allens were evaluated on their effectiveness in correcting problems and their level of cooperation by personnel in the juvenile court, the welfare department, the schools, and by the board of directors. The board also evaluated the couple on the extent to which they had followed the board's guidelines and rated the positive comments they had heard about the program from other community members.

The parents of the youths in the Allens' program rated the couple's effectiveness in correcting problems, their level of communication, and their effectiveness in using "home notes" (cards which provide feedback to the teaching parents concerning a youth's behavior in his natural home). The youths evaluated the couple's fairness, concern, effectiveness in correcting problems, and pleasantness. They also rated the degree to which the program had helped them improve their relationships with their parents, teachers, and peers. They also rated the overall quality of the program.

The professional evaluators rated the social skills demonstrated by the youths in interactions with the teaching parents, with each other, and with the evaluators. The evaluators also observed and rated the teaching skills of the couple and the condition of the home. They

also rated the overall quality of the program. As can be seen in Figure 1, the average ratings received by the Allens were at or above criterion on each dimension rated by the consumer and professional evaluators.

Figure 2, page 147, presents consumer satisfaction data on a program operated by a couple referred to as the Clarks at a home we will call Home A. Their program was the first attempted replication of the model and this evaluation was the first consumer evaluation that was conducted. The evaluation was conducted *post hoc* when the Clarks had been released by their board of directors. This failure to successfully replicate the model indicated a need for consumer evaluation measures as well as the need for a handbook carefully detailing the treatment procedures and a training program with more emphasis on practical skills.

The fact that the board fired the Clarks while giving them average ratings of 3 and 4 on the scales suggested that it did not take average ratings of 1 or 2 to indicate considerable dissatisfaction with a program. Like the board, the school and court gave the Clarks low ratings in correcting problems. In addition, the average rating by the court on level of cooperation was below criterion.

The Clarks were a dedicated couple and returned to the University of Kansas for further training. During the next six months, the training staff attempted to identify and teach the skills that had not been taught well enough or at all. The Clarks subsequently accepted another position with a home we will call Home B.

Figure 3, page 148, displays the results of the Clarks' certification evaluation in that new setting. Their ratings were uniformly high on both the consumer evaluation, which had been expanded, and the professional evaluation, which had been developed in the meantime. The Clarks are now certified teaching parents and continue to operate an extremely successful home. An initial failure had been transformed into a success and in the process a tremendous amount had been learned about replicating the Teaching-Family Model.

Figure 4, page 149, presents the results of the consumer evaluation of the second attempted replication of the Teaching-Family Model. The couple attempting that replication, the Glens, had, like the Clarks, participated in the early, academically-oriented training program. They did very well in the training program, receiving A's in all their coursework. After finishing the program, they accepted positions

at a group home, here referred to as Girls' Home. At that point in the training program we had not yet identified and specified the skills involved in effective teaching and in implementing a self-government system. Partly as a result of their lack of these skills, their Girls' Home program had many problems. The youths were often out of control, frequently ran away, and usually avoided the couple by staying up in their rooms. As can be seen in Figure 4, the average ratings by the parents and the board members were above criteria. On the other hand, the average ratings by the court, welfare and school personnel were considerably below criteria on effectiveness in correcting problems. The welfare rating on cooperation and the school ratings on communication and effective use of the school note (a feedback device similar to the home note; see Bailey, Wolf, and Phillips, 1970) were low.

The youth evaluation of the Girls' Home program was the first time a youth evaluation had been conducted. The youths rated the program below criterion in fairness and effectiveness although above criterion in pleasantness. The professional evaluation was not yet in use at the time of this evaluation. The development of the consumer evaluation came late in the course of the Glens' stay at Girls' Home. Perhaps if we had been able to institute the consumer evaluation earlier, we may have been able to identify, and help them solve, their problems. As it was, the Glens decided to leave the home for another profession.

Figure 5, page 150, like Figure 4, represents an evaluation of the Teaching-Family program at Girls' Home. After the Glens left that position, the board hired another couple, the Martins. As is evident from Figure 5, the Martins' average ratings were at or above criterion level on all dimensions. The agencies responding to the consumer evaluation of the Martins' program were the same agencies that had responded in the Glenn evaluation. The high evaluations suggested that consumers are sensitive to variations in a program and that community satisfaction with a program is modifiable. The Martins became actively involved in the training program and were instrumental in developing the current model of training.

Figure 6, page 150, depicts the ratings of youths staying in a county detention home. Hector Ayala, Director of Achievement Place for Girls, was called in to consult with the program's staff. In an attempt to isolate some of the many problems facing that program he administered the youth evaluation scale. The average ratings by the

youths were low on every dimension. These results, when compared to the youth satisfaction ratings obtained by the various Teaching-Family programs, demonstrate the range of ratings obtainable on the youth evaluation scale. As is the case in youth evaluations of Teaching-Family programs, the detention home staff was given feedback on the evaluation results and suggestions about ways to remedy the problems.

CONCLUSION

The Teaching-Family Model of group-home treatment for pre-delinquent and delinquent youths developed at Achievement Place is now being disseminated. A model has been developed for the training of teaching parents to operate treatment programs based on the Achievement Place program. The training model is a one-year training program which provides trainee couples with extensive, in-home, practical experience in operating a Teaching-Family treatment program. Initial and follow-up workshops concentrate on teaching and refining the basic skills critical to operating the model. Feedback on how well the trainees are performing their teaching-parent functions is obtained through consumer and professional evaluations which are conducted periodically. These evaluations serve a quality control function. They allow the training staff and trainee couples to determine problem areas and to take corrective action. Certification of a couple as professional teaching parents is contingent on high ratings on the first annual consumer and professional evaluation. Continued certification is contingent upon subsequent annual evaluations.

The procedures used in the Teaching-Family Model treatment program, in the Teaching-Parent Training Program, and in the consumer and professional evaluations are designed to facilitate the delivery of quality services to the consumers. The most direct quality control of the services provided by teaching parents is possible through public knowledge of the results of the annual evaluations and contingent certification based on those results.

It is important that certification of professionals be based on evaluation of the quality of the service actually provided for the consumers. Certification could be based on evaluation of the "quality of training" that a person received. For example, certification could be based on the completion of an accredited or certified training program.

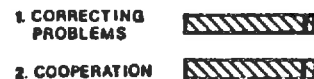
On the other hand, people could be certified on the basis of their ability to demonstrate skills judged or shown to be important in providing quality treatment. This type of certification is based on a "quality of skill" evaluation. While this type of evaluation can reveal whether or not an individual has a certain skill, it does not follow that he will use the skill or that his use of the skill will result in quality; i.e., effective and preferred treatment. Certification on the basis of an evaluation of "quality of performance" provides for more direct quality control of treatment than does certification on the basis of an evaluation of "quality of training" or of "quality of skill." The latter two types of evaluations are indeed useful, but the evaluation of performance, such as that provided by consumer satisfaction measures, is necessary to *validate* the other evaluation measures.

Figure 1. Consumer and Professional Evaluation

TEACHING PARENTS:ALLENS
BOYS' HOME

I. CONSUMER EVALUATION

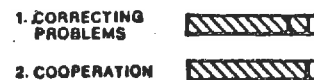
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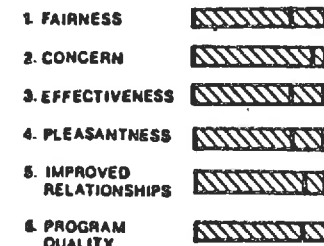
E. SCHOOLS



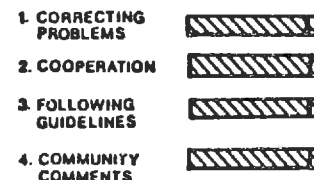
B. WELFARE DEPARTMENT



F. YOUTHS



C. BOARD OF DIRECTORS



II. PROFESSIONAL EVALUATION

D. PARENTS

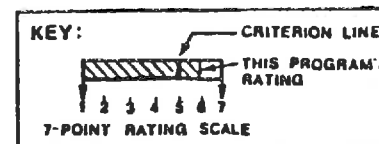
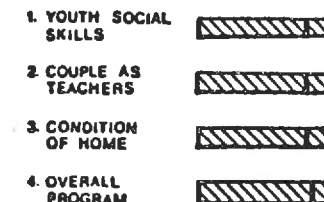


Figure 2. Consumer Evaluation

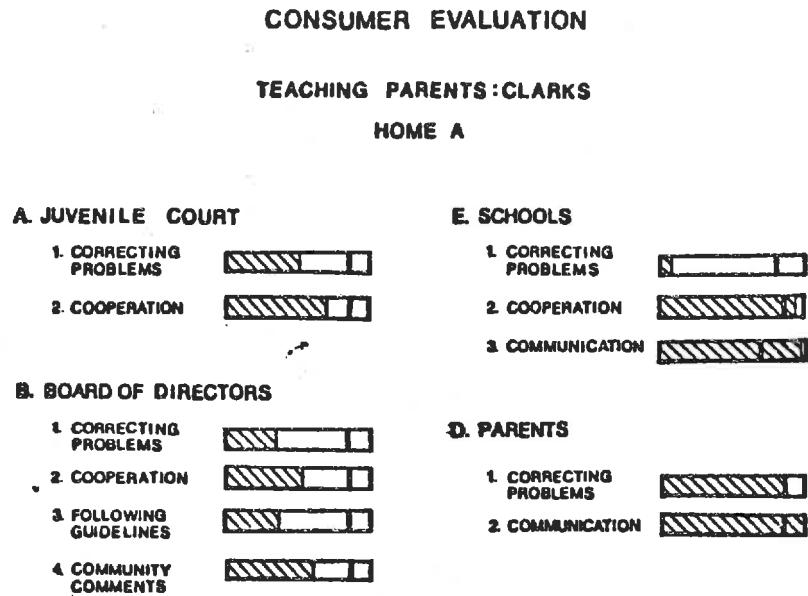


Figure 3. Consumer and Professional Evaluation

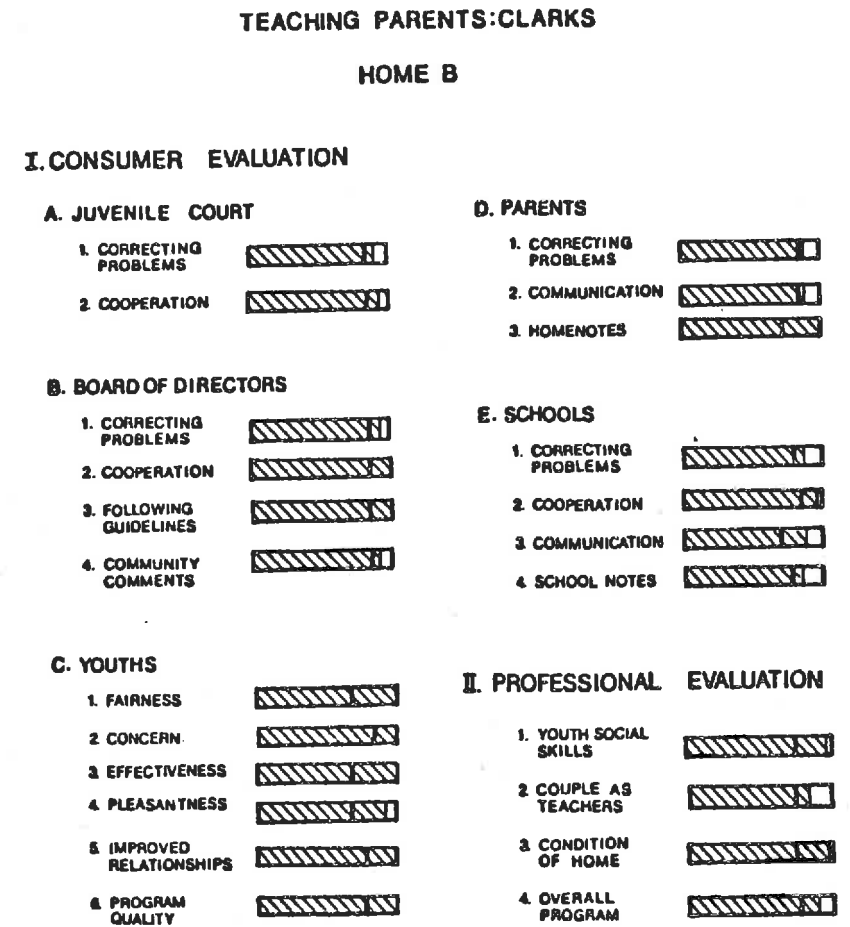


Figure 4. Consumer Evaluation

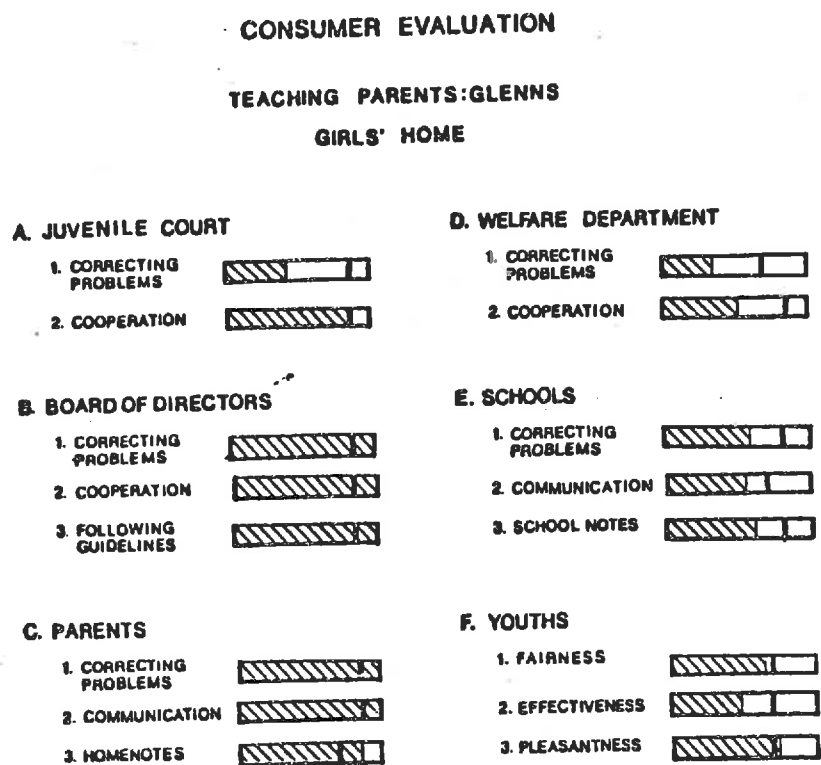


Figure 5. Consumer and Professional Evaluation

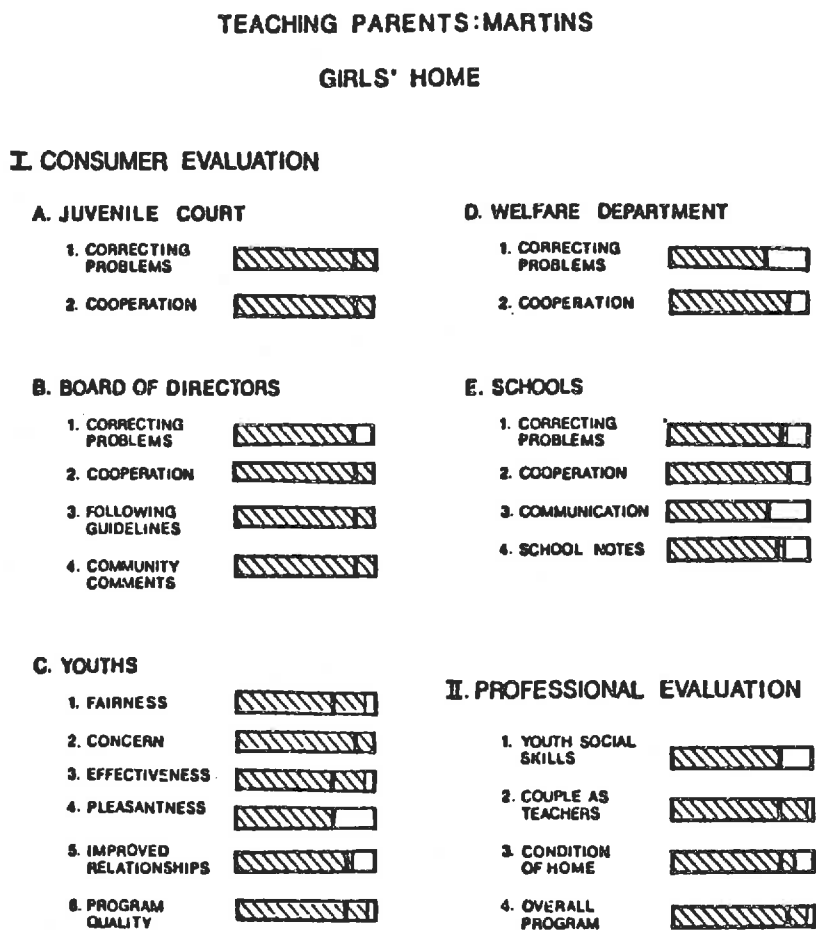
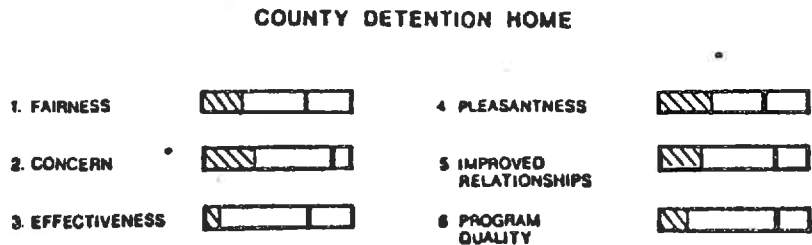


Figure 6. Youth Evaluation



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