

HILLCREST SCHOOL OF OREGON

Charles W. Pfeiffer, Superintendent

Hillcrest School of Oregon is a State institution for socially and emotionally maladjusted, court-committed girls between the ages of 12 and 21 years of age, with original admissions restricted to those girls who are less than 18 years of age. Only those girls who have been adjudicated delinquent (as defined in the Oregon Revised Statutes) may be committed to the institution. Hillcrest is required to provide care, custody, treatment, and community integration for each committed girl. Its responsibilities include after-care services, as well as institutional programs. Field staff provide supervision to the girls until such time as the court determines commitment. The institution must accept all girls committed by the court and may not influence, alter, or prevent a commitment by the court.

Hillcrest was established by the 1913 Legislature and opened in temporary quarters on July 1, 1913. On February 1, 1915, seven staff members and 20 girls moved into a newly-built administration building at the present 16-acre site located in the southeast part of Salem. Hillcrest's present single room capacity is 133 students. However, within the past year the population at the institution has been as high as 172 girls. The average population for the past 12 months has been 152. Figures from years past show that the population gains in number during the fall and winter, usually reaching a peak in late December or January, and is at its lowest point during June and July.

The June 30, 1968, population was:	Campus	128
	Foster Care	32
	Other Off-Campus Programs	48
	Parole	<u>95</u>
	Total	303

CONCEPT AND DIRECTION OF TREATMENT PROGRAM

The so-called "delinquent child" is the result of a multitude of negative pressures and experiences. Forces influencing delinquency center around but are not limited to the family, society in general, the specific community, personality difficulties, or possible physiological circumstances. Thus, delinquency can well be thought of as a symptom of disturbances in the foregoing areas. In an effort to work with the so-called "delinquent child," it is then obvious that the approach must be multi-faceted.

Under the law, when a child's delinquency has become so extensive that it is a threat to the community and/or the child, institutional commitment is made by the court. Under these circumstances, the institution must then address itself to working with the behavior of the child and exerting as much influence as possible on the other areas which have contributed to the problem. Such an approach not only means intensive work with the child in the institution, but it also calls for direct contacts with the family and the community.

Extended periods of time in an institution can oftentimes be damaging, and every effort must be made to have relatively short stays during which time intensive work is done with the child, leading to an early release followed by more intensive work with the child in the community.

Legally, Hillcrest School must accept court commitments under the following circumstances according to Oregon Revised Statutes:

". . . Behavior of the child is found to be such as to endanger his own welfare or the welfare of others. . ."

". . . Found to be a persistent runaway. . ."

". . . Has committed an act which is a violation, or which if done by an adult would constitute a violation of a law or ordinance of the United States or a state, county, or city. . ."

". . . Is beyond the control of his parents, guardian or other person having his custody. . ."

Building upon the premise that behavior is learned in an attempt to meet basic needs, Hillcrest provides living experiences, both on and off campus, with adults and peer groups alike, which will most nearly equate those of the community. By providing such surroundings, more "normal" reactions to life develop.

Hillcrest provides as the most basic fundamental in the treatment program opportunities for immediate reinforcement of positive behavior directed toward the attainment of a goal. On the other hand, negative behavior is neither ignored nor rewarded. Relearning occurs as a youngster is reinforced for her positive behavior which, as all behavior, is directed toward the attainment of a goal.

In February, 1968, the Staff Development and Training Committee developed a working outline of the philosophy and goals thought to be important in working with the students at Hillcrest. Statements were then developed into a worksheet which was discussed and refined by members of the Advisory Committee, as well as by staff from all departments within the institution.

The Hillcrest statement of philosophy and goals is comprised of the 16 following statements which are intended to provide a program framework for all staff in their working, planning, and contacts with Hillcrest students.

Hillcrest School-Philosophy and Goals

I.

"The concept of human dignity and respect shall apply to both staff and girls and shall prevail throughout all operations of the institution."

II.

"Every reasonable effort shall be made to obtain involvement of the individual girl to the maximum extent in planning for her own destiny, both while on campus and with regard to placement.

"While in the institution, everything that happens to a girl should be considered as a potential opportunity for learning more appropriate or acceptable behavior, particularly those areas where there is personal contact or exchange of any type. With regard to this learning, the focus must be on 'working with' rather than 'working on' girls."

III.

"In planning with a girl, specific and realistically achievable goals must prevail from the diagnostic process, through review, and finally as to placement. It is essential that these goals and suggested methods to achieve them be clearly defined for staff and individual girls alike.

"Extending a girl's stay in the institution beyond that point where the maximum good has been gained is detrimental, and every effort shall be made in programming and planning for the individual to return her to the community as soon as she is ready. Often this might mean a series of short stays in the institution with trial periods in the community."

IV.

"Diagnosis and program goals must be individualized for each girl based primarily on her own personal strengths as well as taking into account her weaknesses and limitations in order that planning for her is realistic and consideration is given to her potential for growth."

V.

"Programming and planning for a girl shall be designed to maximize her chances for a satisfactory adjustment upon her release back into the community; this can best be accomplished through emphasis on helping the girl change her behavior.

"Since behavior is observable, to a great extent programs shall attempt to work with the behavioral adjustment of the girl."

VI.

"As a girl progresses through the program, emphasis should be shifted from outer or external controls to an increasing or predominant emphasis upon self-regulation and self-control."

VII.

"Opportunities for increasing responsibilities and more self-regulation shall be provided as soon as a girl demonstrates through her behavior that she can handle it."

VIII.

"Institutional goals and programs should attempt to provide experiences as close to those of the individual community to which she will return as possible so the girl can learn to better adjust her behavior to the demands of the community upon release.

"Focusing upon improved behavioral adjustment in the community means emphasizing the following:

- "a. Learning how to deal with impulsive behavior by 'talking out' or 'working out'--rather than 'acting out'--feelings.
- "b. Developing judgment and discretion in behavior and conduct.
- "c. An emphasis upon the development of social competence and confidence, i.e., skills in getting along with people."

IX.

"Planning for return to the community is to be emphasized as an important goal in programming for a girl from the time of her admission. Release planning must include the family, relatives, foster family, and other community resources which are to be involved in programming for the girl to the greatest extent possible."

X.

"In all aspects of programming for the individual girl to the greatest extent possible, group or team decisions shall prevail with regard to what happens to her. Every member of the staff of the institution is considered to be involved in the treatment process and thus have a responsibility for that process."

XI.

"In working with the girl as a 'whole person' (physical, emotional, social, intellectual, and spiritual), her physical needs must always be considered, such as proper medical and dental care, physical cleanliness, proper clothing and her general physical well-being."

XII.

"The institution shall maintain an environment that permits freedom of religious practice and belief as well as being conducive to proper 'spiritual growth'."

XIII.

"The institution as an organization shall look upon itself as a part of the greater community and will make every attempt to involve itself in community activities throughout the State as well as wherever feasible and possible, bring healthy aspects of the community into the institution. Such a concept is based upon the idea that the institution is trying to provide experiences as near as is reasonable and possible to that of the community to which the girl will eventually return."

XIV.

"In diagnosing and planning for a girl, the institution shall attempt to evaluate educational needs in order to return the girl to the community properly placed in her grade. Such educational needs shall have a high priority in programming but shall not dominate other needs."

XV.

"To complement and supplement the treatment process the institution shall have available psychological and psychiatric services to be used on a referral basis. Such services will evaluate girls and assist in program direction but will not necessarily provide direct treatment services to individuals. Staff development will be the greatest emphasis for such services."

XVI.

"To the extent feasible, the institution shall involve the girls as a group in planning and development through a process where representative girls are solicited for ideas of an advisory nature. However, these girls will not dictate policy or directly determine administrative decisions."

COMMUNITY ORIENTATION AND WORKING RELATIONSHIPS

ESTABLISHED WITH OTHER STATE AND GOVERNMENTAL AGENCIES

Hillcrest recognizes the need to maintain the best relationships possible with the county juvenile courts and their personnel. Thus, a constant liaison is attempted by both campus and field staff so that juvenile court personnel will have a clear understanding of the resources Hillcrest offers and the programs which might be beneficial to court wards. In addition, court personnel are informed of those wards who have been returned to their communities and, as often as possible, behavioral dynamics and the community adjustment of individual girls are discussed with juvenile court workers. Because Hillcrest School has a small number of field workers to cover a very large geographical area, it has often been necessary to enlist the aid of the courts in individual cases. Without exception, the courts have been very cooperative.

The community is involved with youngsters in the institution, as well as in the field. Hillcrest is in the process of developing a full-fledged volunteer program and many volunteers have been active within the institution in the past two years. Many religiously-oriented groups have provided a valuable service to the girls on innumerable occasions. Other volunteers have taught classes in flower arranging, oil painting, photography, fishing, woodworking, sewing, and chess. Some youth groups in the city, such as the Y-Teens, are including Hillcrest girls in their activities.

Hillcrest conducts many tours for interested people and groups throughout the year. Professionals from many fields come to the institution to ask about its programs, staff, and girls. None are refused the courtesy of touring the institution, and it is felt that this openness results in a much better relationship with the community-at-large.

The administrations of the Corrections Division and Hillcrest School have repeatedly urged staff to become involved in furthering their education and training. As a result, many staff are involved in professional organizations throughout the State, and a great number are taking advantage of the educational opportunities offered by the Division of Continuing Education and State colleges and universities.

The Department of Field Services has continued to expand and broaden its activities in spite of very limited personnel. A larger foster care program has been developed and field staff have increased involvement with the families of girls at the institution. The field staff has developed, and is presently supervising, a first group foster home of six to eight girls in operation since August, 1967. Hillcrest is presently involved in negotiations for the establishment of two group homes: one for older, more sophisticated, non-school girls who need vocational training and/or employment; and the other for girls attending high school.

Liaison and cooperation between Hillcrest and MacLaren has increased greatly in the past two years. Certain forms and practices have been standardized, and similarities and differences in philosophy have been discussed. The two field services departments have taken some preliminary steps toward a pilot project to integrate case loads of boys and girls. Hillcrest has exchanged personnel with MacLaren and other institutions to the benefit of all.

#### NEW PROGRAMS INITIATED DURING 1966-68

##### CHANGING CONDITIONS IN INSTITUTION AND EVALUATION OF THESE EXPERIENCES

During the past year, the Hillcrest program has been affected by a serious turnover in the key leadership position of superintendent. However, stability has been achieved since the appointment of Charles W. Pfeiffer as superintendent on January 2, 1968.

A change in leadership inevitably has a profound effect on the institution, but with the last changeover there has resulted a consistent growth and development of goals. These include a belief in treatment and rehabilitation as the most effective basis for institutional operation. Such an approach is believed to pay off both in human lives and in tax dollars; productive human beings contribute to, rather than being dependent on, the State. This approach has also included a consistent emphasis on the importance of increased community interaction and integration of Hillcrest students and programs with community resources. Since all of Hillcrest's wards will be returning to the greater community, it is important that they be taught to handle constructively experiences they will meet in the community situation.

Another important change in the institution has been the establishment of an institutional advisory committee composed of representatives from all departments. This committee makes recommendations to the superin -

tendent regarding changes within the institution as well as reviewing proposed policies or changes developed by the administration.

Early in the biennium, a group of three double rooms with baths were developed in the Omega program. Here girls demonstrating ability to live independently were selected to live in the three "apartments," assigned their own keys, allowed to work off-campus, taught to care for money they earned, and to handle the increased responsibility of caring for their rooms without a supervising houseparent. Recently, this program was expanded and integrated into the developing program of the honor cottage, Alpha, which is unlocked and provides girls in residence with a number of increased freedoms and related responsibilities. Girls demonstrating sustained improvement in behavior on other cottages may be transferred to Alpha Cottage. In Alpha, there is the additional possibility for any girl to "earn," by the demonstration of positive behavior and personal growth, the privilege of moving into the Alpha honor apartments. Thus, the Alpha Cottage as a whole now includes many of the features of the Omega program, with the honor apartments reserved for the girls showing most progress.

A similar system has also been developed within Scott Cottage (recently renamed Delta). Here, improvements in behavior are rewarded by increased freedom and responsibility. Girls demonstrating increased maturity in behavior are accorded commensurate freedom to sign out for free time off of the cottage. In addition, two apartment-type rooms have been developed on this cottage, and girls may be assigned to these rooms as a special honor in recognition of their improvement and ability to handle the increased freedom.

The step-by-step increases in freedom and responsibility represented by the expansion of the honor cottage and special apartment-style living on the two cottages is reflected also throughout the campus programs. Each cottage on campus now has a system for evaluating each girl's progress and increasing privileges in response to this progress. The majority of the girls now walk to school with minimal supervision and have responded to the increased trust with increased trustworthiness.

As a part of this over-all attempt to provide external control for girls who need it, the maximum security cottage (Earhart) has been isolated completely from the rest of the campus. Girls with behavior problems severe enough to warrant close custody are now involved at Earhart in intensive supervision and a strong treatment program on that cottage until they are able to manage their own behavior. Removal of contact between these more disturbed girls and those with campus privileges has resulted in better control by staff and improved opportunities for intensive work with these more difficult teen-agers.



Increased vocational training opportunities have been sought in a number of areas. A number of Hillcrest girls are receiving training at Fairview Hospital and Training Center in the hydrotherapy, sewing, and dietary departments. Involvement of the Neighborhood Youth Corps on campus has led to clerical and waitress training for a small number of girls. A small fund for reimbursement of girls for jobs on campus has been developed, and hopefully can be expanded in the future. The Cameline Beauty School, which has been licensed for vocational training in beauty culture, is currently under consideration by the Board of Education for approval for pre-vocational training as well. Efforts are under way to increase opportunities for family life education oriented toward the important feminine careers of wife and mother.

Inevitably, total program growth rests on staff development and coordination. Recently, major efforts have been devoted to the streamlining of administrative procedures and the development of more effective teamwork on the part of all staff. At the cottage level, a cottage manager has been assigned to each cottage and considerable emphasis has been placed on the cottage team as an integrated unit making treatment decisions. Each cottage team consists of the girl's counselor, the cottage manager, and the houseparents. Review of a girl's progress on cottage is integrated with and supplemented by a regular review at the administrative level by the newly formed Girls' Progress Committee.

As anyone who has been a teen-ager knows, activities and learning involving the opposite sex always head the list of adolescent interests. In the past, Oregon training schools have been dismally lacking in programs involving this vital aspect of development and appropriate learning. Recently, a program has been developed which includes a number of the boys from MacLaren School for Boys attending high school classes on the Hillcrest campus. All indications at present are that this increase in opportunity for normal teen-age experience has reduced tension and increased morale considerably. The project will allow, if continued, for a marked increase in treatment opportunities with these teen-agers, as well as providing a more healthy environment for growth and maturity for both the boys and girls involved.

A second aspect of providing for co-educational experiences has been providing mixed dances, swimming parties, and movies for a number of the Hillcrest and MacLaren students. Again, the broadening of such opportunities under staff supervision is highly desirable.

Another almost universally important aspect of teen-age life is education. Since many students come to Hillcrest with a history of difficulty in schools, both remedial and regular high school curricula are important aspects of the Hillcrest program. The high school has been strengthened during the biennium by the aid of several Federal grants. The Title I

projects, "Exploration in Learning I and II," have provided funds for the acquisition of a bus for participation in a number of field trips off-campus. These have included trips to the Portland Art Museum, OMSI, the Marine Center at Newport, the Shakespearean Festival in Ashland, a grooming and charm course, music and films for enrichment programs on campus, and a number of similar excursions and projects.

Arrangements were completed at the end of the biennium for the introduction of a new driver education course, with the use of an Oldsmobile donated by Loder Brothers of Salem. Several style shows sponsored by various organizations have provided modeling experience and current fashion information to a number of girls. The adoption of Hillcrest's high school as a project by the teachers' honorary society, Alpha Kappa Delta, has provided clothes, cosmetics, materials for clothes, and art projects, books, and similar supplies for the girls.

A government "Concern" grant provided funds for one and one-half teachers, and psychiatric consultation funds for an academic program on Earhart, the maximum security cottage, now separated from the regular high school program. In the regular high school, the approval of an additional position for a special education teacher will provide further opportunities for girls to extend communication skills, especially in drama and speech. The continued involvement of a group of interns from the Oregon College of Education, a program started six years ago, provides for individual tutoring of a small group of individual students in subjects in which they are weak.

The task of intervening in the lives of troubled children requires the best wisdom and talent of many people. The Hillcrest staff is making progress in the development of more meaningful treatment programs and is confident that this progress will continue for the mutual benefit of the girls at the school and the community at large.

#### STATUS OF RESEARCH IN THE INSTITUTION

A careful and systematic approach to program development requires the utilization of evaluative research to allow for refinement based on demonstrable results. Such an approach allows variations in programs and revisions according to results produced.

At present, the Research Division of the Board of Control is operating a major project involving the collection of information as to the post-institutional adjustment of students from both Hillcrest and MacLaren. In addition to providing information about the success of a sample of former

Hillcrest students in a number of areas of community adjustment, this project is developing measures which may be used in the future to keep records of the effectiveness of particular programs designed to strengthen various treatment areas. Such a tool should prove very valuable in future development of programs.

The inclusion of a number of MacLaren boys in the high school classes at Hillcrest during the summer was expected to have considerable effect on the students involved. Dr. Paul Rohrbaugh, psychologist at Hillcrest, has undertaken an evaluation of the effects of this project, with the consultation and advice of the Research Division of the Board of Control. An evaluation of several aspects of the project is currently under way, and it is hoped that results will be available by late summer.

Meaningful research is inevitably time-consuming and often costly. Some important first steps in evaluation have been taken. The Hillcrest administration and staff is convinced that if research can be planned for maximum informational return, the improved precision in treatment and resource planning can prove extremely profitable for the girls in the program.

#### SHORT-RANGE GOALS

Hillcrest continues to have a serious problem of excess idle time for the girl on campus. Much of this excess idle time centers around a lack of proper recreational programs. With the assistance of the Division, Hillcrest is having a study conducted by the University of Oregon relative to this problem. Part of the need is reflected in next biennium's budget in the form of a request for another staff person in recreation.

There is an obvious need at Hillcrest for a more realistic management of population, in that in the past girls have continued in the institution far too long for their own welfare to the point where some 15 percent are thoroughly institutionalized. This problem is being approached through a new concept called the Girls' Progress Committee, which is assuming program responsibilities for committed girls.

One of the great weaknesses in the Hillcrest program has been inadequate business and fiscal management. Through a new business manager and some specific direction, this problem is being solved. A complete business reorganization will take approximately another eight months to one year.

In the process of reorganizing Hillcrest during the last seven or eight months, it has been ascertained that by far the majority of the staff are

sincere, dedicated, highly motivated people, quite capable of being part of an outstanding program. There continues to be a need, however, for the development of better communications and increased teamwork among staff on the campus. This process will take continued direction, but the stage is set for continued growth and improvement.

Based upon the summer experience, the co-educational program with MacLaren boys should be expanded and continued.

#### LONG RANGE GOALS AND SIGNIFICANT PROBLEMS

With the development of more and better community resources for handling delinquent youths throughout the State, Hillcrest is receiving a greater percentage of hard-core, antisocial teen-age girls. To better cope with this type of client, a realistic treatment program designed to make lasting changes in the behavior of the students is being developed. To bring about such a program, emphasis is being placed on the development of cottage treatment teams which will operate to make everything that happens to a girl while in the institution a meaningful treatment experience.

To develop effective treatment teams, extensive staff development and training programs are in order, especially with houseparent staff, so that they may begin playing less of a custody and more of a treatment role within the institution.

#### RECOMMENDATIONS FROM THE SUPERINTENDENT

1. Establish immediately a regular MacLaren-Hillcrest co-educational program at Hillcrest School, based on the precedent which established such a program during the summer of 1968.
2. Institute and authorize a study and evaluation of a proposed full institutional co-educational program at Hillcrest within the next three years.
3. In the process of evaluating budgets and program, recognize that the smaller institutions, such as Hillcrest, of necessity in order to be successful, must be more expensive per capita. If such consideration is allowed, the future upgrading and enhancement of the Hillcrest program is assured.
4. Emphasis should be given to expand and enlarge upon a cooperative field program for the total State of Oregon, involving both MacLaren and Hillcrest.

Juvenile Training Schools-HSO

5. Enlarge the group home program to encompass two group homes, based on the current model developed by Hillcrest and Gutman, Incorporated, in Portland.
6. Strong recommendation is given for full consideration of Hillcrest's job reimbursement and meritorious award program for the work done by girls on campus. This is proposed in next biennium's budget.
7. Full support be given for further enhancement of the Divisional training program.
8. Greater consideration should be given to program research as to the various approaches toward rehabilitation currently being tried in Oregon and elsewhere. Furthermore, a concept of budgeting based on program research and evaluation needs development.
9. Strong consideration should be given for a public relations person at the Divisional level to represent corrections throughout the State.
10. The establishment of a special commission to evaluate, study, and make recommendations as to revision of the juvenile code is indicated.

SUMMARY OF EXPENDITURES

July 1, 1966 - June 30, 1968

	1965-67 Biennial Appropriations 1966-67 <u>Expenditures</u>	1967-69 Biennial Appropriations 1967-68 <u>Expenditures</u>	Total Expenditures <u>1966-68</u>
<u>Summary of Expenditures by Program</u>			
Administration	\$ 100,754	\$ 122,781	\$ 223,535
Dietary	105,565	109,470	215,035
Physical Plant	91,277	103,473	194,750
Physical Care	424,062	457,202	881,264
Medical Care	22,815	26,057	48,872
Treatment	107,212	137,967	245,179
Education	140,550	152,935	293,485
Field Services	<u>62,208</u>	<u>88,104</u>	<u>150,312</u>
Totals	<u>\$ 1,054,443</u>	<u>\$ 1,197,989</u>	<u>\$ 2,252,432</u>
<u>Summary of Expenditures by Fund</u>			
General Fund	\$ 1,045,995	\$ 1,190,808	\$ 2,236,803
Misc. Receipts	<u>8,448</u>	<u>7,181</u>	<u>15,629</u>
Totals	<u>\$ 1,054,443</u>	<u>\$ 1,197,989</u>	<u>\$ 2,252,432</u>

MISCELLANEOUS SCHEDULE

	<u>June 30, 1966</u>	<u>June 30, 1968</u>
Number of Employees, Positions Filled	129	148
Assessed Valuation of Physical Plant	\$ 2,966,187	\$ 3,298,399
Total Acres	16	16