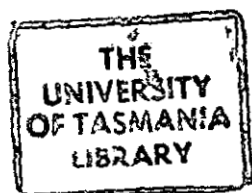ADOLESCENT PARTICIPANTS IN A WILDERNESS-BASED CHALLENGE:

AN EVALUATION OF A

PRIMARY AND SECONDARY PREVENTION PROGRAM

Robert L. Sveen B. A. (Recreation Administration)

Submitted in fulfillment of the requirements for
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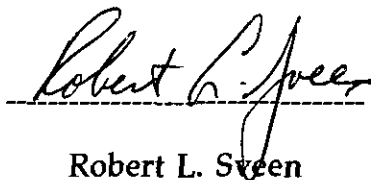
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Declaration

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Robert L. Steen

Abstract

A theoretical eclectic model adopting a preventive approach to address adolescents at-risk of offending was created. Salient features were then utilised to assess a primary and secondary prevention program in practice.

The sample (N = 62) consisted of 44 male and 18 female voluntary adolescents between 15 and 25 years of age, from all geographical areas within Tasmania, Australia. Conducted between September 1992 and October 1994, the study utilised a quasi-experimental recurrent institutional, non-parametric (pre-post-follow-up) design as a control measure, to gauge maturational changes over a 12 month period of 11 groups of participants.

Program effect was established through significant post minus pre participant general self-esteem and self-actualisation gain scores. Subsequent gender analysis found that female participants attained greater initial short-term gains in areas of social self-esteem (new peer relationships) and self-actualisation (personal insights). Conversely, longitudinal gains (pre to follow) were evidenced in the male sample in areas of general and personal self-esteem. Cross-sectional age-maturational analysis found significant personal self-esteem (happiness) gains achieved longitudinally by the early (i.e. 13-15) and in the short-term by the late (i.e. 19-21) adolescent groups of both genders.

On the basis of these results, it is posited that the gender neutral physical demands of this wilderness-based program assisted female adolescent participants in gaining a more accurate and positive understanding of their social and personal attributes and abilities. Adolescent males appear to begin the program with an overestimation of their physical selves. Post activity loss of bravado occurs amongst male peers, potentially signalling a less competitive atmosphere and possible opportunity for development of self.

The effect of this program as a catalyst preventing primary participants initial contact with court proceedings and reducing secondary prevention

participants further involvement over a twelve month period was substantiated. The program provides the stimulus to assist with the actualisation of potential, manifesting most significantly within the community in educational and employment outcomes by 68% of the participants within this sample. It is surmised that this process works as an 'anti-depressant inoculation' particularly for the more mature, in that psychological strength is attained positively influencing post behavioural patterns. Perhaps an alternative perspective is that post course euphoria leaves a lingering positive effect.

Recommendations for future research are included.

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Chapter 1.0. Introduction

1.1. The Specific Problem

Post-rehabilitative formal control mechanisms and conventional treatments within the justice system have been shown to be clearly ineffectual in developing pro-social behaviour of individuals (O'Connor & Sweetapple, 1988). It has been well established that formal control mechanisms with by-products of labelling (McCord, 1978) and netwidening (Klein, 1979; Pink & White, 1976) are responsible for an etiology of deviant behaviours. The traditional corrections approach to counselling through subliminally coercive and overt directives which focus on negative behaviours from a position of authority, are only temporarily effective reflecting recipients' resentment against this technique (White, 1972).

Pro-active crime prevention strategies and evaluations which commence before behaviours become entrenched and which operate from outside formal justice systems, are suggested as a cost effective alternative to post rehabilitative initiatives and treatment (Potas, Vining & Wilson, 1990).

To achieve this preventive goal, the then senior criminologist at the Australian Institute of Criminology wrote that there has been relatively little work in the area of growing out of crime.

> Across the spectrum of rehabilitative and reformative measures, there is none more effective in reducing crime than simply growing up. In fact, if maturity is something independent of age, it may have an effect in restoring offenders to good citizens which is quite disproportionate to the aging process (Mukherjee 1985; p 33).

Maturation for adolescents is the process of changing from childhood helplessness to a greatly increased capacity for self-help, from abject dependance

on others to increasingly balanced independance, and from a preoccupation with the present to the capacity to encompass the past and anticipate the future (Sandstrom, 1974). Further attributes include the ability to plan and thus be immune to momentary frustrations, as well as identification and emotional participation in larger social stratas. Emphasis on instilling 'at-risk' early (13 to 15), middle, (16 to 18) and late adolescents (19 to 21), as well as young adults (22 to 24), with heuristic strategies which accelerate these maturational processes through a preventive program may therefore have an overall impact on future at-risk behaviours.[1]

The purpose of this research project is therefore to examine how the variable of promoting maturational growth through a longitudinal primary prevention program, will influence the male and female adolescent participants who are targeted as vulnerable to at-risk delinquency behaviours.

Poor academic achievers and social performers at school are at the greatest risk of future unemployment and marginality (Polk, 1993). Antisocial children contribute disproportionately to the incidence of alcoholism, accidents, chronic unemployment, divorce, physical and psychiatric illness as adults (Patterson, DeBaryshe & Ramsey, 1989); while studies have shown that adolescent depression substantially increases the risk of adult recurrence (Harrington, Fudge, Rutter, Pickles & Hill, 1990). All of these features are strongly and independently correlated with adolescent alienation (Hacker, 1994), which is an associated factor in delinquency (Lovegrove, 1978). Delinquent behaviour is more common amongst adolescents whose parents are divorced (Breen & Crosbie-Burnett, 1993), or with weakened parental-adolescent ties (Poole & Regoli, 1979), and from influences of negative peer pressure (Tolson & Ulberg, 1993).

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[1]There is presently little inter-disciplinary concensus as to the exact age stages of early, middle and late adolescent maturation. Medical, psychological, educational and cognitive theorists argue separate year of commencement, then vary the age at which transition occurs.

1.2. What Are The Theoretical Propositions Tested and How Were They Derived?

Past and current conservative policies governing official responses to youth crime are ineffective because they do not recognise that offending is the consequence of multiple influences (Evans, Copus, Sullenberger & Hodgkinson, 1993). For instance, behavioural epidemiological research indicates that problems of psychological well-being often co-occur with social problems like school failure or delinquency; as well as with health problems such as substance abuse (Donovan, Jessor & Costa, 1988; Elliott, Huizinga & Menard, 1989). To gain a more practical perspective theoretical models need to be drawn 'broadly and boldly' to address the wider contemporary crises facing young people (Polk, 1993).

> It is clear that crime cannot be treated as a legal problem only, or as some preserve of the criminal justice services. This is like dealing with malnutrition or obesity as if it were a problem that only doctors know how to handle (Clifford & Mukherjee, 1979; p. 27).

Culturally appropriate psychosocial programs with offenders in Australia have been slow to develop due to an historic hegemonic control exerted by the legal discipline (Carson & O'Malley, 1989). What is required is an integration of our knowledge and research about criminal behaviour, rather than concentrating on single factor and discipline bound theories (Potter, 1992). Programs for offenders in this country have consequently foundered due to a lack of a multidisciplined psychosocial theory and methodological substructure from which to grow. An eclectic model is proposed within this study which integrates current popular theories in practice, extracting what is proven in research to be successful and applying the principles to a program under study.

1.3. What Are The Theoretical Implications of the Study and How Does The Study Relate To Previous Work In The Area?

In March 1991, the Australian Standing Committee of Social Welfare Administrators in its application of the United Nation's Standard Minimum Rules for the Administration of Juvenile Justice (Beijing Rules), approved and endorsed national principles to guide the development of policies and services.

> The first principle states programs should assist the normal process of maturation and further the well-being, development and education of young offenders.
> (Tasmanian Department of Health and Community Services, [THCS] 1992)

Program components advocated to assist the adolescents' maturation include a non-justice framework (Albrecht, 1988; Sarri, 1985), a voluntary-based (Brown-Greaves, 1980), pro-social (Bandura, 1986; Jones, 1987), heterogeneous, non-offending peer group (Kelly & Baer, 1969; Wetmore, 1972) in a competency-based setting (Weissberg, Caplan & Harwood, 1991), linked to the adolescents original community (Coates, 1985; Rutter & Giller, 1983). Jointly, these factors have yet to be evaluated in research with an at-risk adolescent population.

The goal of primary prevention in adolescent programs is to target at-risk populations and to assist with their transition through normal life stages within heterogeneous groups, where interventions focus more on the predictors of the behaviour which are amenable to intervention, than on the behaviours themselves (Dryfoos, 1990). Promoting competent young people and creating competence-enhancing environments is essential both to prevent behaviour problems, and to improve the functioning of those who already suffer such difficulties through secondary prevention (Weissberg, Caplan & Harwood, 1991).

Coordinating within the broader contexts of community and culture the prevention efforts should produce positive, lasting changes in young people and their social environment.

1.4. The Research Strategy

The recurrent institutional design (Campbell & Stanley, 1966) used within this study, specifically concerns itself with the maturational development of groups of participants, through the comparison of a series of longitudinal treatment and cross-sectional control groups. The assessment of results through non-parametric analysis notes the outcomes of the program, while qualitative video and participant journal analysis during the programs monitors the theoretically developed interventions.

This Thesis Aims to Achieve:

♦ a better theoretical understanding of juvenile delinquency both within and outside the criminology sphere, through merging "what works" from developmental theories of normative adolescence with research proven theories of delinquency, then applying those principles to a program of prevention.

♦ a shift from the historical focus on post-rehabilitative practise within justice-oriented corrections models to a community-based preventative perspective. This is achieved through the creation of a facilitative theoretical framework for holistic primary prevention program development, which specifies the relationship between the problem of at-risk behaviours and prevention strategies designed to ameliorate the behaviours.

♦ a theoretically-driven primary and secondary prevention strategy targeted to at-risk adolescent offenders, utilising a positive long-term pro-social experiential exercise, which bolsters participant self-concepts and accelerates developmental maturation through a process of heuristic learning and transference.

Chapter 2.0. Literature Review

The first section of this treatise combines the popular theoretical constructs of juvenile delinquency in practise with normative adolescent development, in an attempt to gain a more accurate perspective from delinquency research. It will be argued in the literature review that non-pathological delinquent behaviours are normative when viewed in the light of a developmental growth perspective and an eclectic theoretical assimilation highlights the usefulness of preventive measures as an alternative to the usual practise of post-intervention with this population. The summation of these topics provide the rationale and establish the research questions for this thesis.

2.1. Definitions of Delinquency, Deviancy, Prevention, and Maturation

After reviewing 6,600 North American abstracts and research reports, Wright and Dixon (1977) defined delinquency as *either being (culturally) delinquent behaviour which violates social norms, or officially perceived delinquency which is acted on by corrections agencies* (pp.53). Prevention and treatment programs were unable to gain consensus of definition by these authors, however prevention unlike treatment was usually taken to mean action taken before a criminal or delinquent act has occurred for the purpose of forestalling such an act. Deviancy is a normative term, defined for this thesis as theoretical averages such as in the cultural standards expressed in the legal code.

More recently, prevention in Australia is presented as primary or secondary strategies to divert at-risk groups or deter further occurrence of adjudicated offenses, respectively (Semmons, 1991), as initiatives both within the justice system or to include the total gamut of services available to young people (Alder, 1991). Cowen, Elias and Brandon state that primary prevention strategies differ from traditional treatment approaches with respect to the targeting and

timing of their intervention practices. In particular, they are (a) systems and group oriented rather than targeted to individuals; (b) directed primarily toward essentially healthy people who are not currently suffering any psychopathology due to the condition being prevented, although targets may appropriately include those who are at risk for negative behavioural outcomes; and (c) concerned with promoting health, building competencies, and establishing supportive systems and settings as a protection against dysfunction (cited in Weissberg, Caplan & Harwood, 1991).

Prevention, the driving philosophy embraced over the last decade within the disciplines of health and education, is yet to receive acceptance in Australian criminological policy development. In February 1992, "The Way Out" conference in Perth,Western Australia, when addressing the role of employment, education and training for offenders in the criminal justice system highlighted the area of prevention as an issue in need of attention. As stated in their policy paper, *there is presently no long term vision and planning for the prevention of crime. The current systems of social and institutional management rely on reaction and prescription, when a significant proportion of resources should focus on diagnosis and prevention to lessen the future likelihood of crime* (p. 385, Sirr, 1992).

Effective community based preventive interventions have the potential to affect four different but interrelated, maturationally developmental domains of psychological, social, personal, and physical well-being (Perry & Jessor, 1985). Normative developmental adolescent attributes and tasks include a narcissistic focus on physique and sexual role (body image), an establishment of new peer relationships (social self-esteem), the attainment of emotional and economic independence from parents (personal self-esteem), maximisation of potential (self-actualisation) the development of cognitive skills and the acquisition of socially responsible behaviour patterns and values (cognitive and moral

development) (Collins 1991; Havinghurst 1951).

2.2. Theories of Delinquency and Adolescence

As one of his epigrams within his theory of relativity, Einstein presented the dictum that theory determines what observations to make. The primary aim of the following theoretical combination of delinquency and adolescence is to achieve a more balanced socio-psychological framework for adolescent delinquency perspectives. The motif is to present theoretical constructs as a guide for establishing initiatives in order to address the variety of influences effecting delinquent behaviours through programs of prevention. The intention of the following blend of delinquency and adolescence theories is to create a standard for preventative groupwork programs by identifying the essential components which address delinquency issues within a framework of normative adolescent development (see Figure 1).

The following two models (Walter & Marks, 1981) of context and learning, present popular traditional sociological and psychological theories of delinquency in current practice. Three further models of conflict, fulfilment and cognition in human functioning are discussed which incorporate developmental theories of adolescent growth into delinquency research. Each model is explained from the theoretical perspective from which delinquency is nestled, recent research findings regarding the applicability of the model are presented, and program implications of the model and the research findings for preventive practise are discussed. The collation of theoretical components from the five models will then provide a standard from which preventive groupwork programs addressing delinquency issues through normative adolescent development can occur.

ANOMIE

DIFFERENTIAL ASSOCIATION

1. Social justice strategies to reduce alienation

3. Pro-social peer modelling

2. Personal contracts to reduce alienation

CONTEXT THEORIES

4. Least stigmatising initiatives

CONTROL

LABELLING

SOCIAL LEARNING

PSYCHOANALYTIC

5. Emulation of positive peers/leaders through experiential modelling and mastery

7. Positive self-concept development through generic programing

LEARNING THEORIES

ECLECTIC MODEL

CONFLICT THEORIES

6. Immediate and actual consequences

8. Experiential tasks assisting identity development and maturity

BEHAVIOURISM

PSYCHOSOCIAL

FULFILMENT THEORIES

COGNITIVE THEORIES

9. Heuristic learning in a challenging environment to achieve independence

10. Age appropriate programing which incorporates mutual respect and equality

SELF-ACTUALISATION

MORAL DEVELOPMENT

- 10 -

Figure 1
Addressing adolescent delinquency as normative development through preventive programs.

2.2.1. Context Perspective

Social influences such as community values on individual delinquent behaviours must be understood. Contextual perspectives view extrinsic influences as the key to understanding an individual's behaviour.

The initial contextual theories of anomie and control attempt to explain the distribution of delinquency (epidemiology), while the later theories of differential association and labelling concentrate on the processes that cause deviant outcomes (etiology).

2.2.1.1. Anomie Theory

Anomie according to Merton (1968) refers to an individual's feelings of powerlessness, normlessness, meaninglessness, and isolation from the community. The greater the distance between one's goals and one's means of attaining them, the more the condition of anomia exists. Young people gain important gratification and learn the necessary processes for a positive contribution to the community through their involvement in the social institutions of family, peers, school, work and community organisations. When gratification is unable to be attained through these social connections, the young people become alienated and are less able to understand the processes or contribute to the wider arenas of society (Semmons, 1991).

The relationship between anomie and delinquency occurs as a consequence of unrealistic aspirations in settings with limited opportunities for material success. From this perspective, social injustice is particularly felt by the economically unprivileged who feel they must conform to middle class standards or values without the monetary or social rewards. Organised crime, gangs of juvenile delinquents and drug subcultures are all products of anomie (Cloward & Ohlin, 1959).

Support for this concept exists through research which noted community

alienation as the only independent variable separating individuals subject to probation from a population of non-offenders (Lovegrove, 1978), adolescents lack of faith in conventional institutions positively correlated to their sense of alienation from the social order (Seigel, Pfeiffer and Rathus, 1975), and greater positive attitudinal gains made in programs by lower socioeconomic students, although a potential confounding variable of a statistical ceiling effect may have existed (Winefield, Tiggeman & Winefield 1990). Calabrese and Schumer (1986) studied alienated adolescents and discovered that their involvement in community projects with adults who were perceived as non-threatening, assisted in their reduction of alienation and discipline problems. Adolescent females presenting delinquent behaviours were the population who benefited the most from this experience (see Appendix A, Table A-1).

Semmons (1991) argues the need to move from traditional approaches of individual control, to methods of situational improvement in social development through primary and secondary prevention strategies. Social justice initiatives such as equal rights to housing, employment-training, skill development, and education programs are advocated as pro-active practical contextual tools for addressing juvenile delinquency. Inherent in this logic is that individuals will be less likely to offend if they are closely tied to the social structures, possess equal opportunities and are on equal status when competing with others.

2.2.1.2. Control Theory

The control theorists believe all individuals are motivated to offend; view human nature as inherently hedonistic, self-satisfying and morally devoid of conscience. Those who abstain from acts of delinquency are constrained by social control, whereas those alienated from the conventional order are more prone to offend as they are not morally obligated to belong to the social structure.

Adolescents in particular, develop a commitment to conformity through social bonding to conventional groups; such as the sense of belonging to family and school. Being close to a non-deviant peer group the adolescent is considered less likely to deviate from socially acceptable norms as the development of an understanding of proper behaviour within these settings makes it less likely that delinquency will occur. Attachment, commitment, involvement and belief provide the elements of social integration. The stronger the bonds of integration, the more control society has over individual action (Palmer & Humphrey, 1990). From this developmentally social coercive model of maturation, inappropriate social behaviour is the unfinished product of proper socialisation and is to be expected and acted upon until the process of social control by community and individual networks is complete.

Predelinquents and delinquents have been found to possess an immature psychological makeup (Niles, 1986), with the strongest relationship to delinquency being an association with delinquent peers (Benthin, Slovic & Severson, 1993; Brownfield & Thompson, 1991). Adolescents with a negative model of self-image have a particularly low level of attachment to friends (Blain, Thompson, & Whiffen, 1993), whereas adolescents attached to parents and schools are less likely to become involved in illicit drug use (Marcos, & Bahr 1988) (see Appendix A, table A-2).

Thus, support for institutions and networks which are responsible for the adequate socialisation and moral development of youth is advocated by control theorists. Program initiatives from this perspective encourage the development of personal contracts which outline roles of participants and leaders, establish individual and group goals, and also set individual and group limits as to acceptable behaviour. The goal of these initiatives is a reduction in individuals' alienation.

2.2.1.3. Differential Association

According to Sutherland (1937), delinquent behaviours are learned through negative peer or family interactions, which consist of norms being defined as favourable or unfavourable in the context of social group influence and reinforced by peer groups acting outside the culturally accepted norms. Delinquency in this setting may be seen as dimensionally interactional, as in the personal conflict between cultural norms and behaviour of the individual given their particular culture-norm reference. Young offenders differ from other adolescents because they have had the misfortune to be raised in a community where delinquency is more accessible and easily learned than the conformity to non-deviant middle class ethics (West, 1967).

Research articles within the criminological sphere espouse the process of pro-social modelling as a form of learning which will assist offenders in attaining more socially acceptable behaviour and minimise delinquent peer interactions (Shorts, 1986; Wetmore, 1972). Harper (1987) for instance, concluded after reviewing recidivist data that the inclusion of one offender within a program of non-offenders will have a significantly better result than a placement within a group of offenders. Similarly, Kelly and Baer (1969) found a close association with non-delinquent peers in a setting of tough physical challenges psychometrically improved the individual delinquent participant's self-concept and social attitudes.

Positive peer groups are an essential factor for programs aiming for competence development (Lovegrove, 1978) and self-esteem building (Eskilson, Wiley, Muehlbauer & Dodder, 1986). In attempting to reduce delinquent behaviour within correctional treatment programs, homogeneous offender peer group interventions have been found to promote delinquency instead (Lawrence 1991) (see Appendix A, table A-3).

Atwater (1988) states that delinquency prevention measures should

identify and help those recognised at risk of delinquency, through normative strategies that focus on positive social skills in small community-based initiatives, before they have reached the justice system. Prevention strategies include programs which establish positive group bonding, close personal relationships and pro-social modelling of nondeviant value systems. Essential to these educational programs is the learning and successful achievement of goals and the agreeance with others upon general social values. This process strengthens the individuals' personal repertoire of coping mechanisms to defend against peer pressure, which is aimed at assisting the return to their social situation.

2.2.1.4. Labelling Theory

Labelling theorists state that those least able to protect themselves are the individuals most frequently labelled deviant. The cumulative effect of belonging to more than one labelled group increases the likelihood labelling will occur. Labels are acquired as a client of a professional relationship (i.e. with a mandate to shed them) by being perceived by people within their community as helpless and therefore in need of treatment or correction (Adams & Gullota 1989).

There are two components within the labelling theory. The creation of a stigma through the social identification of an individual as an offender or a deviant is the primary feature. Secondary deviation occurs when the inappropriate actions of that label become consciously or unconsciously internalised as a means of defence by that person to negative social sanctions. The shift from primary to secondary deviation may be a long or short term process dependent upon the intensity of the stigma, such as through the experience of incarceration. Ultimately, the final outcome is a deviant self-concept entrenched as a self-fulfilling prophesy.

The definition of deviance from the labelling perspective is not norm-

based, but determined by the social audience to be sanctions-based. Deviant acts do not determine the response by the social control agents; the social agents create deviance by defining it and making it known to others (Rubington & Weinberg, 1987). The process of labelling an individual a deviant may thereby exacerbate the behaviour the social control agents aim to terminate.

One of the most famous and controversial studies in longitudinal delinquency research examined the labelling effect of professional counselling and supervision. Commencing in 1935, McCord (1978) examined the life-histories of 506 American males as a cohort study either granted counselling services or used as a control without assistance. After 30 years, the counselled treatment group had a higher rate of recidivism, mortality, alcoholism, mental and physical illness; and less actualised employment potential. McCord posited her findings on the enforced dependent relationship which strips individuals of their will to be self-suffient leading to a dependent self-fulfilling prophesy. Ironically, participants were found to fondly remember their counsellors.

Al-Talib and Griffin (1994) conclude in their study that British adolescents labelled as delinquents have lower self-concepts than unlabelled delinquents; and further that delinquents in general possess lower self-concepts than non-delinquents. Downs and Rose (1991) state that students categorise classmates into levels of social and scholastic achievement, with those on the periphery found to have this label contributing to their destructive social identity (see Appendix A, table A-4).

Potas, Vining and Wilson (1990) claim that prevention has obvious benefits and advantages particularly for financial reasons if it concentrates on populations that have an actual probability of becoming delinquent; while recognising universal programs guarantee there will be no social stigmatization or net-widening. They advocate a strategic balance through attracting at-risk individuals to heterogeneous, noncoercive programs which are perceived to be

of universal benefit in order to eliminate the potential for negative labelling. Initiatives which recognise the labelling factor require delinquency reduction programs to practise benign neglect, that is, treating offenders no differently than non-offenders. This also includes diversion, or utilising the least stigmatising initiatives, and jurisdiction reduction, limiting courts to only the most severe criminal cases and referring all others to community-based programs (Adams & Gullota, 1989).

2.2.2. Learning Perspectives

Learning theorists train individuals to behave in a non-deviant manner, rather than focusing on the epidemiology or etiology of the delinquent acts. Behaviourists use rewards and punishment to reinforce or extinguish participants physical patterns of behaviours, whereas social learning theorists teach new behaviours though the use of modelling and imitation of functionally appropriate responses.

2.2.2.1. Behaviourism

Developmental changes from a behaviourist's perspective depends on reinforcement from the external environment, stress measurability from the outgrowth of experience, and aim toward behavioural prediction and control through learned responses. Behaviouralists have made their greatest impact on delinquency through the clinical modification of dysfunctional behaviour (Skinner, 1968).

Stagner (1988) notes that research in this behavioural context have found that positive or negative reinforcement for a particular person depends on their positive or negative perception of the stimuli. In modelling behaviours for change the immediate result of commands are affirmative but behaviours recommence soon after, a reflection of participant resentment against this

technique (White, 1972). Parental appeals to authority and punishment are considered more effective in gaining immediate compliance by adolescent offspring, however they personally feel less adequate than if their parents had used reasoning to gain compliance (Smetana & Berent, 1993) (see Appendix A, table A-5). Skinner (1968), agreed that punishment is counterproductive as it leads to the individual paying more attention to the punishment than to the behaviour being addressed.

Program development from this standpoint, is viewed in terms of how negative actions can be modified or avoided in future via the enforcement of consequences by positive or nonpunishment reinforcers. Behaviourists establish programs for curbing delinquency by studying the events before and after maladaptive behaviours and establish consequences for the unwanted actions to break the previous behaviour pattern. Consequences inform the adolescents which actions will attract sanctions and therefore by inference, provide the key to gaining positive outcomes through delinquency avoidance.

2.2.2.2. Social Learning Theory[2]

Neo-behaviourists including Bandura and Walters separated from earlier behavioural theorists by including in their model a cognitive mediation process. Bandura (1977; 1986) emphasises social modelling, imitation and individual experiential success as key behavioural change agents in his empirical work with phobic and aggressive adolescents. Motivation for change cognitively occurs through goal setting and self-efficacious evaluations. Expectations of mastery or failure will affect an individuals perception to the extent that future motivation will be effected either positively or negatively; in both initiative and persistence. Successful experiences raise self-efficacious expectations, which once established,

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[2] Akers (1985) also uses Social Learning theory to describe his theoretical combination of differential association with behaviourism. Bandura's cognitive mediation process is not a similar construct and should not be taken to mean the same phenomenom.

will generalise to areas in which a person previously felt inadequate.

Self-efficacy is the primary predictor of academic effort and grades (Goodenow, 1993), attitudes towards authority modelled by parents have significant positive effect on their adolescents attitudes (Amoroso & Ware, 1986), perceived mastery and coping skills are associated with regular physical activity in adolescent females (Covey & Feltz, 1991), and positive social group connectedness achieved through positive individual participant self-efficious development within small group settings (Sveen & Denholm, 1993).

Motives for delinquent behaviours were found to be related to peer pressure for adolescent girls, whereas the adolescent boys were more interested in personal gain or fun (Warner, 1982). General social maladaption was positively correlated with chronic self-destructiveness in female delinquents (Dolan, Kelly & Beasley, 1992), whereas the best predictive model for delinquent boys was a direct causal link between disruptive behaviour in grade one and grade seven (Trembley, Masse, Perron, LeBlanc, Schwartzman & Ledingham, 1992) (see Appendix A, table A-6).

Integrating differential association and neo-behaviorist theories, Conger (1976) considering the factors influencing adolescent offending behaviours discovered that delinquency is learned through reinforcement by peers, as well as through observation and imitation of their behaviour. Similarly, Akers (1985) has noted the importance of positive peer groups, as peer influence is interactive and reinforces both deviant and positive conforming behaviour.

Programs aimed at extinguishing adolescent delinquent conduct requires that the learning of new behaviours be symbolically represented in order to be retained (Crain, 1992), and experientially engaged through personal mastery and emulation by peers. Bandura (1977) states that programs wanting to enhance self-efficacy require the development of competencies through the repetition of a new challenge until the participant develops an expectation of their own

effectiveness. Alternatively, outcome enhancement requires lowering or raising the difficulty of the challenge to restore the competencies the person already possesses. The process of instilling socially approved alternative behaviours has proved considerably successful in reducing recidivism amongst unemployed aggressive adolescent males in Bandura's research (Stagner, 1988).

Participant mastery of challenging rather than easy endeavours is the most dependable source of developing new competence. As noted by contextual theorists, vicarious modelling by a diverse range of peers, as compared to a homogeneous peer population, will also reinforce the new behaviours; as social comparisons will influence an individual's perseverance. Opportunities for feedback from pro-social peer modelling increase in a group with up to fourteen participants; while group norms and expectations are ideally generated in a small group of eight to twelve (Walter & Marks, 1981).

2.2.3. Conflict Perspectives

Skinner as a behaviouralist was more interested in one's responses to the conflict stimuli, whereas Freud as a psychoanalyst, focused his attention on conflict as the catalyst in personality development. In other words, behavioural theorists are more interested in physiological drives and universal human laws, whereas conflict theorists study consciousness and individual motives.

2.2.3.1. Psychoanalytic Theory

Freud's psychoanalytic model sees delinquent behaviour as an unconscious defence mechanism adapting to stress when an adolescent's superego is too weak to control the primitive sexual and aggressive drives of the id. Moral reasoning is viewed from the conscious ego state as largely irrational motives as the unconscious attempts to keep antisocial impulses in check. Interpersonal conflict may be avoided at this age, but the conflict becomes

internalised and manifests as subconscious guilt and internal tension. As maturity increases, the individual develops at largely an unconscious level, a metaphoric reservoir to store stressful pressure until a socially acceptable outlet is found (Stagner, 1988). If there persists an insufficiency of love and parental care as an infant, a personality distortion is liable to manifest as long term delinquent behaviour. However, delinquent acts should normally diminish with the strengthening of the superego and the socialisation of the id, as the individual matures.

Schjweitzer, Seth-Smith, and Callan (1992) found self-concept and psychopathology inextricably linked. A low level of self-concept was possessed by adolescents presenting an emotional or behavioural disturbance; with adverse self-appraisal increasing the individuals vulnerability to psychiatric disturbance. Further, psychopathology inhibits an adolescents maturation process. An unsatisfactory void currently exists within Australian communities with individuals who manifest chronically disruptive behavioural disorders, as they are not considered appropriate for treatment by professional staff in psychiatric settings, nor by professional counsellors within correctional settings (Etchells, Dahl, Tustin, Burgess, Morgan & Lucas, 1990) (see Appendix A, table A-7).

Psychoanalytic strategies for dealing with delinquency have traditionally occurred within a one-to-one counselling forum, focusing on the individual's guilt or internal tension after delinquent behaviours. Psychotherapy from this traditional perspective, for instance, reacquaints an individual with past affective experiences which have an influence on present dysfunctions. The aim is to discover the past source of the initial behavioural motivation, and reprogram the individual's cognitive framework into a less destructive pattern for present and future behaviours.

Programs or initiatives which operate from a psychoanalytic framework have historically been targeted toward a homogeneous offender population

within a therapeutic context, rather than as a preemptive prevention in a heterogeneous setting prior to the behaviour occurring. However, it is recognised that preventive programs developing self-concept at a generic level will have an overall increase in positive community mental health and are being encouraged (Dryfoos, 1990).

2.2.3.2. Psychosocial Theory

Erikson (1954; 1959; 1968) moved Freud's earlier notion of a defensive pathological adaptation of conflict in early childhood, to a developmental view that emphasised positive and productive continual growth stages from infancy into adulthood. Throughout one's life-span according to Erikson, growth requires conscious mastering of tasks, challenges, and stressors at various phases in an individual's maturation process. The maturational stages are sequential and require external adult and social support to pass through to the next phase.

2.2.3.2.1. Psychosocial Body Image Development

The formation of self-concept, the way we view our body image and our perception of how others view us, is the critical ingredient at the adolescent stage of identity development. Social trust and autonomy learned while in infancy provides the initial foundation for a positive self-concept. Adult support and encouragement to achieve during middle childhood builds initiative, competence and self-esteem. Identity formation during adolescent years is the product of continuity and integration of the past into the present, with the plans for the future. In early adulthood, a positive self-concept will allow an individual to develop interpersonal intimacy and social empathy through reciprocal communication (Turner & Helms, 1991). Parents are responsible for earlier foundation work, but peer pressure during the adolescence stage is influentially at its peak. Adolescents' image of their body is particularly under

the spotlight during identity formation. Discrepancies between an adolescents own ideas and opinions and their peers perception of their ideas and opinions will negatively affect their self-esteem. This is due in part because adolescents have difficulty providing a comprehensive picture of themselves (McCreary Juhasz, 1985) and rely on others for their confirmation.

Adolescents' perception of how they view themselves and the perceptual belief of others perspectives about them has been empirically studied within gender body image literature. Body image is of critical importance because it mediates between an adolescents' beliefs about the world and the world as it is experienced. If an individual is anxious and close minded about their perceived limitations, it will be difficult to create the conditions of action-readiness leading to positive self-esteem (Walter & Marks, 1981). A narcissistic preoccupation with body self-image is a normative feature of adolescents (Collins & Probert, 1983), with articulation in self perception increasing between 8 and 14 years, and remaining stable thereafter (Faterson & Wilkin, 1970). Adolescent males see their bodies as more physically effective, whereas adolescent females are more effective through their attractiveness (Grant & Foder, 1986; Lerner, Orlos & Knapp, 1976). Within a physical activity setting young adolescent females are more interested in the social experience, while their male counterparts hold a more positive perception of their body image and self-esteem (Williams & Coldicott, 1982). As they grow older both genders show higher levels of self-esteem, but lower body image (Williams, 1984). Females of all ages are more critical of their bodies than males (Clifford, 1971); and females body image is a greater predictor of their self-concept (Lerner & Brackney, 1978). Emotionally disturbed teenagers reported lower levels of self-concept and less positive body image than a control group of public school students (Sweeney & Zionts, 1989) (see Appendix A, table A-8 [1]).

2.2.3.2.2. Psychosocial Relationship to Delinquency

Conceptually, the normality theory of delinquency (Hoffman, 1984) sees adolescent development as predictive, normative and positive, and focuses on the developmental needs of youth and their opportunities to experience tasks which enhance their maturation in their search for identity. The traditional corrections approach to delinquency narrowly focuses on offending behaviour, maintains authoritarian control, is not age specific and defines its success on a recidivist scale. In concerning itself with what he or she has done rather than who he or she is, this approach does not accurately reflect the adolescents natural development (Phillips & Maslowsky, 1993). The key feature of a successful outcome as argued by Fewster and Garfat (1993) should instead be geared to the individual in creating a belief in personal efficacy and autonomy rather than to a justice system's agenda.

As a neo-Freudian, Erikson accepted the concept of storm and stress in the adolescence stage, seeing behaviours as an active search for autonomy and identity formation, with Freud's conflicting social pressures as issues which lead to identity diffusion and role confusion. Identity diffusion may exist due to a lack of commitment to personal growth and is considered normal in early adolescence. Marcia (1966) expanding on Erikson's theory, notes if the identity diffused individual does not experience an identity crisis by late adolescence the probability of delinquency increases. These individuals may have narcissistic tendencies, using others for their own pleasure or denying an inner conflict exists and avoiding anxiety through drugs and alcohol. Further, an individual may lose its identity to their peer group in a process known as foreclosure, where the search for identity is brought to a halt as the adolescent commits itself to the values and goals of the acceptable identity of the group or leader of the group. Foreclosure of identity at this stage, is similar to the concept of anomia; a product of which may include conforming to a subculture which accepts little deviance

in thought or behaviour. Volatility and the defiance of authority become catalytic responses which assist the adolescent to establish a sense of independence or emancipation from rigid adult social controls. Identity achievement occurs with diffused or foreclosed individuals, only after confronting life thoroughly and answering to some existential dispair.

The vast number of adolescents who commit illegal acts during their formative years indicate that delinquency for the majority of adolescents is normative behaviour, and they therefore need to be included in initiatives or programs rather than excluded from the community (Adams & Gullota, 1989). Erikson views adolescent delinquent behaviours as stemming from a lack of a strong sense of identity or meaning in life, and occur in all social stratas, regardless of whether the adolescent has been raised in an underprivileged or economically successful environment.

Freud's and Erikson's notion of storm and stress and the need for crises in order to achieve maturational passage has received mixed empirical support. Studies of cross-cultural adolescents found self-concept and self-esteem to be normative, as it remained constant and stable throughout longitudinal development (Offer, Ostrov, Howard & Atkinson, 1988; Dusek & Flaherty, 1981). Coopersmith (1967) observed that shifts in appraisal of self-image are affected by incidents and environmental circumstance but revert to a customary level when conditions return to normal. Further, delinquent and non-delinquent self-concepts and peer perceptions remained stable after engaging in antisocial or pro-social behaviour respectively (Jones & Swain, 1977; Bernstein, 1981). However, the influence of peer pressure on identity diffusion and delinquency during adolescence has received support in being shown to influence actions and behaviours, more than attitudes (Tolson & Urberg, 1993).

Erikson's transitional stages have received particular attention in the non-resolution of conflict in parent-adolescent relationships in the delinquency

research. For example, delinquent behaviour has been found to manifest during maturational development if adolescent - parental ties weaken (Poole & Regoli, 1979), and when considering the association between parental rejection and adolescent delinquent behaviour, the predominant flow was from rejection to deviance rather than from deviance to rejection (Simons, Robertson & Downs, 1989) (see Appendix A, table A-8 [2]).

2.2.3.2.3. Maturation from Psychosocial Conflict

Problems of coping (non-resolution of conflict) occur when the adolescents needs do not correspond with their developmental experiences. Emotionally disturbed teenagers tend to be more ambivalent about coping strategies, more readily threatened by everyday problems, and more prone to withdraw (Protinsky, 1988). Without a supportive parent who normally stipulates adolescent boundaries the adolescent may meet his or her needs for limits from other quarters, such as other adults with no personal investment or negative peer influences. Attachment to parents was found to be positively related to their adolescents' perceived level of confidence, and negatively related to their levels of depression and anxiety, especially during times of transition between stages (Papini & Roggman, 1992). Maturity levels of adolescents can be significantly predicted by interactive family support and peer conformity (Gavazzi, Anderson & Sabatelli, 1993). Adolescents at a higher level of development were found to evaluate themselves more independently of parental feedback than their less mature peers (Isberg, Hauser, Jacobson, Powers, Noam, Weiss-Perry & Follansbee, 1989). Adolescents whose parents have divorced faced additional psychological stressors and maturational handicaps in their transition from family to peer culture (Breen & Crosbie-Burnett, 1993).

In terms of gender responses, female adolescents address problems immediately, talk about them much more frequently with significant others and

expect negative consequences. Males on the other hand, present themselves as less sociable but are more optimistic (Seiffge-Krenke, 1993). Fifteen year old girls with positive self-concepts are more composed and less anxious when communicating (Hansford & Neidhart, 1980). However, high skill ten year old girls underachieve when competing with low skill boys (Weisfeld, Weisfeld, Warren & Freidman, 1983).

With regard to program implications, adolescent males reported higher levels of self-confidence and lower level of panic in problem situations (Friedman & Mann, 1993; Ewert, 1988), and mixed gender groups were found to rate better relations with the opposite sex post course (Marsh, Richards & Barnes, 1986) (see Appendix A, table A-8 [3]).

2.2.4. Fulfilment Perspectives

Context, learning and conflict theorists generally view adolescents from a passive role continually being shaped by their environment. Fulfilment and cognitive theorists on the other hand, view individuals as actively involved with their environment engaging in what interests them and avoiding what does not.

2.2.4.1. Actualisation Theory

As humanists Maslow (1968; 1970) and Rogers (1942; 1959; 1964), both argue that a person is not motivated exclusively by external stressors, nor is behaviour dominated by irrational forces of the unconscious. Instead individuals have organismic urges to be free, creative, and capable of growth and self-actualisation.

Our inner core is a positive force that presses toward realisation of full humanness, just as an acorn may be said to press toward becoming an oak tree. It is important to recognise that it is our inner

nature, not the environment, that plays the guiding role. The environment is like the sun, food, and water; it nourishes growth but it is not the seed. Social and educational practises should be evaluated not in terms of how efficiently they control the child or get the child to adjust, but according to how well they support and nourish inner growth potentials (Crain 1992 p 160-61, 211-212).

The creation of tension or anxiety earlier noted in potentially negative terms by the learning and conflict theorists, is seen by the fulfilment theorists as positive and desirable, and resolved through growth. The socialising agents of the context perspective are seen by the actualisation authors as disrespectful of adolescents by correcting and criticising their behavioural choices from a position of authority; a product of which is the adolescents denial of self-trust, and attributed to an overemphasis on others opinions and direction. Implicit in the fulfilment perspective is that individuals will create their own solutions to meet personal needs and reach actualisation as masters of their own fates.

Human beings are viewed phenomenologically, in that they are continually and consciously experiencing a multidimensional social and individual world, with a constant inherent choice of decisions. Self-actualisation is functionally one's personal experience of the world and its influence on developing capacities to maintain or enhance the search for meaning (Rogers, 1959). Hightower (1988) defines self-actualising individuals' as possessing clear value systems and philosophies of life that are uniquely their own, tolerance in accepting people as they are, genuine interest in others, willingness to seek to learn from life; trueness to themselves as a conscious belief, emotional transcendence with life, and tendencies towards moderation. The Maslovian hierarchical model of self-actualisation includes physiological and safety needs which need to be adequately met before psychological growth needs and actualisation can occur. Maslow differentiates between striving for basic needs

(coping, achieving, trying, purposefulness) which derives from deficiency, and expressing a propulsion towards growth (existing, growing, actualising inherent potentialities) which is a function of an individuals complete personality.

Existentialists apply the individuals' need to find meaning, actualisation, and the need to live according to ones' principles to our greater global responsibility. Conflict is born through the awareness of one's existence. An increasing level of insight and a more complete understanding of self occurs through this resolution of conflict (Hacker, 1994).

Similar to the psychosocial model, adolescent delinquency in the fulfilment model, can be seen as normative compensatory behaviour stemming from a lack of potential development; such as affective security. The continual need for positive regard from others or social self-esteem as an individual is maturing, affects perceived psychological status of self. If an individual receives only conditional positive regard, feelings of defensiveness, manipulation and distrust manifest. Negative influences or experiences which contribute to a lack of positive individual or social self-esteem become established as low level self-worth and inhibit self-actualisation. Delinquent behaviour therefore reflects in this instance, inadequate social and parental love and security.

In an effort to ameliorate deteriorating moral behaviour in youth, unconditional positive regard of youth by adults is advocated to allow them to work through tensions to become more actualised individuals.

> If sustained efforts are made to provide for them, to encourage and motivate them rather than criticise, ridicule and stigmatise them, to recognise them rather than treat them as inferiors, and give them challenging responsibilities in view of their inherent creativity and abundant energy, then most of the trauma of adolescence would be moderated and conflict situations minimised (Onyehalu 1983 p.437).

Research suggests a relationship between self-actualisation and positive psychological health (Hightower, 1988). Many psychologists including Lazarus (1985) and Vaillant (1977), argue that an individual's thoughts and beliefs will influence one's ability to cope with stress and maintain optimal mental health. Increasing levels of participation by adolescents in activities that create social ability and group interaction lead to higher levels of self-esteem (Brennan, 1985). Voluntary freedom of task choice assists in the generation of high levels of concentration, low self-consciousness, task absorption and feelings of psychological well being (Robinson, 1992).

Leisure needs take precedence when community subsistence needs are fulfilled, economic, education, health and safety issues take precedence when subsistence is lacking (Allen & Beattie, 1984) Within a wilderness setting, Young and Crandall (1984) found within the general population that wilderness users were more self-actualised than nonparticipants. More specifically, Vander Wilt and Klocke (1971) found that female participants made substantially greater self-actualisation gains than their opposite gender, because they were placed in a more unfamiliar role. However, Lambert (1978) was unable to attain a level of significance using a similar inventory claiming that the minor difference in results may be due to an expectation of personal growth not evident in the control (see Appendix A, table A-9).

Preventive programs which assist participants to find personal solutions and growth through a philosophy of unconditional positive regard and the process of heuristic learning and transference, address the issue of delinquency by assisting the adolescent develop a sense of independence and maturation. Deviance, the breaching of accepted norms, is viewed from a wider perimeter. The school, the family, and society can holistically assist in the attainment of an adolescents' healthy self-image by creating realistic and constructive views of the individual as a valued member of the community, who offers positive

contributions at both interpersonal and social levels (Siann & Ugwuegbu, 1980). Cognitive enhancement and maximisation of potential become catalysts in the development of a well-adjusted, autonomous and smoothly functioning personality.

2.2.5. Cognitive/Perceptual Perspective

The theory of epigenesis holds that genetic programming influences an individual's development. Erikson's identity theory and Piaget's cognitive theory are genetically derived.

Unlike the conflict or learning theorists, the cognitive theory does not believe that children and adolescents thinking is shaped by adults teaching or other environmental influences. Piaget argues that individuals interact with the environment to mature, but it is the internal processes within each person rather than the environment which builds the new cognitive structures (Crain, 1992).

2.2.5.1. Cognitive and Moral Development

Within Piaget's (1932; 1971; 1972) theory of cognitive development individuals progress through life stages actively processing perceptual reality construction. Cognitive growth occurs through our assimilation of new information; our accommodation of the new information when it does not fit in with our existing structure; and our organisation of the new ideas into a coherent system (adaptation). An underlying assumption of Piaget's developmental theory is the necessity of an adequate level of cognitive development before the emergence of an appreciation of the consequences of one's behaviour. This occurs in the adolescence stage (formal operational thought age 11-15) when a strong sense of self emerges with the capability of assuming responsible behaviour. Responsible moral reasoning is therefore only

capable (on a regular basis), by those who have passed through the concrete operational phase and possess higher order cognitive thought.

Piaget maintains that moral development proceeds through two broad stages from egocentristic to altrocentric growth called heteronomous and autonomous morality. Initially a child experiences justice as an obligation to comply with external rules, because of the perception that rules are sacred and unalterable. Moral heteronomists also believe that everyone else views behaviour the same way. With the development of the second stage of morality, adolescents sees rules as relative to their nature and situation, and established through mutual accord. Moral autonomists begin to recognise a diversity of views considering the rightness or wrongness of an act and no longer are determined solely by the subsequent personal consequences. Their duty and obligations move away from the external rules, to a concern for the welfare and the needs for others. Moral judgment at this stage is based on a sense of justice, equality and reciprocity in human relations (Pimm, 1980).

Similar to the fulfilment model, the development of moral conduct is tied to the concept of a strong and consistent development of self. Lickona (1976) argues that without a strong sense of self it is unlikely that an individual will accept responsibility or guilt for delinquent behaviour. In other words, a positive self-concept and the formal reasoning stage need to be achieved before an individual can accept the moral responsibility of socially responsible behaviour. This concurs with the Piagetian perspective, as applied learning from behaviour cannot occur as a transductive process between particular to general or general to particular, until this formal operational stage is reached (Phillips, 1981). Epstein (1978) pointed out that human brain growth follows the simultaneous appearance of cognitive and moral classical Piagetian stages, including an interval between 14 to 16 years of which there is no Piagetian counterpart. A minimal goal of both parental and school activities during these well-established

intervals should be the fostering of moral integration.

Evidence from research has shown support for Piaget's theory of moral development in regard to delinquent populations because of a recognition that the samples studied were both cognitively and morally delayed (Modgil, 1976). Further studies suggest that delinquent populations psychometrically defined as morally delayed remain tied to an authoritarian law and order perspective when they evaluate the efficiency of punishment (Pimm, 1980), (however there was no discussion as to how intentions related to future behaviours). The individual, then it's family, school, peers and church was the chronological order of subjectively assessed personal moral influence of 1,913 American students (Zern, 1991). Moral dilemmas were found to be more common amongst adolescents whose parents had divorced (Breen & Crosbie-Burnett, 1993).

Gender differences are noted in coping responses to real moral problems with concrete operational 11 and 12 year old females showing more concern for hurting others and maintaining friendships, while males were more interested in actively pursuing leisure activities and staying out of trouble (Skoe & Gooden, 1993). Regardless of gender older students when attempting to solve problems use more self-blame and tension reduction techniques, while younger students use more work related strategies (Frydenberg & Lewis, 1993). Within an Outward Bound setting Winkie (1976), found simultaneous growth of participant positive self-concept in conjunction with movement towards higher levels of moral judgment (see Appendix A, table A-10).

The principle of epigenesis decrees that children should be provided with varied experiences and opportunities at each stage of growth to promote healthy development (Sprinthall & Collins, 1988). Building on Piaget's stages of moral development, Kohlberg (1973) suggests moving away from the usual "bag of virtues" of preaching, rewarding, punishing, cajoling and demanding. Morality he believes is an understanding of justice, therefore we need to be concerned

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with moral development, moral thinking and an understanding of justice - through Piaget's disequilibration (i.e. using challenges, interactions and debates amongst one's peers with role taking opportunities). Only by friction against peers minds, by means of exchange and opposition does thought come to be conscious of its own aims and tendencies. Only in this way it is obliged to relate what could up to then be described as fixed. Learning occurs through a cognitive, experiential and heuristic process, ideally volunteering without coercion, as a participant in a positive peer setting under conditions of mutual respect and equality. These are the essential elements in programs or initiatives to develop higher levels of moral reasoning (Crain, 1992; Gibello, 1970; Tomlinson, 1980).

Moral behaviour, Brown (1965) and White and Watt (1981) argue, develops throughout childhood and adolescence when love is experienced and wished to be kept, rather than due to a fear of harm. In agreeance with the control perspective, a child who receives love will behave morally to gain parental approval. Preventive groupwork programs need pro-social influences from peers to achieve positive growth; a feature which may require a short-term sojourn outside of their usual community peer setting. By being a member of a social group one hopes to dispel feelings of being isolated from humanity. As long as adolescents are able to maintain a sense of autonomy, such belonging can serve as a confirmation of their specialness (Elkind, 1980).

2.3 Design of the Eclectic Model

A model of theoretical standards was constructed to determine theory-driven program efficacy. The primary prevention model was chosen in light of its normative philosophy and ease of ability in incorporating theory into program practise. Examining a preventive program in practise became the choice for this research, recognising that the ideal primary prevention program which addresses the wider needs of adolescents at-risk is yet to be created.

Project Hahn, a wilderness-based developmental program within Tasmania which partially met a number of the standards was chosen for this study. The following description offers the existing theoretical components and pre-analysis limitations (see Figure 2).

2.3.1. Contextual Perspective

The summary of social standards include from the context perspectives, an equal opportunity through social justice (anomie theory); development of personal contracts which outline roles to assist in alienation reduction (control theory); positive peer bonding, pro-social modelling, an increasing repertoire of coping mechanisms to defend against negative peer pressure (differential association); and treating delinquents no different than the rest of the population by utilising the least stigmatising community based initiatives (labelling theory).

Qualitatively, the program under study nestles itself within the framework of a 'social justice strategy'. Courses consist of mixed gender groups, participants represent a cross-section of Tasmanian youth, and, in the past have come from all geographical parts of the State. The project is sponsored by the Tasmanian Government and subsidised by the Commonwealth to provide placements for adolescents who would benefit from a motivational catalyst for employment or education programs; or who may not be able to attend due to

Theoretical Features	Project Hahn		Theoretical Features	Project Hahn	
Anomic (Social Justice) Strategies			**Social Learning Strategies**		
Subsidised Entrance Fees	Yes	see 3.1.1.	Self-Efficacious Development	Yes	see 3.1.2.
Equal Gender Access	Yes	see 3.1.1.	Mastery & Emulation of Challenges	Yes	see Appendix B
Impacts Across A Wide Population	No	see 3.1.1.	Pro-Social Task Modelling	Yes	see Appendix B
Control Strategies			**Psychoanalytic Strategies**		
Positive Social Processes	Yes	see Appendix B	Self-Concept Development	Yes	see 3.1.3.
Personal Contracts	Unconfirmed	see Appendix B	Impacts Across A Wide Population	No	see 3.1.3.
Follow-up Practices	No	see Appendix B	**Psychosocial Strategies**		
Differential Association Strategies			Balance of Mixed Gender	Mixed	see Appendix B
Outside the Justice System	Yes	see 3.1.1.	Empowerment: Experiential & Leader	Yes	see Appendix B
Heterogeneous Groups	Yes	see 3.1.1.	Body Image Enhancement	Mixed	see Appendix B
Positive Peer Influences	Mixed	see Appendix B	Participant - Family Interaction	No	see 3.1.3.
Non-Labelling Strategies			**Actualisation Strategies**		
Noncoercive Recruitment	Yes	see 3.1.1.	Heuristic Learning & Transference	Mixed	see Appendix B
Universal Benefit (nondiscriminatory)	Yes	see 3.1.1.	Voluntary Freedom of Task Choice	Yes	see 3.1.4.
Community-Based Programs	Yes	see 3.1.1.	Unconditional Positive Leader Regard	Yes	see 3.1.4.
Behaviourist Strategies			**Cognitive & Moral Strategies**		
Use of Nonpunishment Reinforcers	Yes	see Appendix B	Peer Moral Debates & Role Taking	Mixed	see Appendix B
Consequences for Unwanted Actions	Yes	see Appendix B	Increase of Coping Repertoires	Mixed	see Appendix B

Figure 2 Compatibility between theory and the program under study
The evaluation of each of these factors was conducted qualitatively through videotaping participants over a two year period. The results were based on consistent levels of practise. 'Mixed' is stated where confirming (Yes) or disconfirming (No) evidence could not be established.

financial hardship respectively. Although open to the entire adolescent community, half of the attendees in the program since its inception in 1983, have been disadvantaged male and female youths referred directly from schools, support agencies for at-risk individuals and community-based agencies. Youths able to apply for inclusion on their own behalf have made up the remainder of the population. Criticism of the current program is of a quantitative nature, as the actual number of participants over an annual period equates to only one hundred. From a social justice perspective, it would seem that the program needs to expand its operation to access a greater number of individuals.

In recognition of the control theory principles, the program offers an information package as to what is involved, how each may benefit and the various roles of leaders and participants. It is also suggested that the applicant speak with peers who have attended the program prior to confirming their participation. Once committed, an agreement (contract) is co-created to confirm all party's roles and specific focii, with the aim of reinforcing the personal development aspects of the program and incorporating the follow-up component upon their return to the community. As noted in the qualitative material, the personal contracts is a recent endeavour and yet to be fully incorporated throughout the participant population into the wider role of follow-up practices within the community. Pro-social leader influences are however apparent and an expected component of most programs (see Appendix B - Control Strategies).

Programs need to be 'hands on' in order to assist adolescents in developing coping strategies and engender social valued forms of competencies . In regard to differential association, many correctional programs have historically concentrated on the adolescent offender to the exclusion of positive community influences, such as non-offending peers. Single individuals from a variety of backgrounds are targeted for each Project Hahn program and

preexisting peer groups are discouraged. Each participant therefore commences as an individual on an even standing to every member within the group.

Qualitative evidence shows that even with pro-active planning for positive peer influences mixed results are occurring (see Appendix B - Differential Association Strategies). Longitudinal analysis does however indicate that heterogeneous programs achieve positive group dynamics in a quicker span of time than a program that largely is representative of a younger group of juvenile corrections referrals.

Recognising the labelling and net-widening effect of homogeneous delinquent peers within juvenile justice systems, external community-based programs are advocated.

> Obviously the original intention can be distorted and therefore we need to explore how these programmes could operate to benefit youth in the adolescent development process, but do so without services involving the justice system in control (Sarri, 1985; p 416).

This program is conducted and managed under the Tasmanian Department of Tourism, Sport and Recreation. The sub-group of male and female participants who are subject to a community supervision order and volunteer for the program, generally represent one quarter of the heterogeneous population of each expedition.

2.3.2. Learning Perspective

The theoretical learning principles include the need for consequences which are immediate and real (behaviourism); and the acquisition of new behaviours through the initial modelling of challenging tasks by leaders and heterogeneous peers, then experiential imitating and repeating by the participant until mastery and self-efficacy is achieved (social learning theory).

The instructional use of risk-recreation activities (i.e. rockclimbing, caving, kayaking, abseiling) as a behavioural learning tool focuses participants on the immediate situation at hand with decisional consequences by the individual participant impacting at a personal level. Short-term future behaviours are then influenced through the continued reinforcement of their decisions which reap success and the extinquishing of behaviours from decisions that potentially cause pain.

Bandura (1986) notes in the social learning theory, that individuals' achievement is largely a result of the effort they exert, rather than their inherent ability. Peer dynamics on the program therefore play an important role, as the positivity and encouragement received will potentially negate or promote each individual participant's level of achievement. Participants also learn to approach difficult tasks in a calmer and more deliberate manner through the development of positive self-efficacy, and once established should generalise to other situations in which performance was weakened by a preoccupation with personal inadequacies (Bandura, 1977).

The promotion of positive peer dynamics is a goal of each Project Hahn program, with courses aiming to bond participants through normative group development processes. To complement the social function of the group development, each course also sets out to reverse participants' self-defeating internal dialogue through a progressively continuous process of task mastery. Qualitative evidence confirms the emulation and mastery of challenging tasks, as well as pro-social peer task modeling. It is posited that this program engenders social connectedness through instilling positive self-efficacy within an environment of positive group dynamics, thus reinforcing the individuals heightened abilities in relation to their social structure (see Appendix B - Social Learning Strategies).

2.3.3. Conflict Perspective

Conflict standards emphasise adolescents' need to possess and develop a positive self-concept (psychoanalytic theory); while supporting relationships, gender balance in groupwork, positive identity development through body image enhancement, and community initiatives which combat individual identity diffusion and alienation (psychosocial theory).

Attending to adolescents' feelings about themselves and their abilities has essentially been a missing link in traditional cognitive-oriented education. Increasing adolescents level of participation in activities that create social ability and group interaction leads to higher self-esteem. The best way to achieve confidence and self-esteem is through successful experiences (Durkin, 1991). Within wilderness-based programs competence promotion through the successful completion of challenging events is a primary goal. As noted earlier, wilderness-based programs are recognised within the current research as tools for self-concept enhancement (Gaston, Plouffe & Chinsky, 1978; Svobodny, 1979). This program as a global concept utilises the success-oriented individual and group activities to boost participants' concept of themselves. However, again the criticism regarding the number of annual participants applies.

Participant's emotional well-being is viewed as being shaped by the ongoing personal relationships with significant others and how those others relate to us is the mirror we use to define ourselves (Durkin, 1988). Abbott (1990) claims that trips with mixed genders tend to generate a much healthier social climate and ideally it would be desirable to have an equal mixture. However voluntary recruitment of females into heterogeneous recreation programs has been particularly more difficult to achieve than their male counterparts, due to the potential negative group dynamics (Kuchel, 1987). Female only groups have proven successful in terms of level of participation, involvement and feedback; however the majority of females on court orders preferred the idea of mixed

groups (Pearson, 1990). An equal gender mix including leaders is considered the normative standard when aiming for a participant mix of sex. Qualitatively, a consistent balance of genders on this program has again been difficult to achieve with general male dominance, although courses featuring equal numbers and a majority of females have also occurred (see Appendix B - Psychosocial Strategies).

In terms of the psychosocial theory, leader-participant relationships have a high priority within this program through the planned dynamics of the small group settings by a mixed gender of both roles. Post activity groupwork debriefing by mirroring the participants emotional and cognitive states is perhaps the single most important interpersonal role of the leader, as it influences how the newly acquired information about the adolescent self and others can be transferred to situations relevant to the individual participant. The debrief assists the participant by increasing their knowledge of personal resources and maneovrability between coping mechanisms. This is evidenced in the qualitative data.

In conjunction with the psychological enhancement of self-efficacy, body image improvement is a product of this risk-recreation format of challenging physical activities where both genders stand on relative equal footing in regard to the majority of activities. Both of these factors may have an impact on personal alienation levels.

The current program does not impact on the relationship between the individual and family where a large proportion of conflict exists in adolescents lives.

2.3.4. Fulfilment Perspective

The proper place to search for truth according to Plato is in half-civil places, where humans are not totally in charge (Hunnicutt, 1990). The 'sacred space' phenomena (Hogan, 1991) recognises subjective transcendental

experiences particular to each participant occurring within this context. The wilderness setting is the critical ingredient for this medium, where the opportunity to search for personal meaning is not encumbered by modern day technological tools which fill every waking hour. Alshuler (1969) noted that Outward Bound type programs can achieve the four eupsychian goals of psychological education, through the development of positive self-efficacy, nonverbal exercising through body movement, exploration of one's emotional responses to the world and living in the here and now. Fulfilment standards require unconditional positive regard by leaders facilitating participants' maximisation of potential through the encouragement and motivation to achieve heuristic learning, and offering challenging responsibilities in a social environment of equality (self-actualisation theory). This is a recognised feature of wilderness-based programs (Wichmann 1991).

Existential understanding can develop with freedom of task choice and within the latitude of support, after exercises which take participants to their limits. Experiential learning is based on the premise that experience precedes learning and that the meaning to be derived from the experience comes from the participant. Thus, post activity time alone in the evenings is encouraged as a feature of this educational heurist. Qualitative analysis shows that this feature is occurring particularly amongst more mature adolescent participants generally older than fifteen years of age (see Appendix B - Actualisation Strategies).

2.3.5. Cognitive Perspective

Cognitive standards advocate intellectually challenging tasks and self-concept development appropriate to adolescents' level of maturational development. An atmosphere of mutual respect and equality is the social prerequisite for achieving responsibly independent moral behaviour (cognitive and moral development). Vygotsky (1931) noted that education needs to

challenge adolescents thinking, by presenting material which is too difficult for them to learn by themselves, in order to pull them along and challenge their abstract curiosity. More specifically Phillips (1981), when commenting on Piagetian theory writes,

> the learning function of accommodation does not occur unless there is something in the display that can be assimilated only with some difficulty; something that momentarily disequalibrates the system(p.44).

Using this as a theoretical basis, the risk-recreation activities are designed to initially 'disequalibrate' the participant's cognitive system. It is intended that any personal insights are more likely to become assimilated and accommodated into the participants psyche, thus attributing to development of cognitive growth (Sveen, 1993). Essential to this program is the learning and successful achievement of goals and the agreeance with others upon general social values. This process strengthens the individuals' social repertoire of coping mechanisms to defend against peer pressure, which is aimed at assisting the return to their social situation.

Moral growth is cultivated within small group peer interaction, as well as discussion of safety and well-being issues necessary for each member of the groups survival. This involves cooperative living through the discussion of meaningful issues which indicate how personal behaviours impact on the remainder of the group, with any personal shift or resolution to support a moral stance necessary for group maintainence, later enshrined in behaviour, leading to individual moral development. Evidence of a qualitative nature is indicating mixed results with regards to coping mechanisms in this programs social setting. Kohlberg's (1970) initiative of teaching moral values is not presently formalised into the present progamming.

2.3.6. Wilderness Programs and Psychosocial-Cognitive Development

Wilderness-based experiential learning programs have evolved during the past thirty years as an approach to working with adolescent participants socially and judicially identified as being 'youth at-risk' through a process of psychological enhancement. A relatively recent feature of wilderness-based programs in Australia is the veering away from traditional sanctions approach to offender-based treatment to concentrate more on the psychosocial cognitive development of at-risk participants in a positive social setting. A diversionary model with a primary/secondary prevention approach to achieve these eupsychian goals has yet to recognised.

To date this developing body of wilderness-based research with homogeneous groups of offenders has concerned itself with self-concept gains (Gaston, Plouffe & Chinsky, 1978; Svobodny, 1979), the effect of leader-participant interaction (Wichmann 1991), longitudinal changes of participants (Bauer, 1982; Sakofs, 1992), and recidivist behaviours (Baer, Jacobs & Carr, 1975; Campbell, Riley & Easthope, 1982; Kelly & Baer, 1968; O'Brien 1990). Comparisons have been made between traditional probation counselling and wilderness experiences (Elrod & Minor, 1992; Svobodny, 1979); or as an alternative to incarceration for offenders (Bailey &Ray, 1979; Brown-Greaves, 1980; Cave & Rappoport, 1977; Davidson, 1992; & Finlay, 1985; Harding, 1985; Hawkins, 1985 cited in Harding, 1992) or traditional drug treatment programs (Abbott, 1987; Hill, 1982). The results from these studies have shown changes to be only temporary (Alder & Read, 1992; Bauer, 1982; Sakofs, 1992) or of no statistical significance (Brown-Greaves, 1980; Hill, 1982) (see Appendix A; table B - 1).

Recommendations for improving these findings have included a number of theoretical principles. These include differential association ideals of operating outside a corrections model approach (Brown-Greaves, 1980; & Finlay, 1985; Harding, 1985; Hawkins, 1985 cited in Harding, 1992). Secondly, a blend of social

learning and non-labelling initiatives by using pro-social modelling with a normalised heterogeneous sample which includes offenders (Harper, 1987; Kelly & Baer, 1969; Wetmore, 1972). Thirdly, actualisation principles which include a voluntary enlistment process (Brown-Greaves, 1980). Studies of offender groups outside of wilderness programs have also made recommendations for program improvement. A systems model approach is advocated by Shorts (1986) and Rutter and Giller (1983) in which positive use of community influences, such as non-offending peers and other resources available and willing to be used by the individual participants are suggested. While criticism both within Australia and overseas has focused on the statistical outcome oriented before and after quantitative surveys and suggest the need to study the elements within the programs which produce these behavioural changes from the participants' perspective to gain a more accurate perspective for program administrators (Abbott, 1990; Ewert, 1986; Underwood, 1990).

Anecdotal support with Australian youth at-risk for this type of psychological enhancement intervention exists, however, empirical evidence regarding the program efficacy as a prevention tool is limited. Preventive programs for heterogeneous adolescent populations which include individuals at-risk of offending, lack substantial evidence as to what particular elements are considered most crucial in promoting observed behavioural and attitudinal changes (Sveen & Denholm, 1993). Consequently, there is a lack of empirical origin and theoretic framework in the Australian context in program design and implementation for preventive programs with this at-risk adolescent population.

2.4. Primary Prevention

The four tools for primary prevention goal achievement are competency promotion, education, systems intervention, and natural care (Adams &

Gullotta, 1989).

Competence refers to the behavioural effectiveness of one's transactions with the environment, as well as to one's sense of personal well-being in diverse aspects of life. Competence deficits, or at-riskness, is reflected in difficulties with functioning in social relationships, failure to achieve in school, involvement in health damaging risk behaviours, and low self-esteem.

As noted in the social learning theory, educational techniques include experiential and heuristic forms of learning by placing participants in unfamiliar roles attempting significant tasks with real consequences. Participants hidden personality tendencies are likely to be revealed in times of environmental pressures, with hierarchical responses creating new habits (Adler, 1937; Gass, 1993). Heuristic learning occurs through post activity associated reflection. However, we learn from experience only to the extent that our unconscious and individually unique development allows us.

Systems theory requires an holistic perception of an individual's world to understand human behaviour, rather than viewing specific independent aspects. From this perspective, various systems in adolescents' lives can be identified, such as their family, school, peers, neighbours, employment. The dynamics of the process focus on the individual in the present, noting that systems are constantly interacting, with change in one area affecting all others.

Natural care refers to compassionate understanding, companionship, and when necessary confrontation, between peer groups or adults in leader roles and adolescents. It creates a reference point for adolescents to help them acknowledge that they are an integral part of the emotional network that extends beyond family and friends to all people.

Competence promotion through the successful completion of challenging tasks and groupwork experiences are the essential features of Outward Bound programs and provide the independent variable within this thesis. Identification

of prior recreational challenging experiences is hypothesised as an important preprogram participant indicator and assessed within the threats to validity. Program content and direction interrelated with participants' life space is assessed within this study as qualitative preliminary self-reports and follow-up upon participants' return to their communities. Each group within each program will be monitored in terms of natural care and gauged as to its particular ethos.

2.5. The Questions Addressed in this Study

♦ What short and long term effects will a maturationally-oriented primary prevention program have on male and female adolescents who are at-risk of offending?

♦ What elements within these programs affect the participant maturational changes measured? The experimental variables for this study are the short and long term affective experiences of both risk-recreation activities including abseiling, rockclimbing, caving, kayaking, bushwalking, and the affective influence of the residential type group-oriented activities perceived by the participants as either positive or negative in their dynamics. These affective variables are measured through psychometric surveys noted in the next chapter.

Chapter 3.0. Method

3.1. Control

Control in this thesis has two purposes. First, separating the independent variable from irrelevancies that may be correlated with the treatment (X), keeping out extraneous forces. Within this design each longitudinal treatment group is initially compared to the corresponding cross-sectional sample in every psychometric testing area. If equivalence between groups is established this addresses these external forces. Second, the elimination of identified threats to internal and external valid inference through the procedures within the study.

After these two methods of control are attained, then the research questions can be assessed through the individual change tests of post minus pre test analysis. If the Wilcoxon-signed rank tests are significant, it is indicative of a program that impacts on its participants.

3.1.1. Non-Parametric Analysis

The Wilcoxian-signed rank (Seigel, 1956) or the parametric equivalent to the two group paired t-test is utilised for this study, in light of the relatively small sample size and the uneven distribution of the heterogeneous population. This test makes use of an ordinal scale with a median as the measure of central tendency (rather than mean and standard deviation).

3.1.2. Control Through Design

Comparing separate types of programs can test the efficacy of separate procedures but this process does not test the absolute effectiveness of each particular program specifically. On the other hand, a separate control group which does not receive any wilderness program treatment is not feasible or ethical considering the nature of the exercise and the intrinsic importance of participants volunteering. Campbell and Stanley (1966) recommend the creating

of experimental and control groups from among seekers of esoteric programs by manipulating waiting periods.

The choice of this research design was limited to an existing program with *no opportunity for* influencing random assignment by the author to treatment or control groups precluded a true experimental design. Campbell and Stanley's (1966) quasi-experimental recurrent institutional cycle design was chosen as the most suitable design for this type of study due to it's application to situations where a given aspect of an institutional process is on a cyclical schedule, continually being presented to a new group of respondents. The recurrent institutional research design combines the longitudinal (i.e. post minus pre or *age-change; growth-oriented*) and the cross-sectional (i.e. first group post minus the following group pre or age-difference; behaviour difference) approaches commonly employed in developmental research (note Figure 3).

Within the recurrent institutional design the testing of one group which has been exposed to the treatment (X), occurs at a similar time as another group (control) is about to be exposed to X (e.g. A2 - B1), and can be measured according to both the cross-sectional static-group comparison then remeasured one cycle later providing the longitudinal *pretest-posttest (e.g.* B2-B1). The manipulation of the factor of time when the subjects receive the treatment becomes the independent variable, the logic of which should find the subjects who have received exposure to the treatment responding better (or worse) than the subjects yet to participate. The advantages of this design over the simple pretest/ posttest analysis is that more control over the extraneous variables of history, maturation, selection and testing is achieved (Campbell and Stanley, 1966). Lengths of participant program exposure *were identical for all* candidates incorporating a single activity day and a five day program over a fortnight's duration. The pre measurements were conducted during the introductory day and the post measurements completed at the end of the five day course.

Sept '92   Oct '92   Nov '92   Feb '93   Apr '93   May '93   Ma/Ju '93   Jun '93   Sep '93   Sep/Oct '93   Oct '93

A1 - A2
B1 - B2
C1 - C2
D1 - D2
E1 - E2
F1 - F2
G1 - G2
H1 -H2
I1 - I2
J1 - J2
K1 - K2

Reference

= indicates the
longitudinal
design

= indicates the
cross-sectional
design
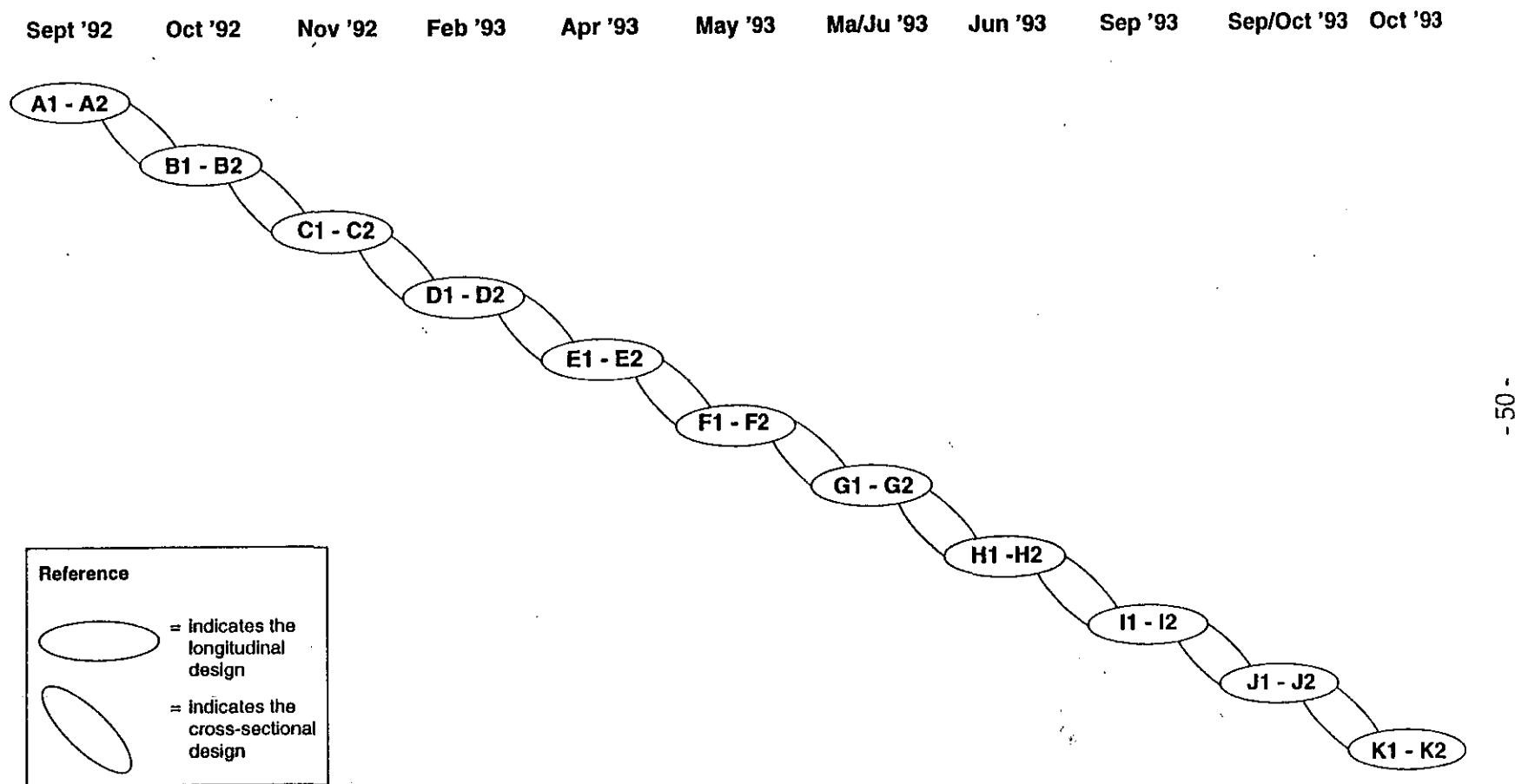
Figure 3

Recurrent institutional design (Campbell & Stanley 1966)

Campbell and Stanley indicate the cross-sectional comparison (ie. A2-B1) provides differences which cannot be explained by the effects over time. The differences obtained could, however be due to differences in recruitment from cycle to cycle. Thus, median pretest scores are used to establish statistical equivalence, with any specific submeasure within the psychometric domains outside median group range eliminated for comparison purposes from the study.

This analysis shows all group scores within the 'rule of thumb' 10th and 90th percentile points and establish statistical group equivalence. Demographic data has also been collected within each cycle to monitor any local differences and no extreme evidence was found to segregate any one group from the remaining population (see Appendix C - Median Pretest Scores / Site Summaries). It is therefore argued that the first control feature has been attained.

3.1.3. Control through Eliminating Threats to Validity

In the ensuing discussion, potential confounding threats within this quasi-experimental design are carefully identified and then eliminated through statistical or logical means.

> Quasi-experiments have treatments, outcome measures, and
> experimental units, but do not use random assignment to create
> the comparisons from which treatment caused change is
> inferred. Instead, the comparisons depend on non-equivalent
> groups that differ from each other in many other ways other
> than the presence of a treatment whose effects are being tested.
> The task confronting persons who try to interpret the results
> from quasi-experiments is basically one of separating the effects
> of a treatment from those due to the initial non-comparability
> between the average units in each treatment group; only the
> effects of the treatment are of research interest. To achieve this
> separation of effects, the researcher has to explicate the specific
> threats to valid causal inference that random assignment rules

out and then in some way deal with these threats (Cook & Campbell, 1979; p. 6).

Internal validity within quasi-experimental designs is achieved through establishing a degree of equivalence between groups. This requires considering characteristics that are related to the variables under study (Wiersma, 1991). The following threats as noted by Campbell and Stanley (1966) are considered in relation to the program under study (see figure 4).

3.1.3.1. History

The threats of history to internal validity relate to the specific events occurring between the pre and post measurement that affect the experimental variables. What may differ with regard to history, between the pre and post surveys are the facilitation of different leaders and at times different isolated wilderness settings.

Each leader has been tested to measure their similarities in leadership behaviour according to their directional and developmental traits (Johnson & Johnson, 1975). All leaders presented very strong developmental attributes, but differed with regard to their personal use of authoritarian direction. In general, each program had two leaders with a general mix of levels of authority and this is therefore discounted as a major threat to history (see Appendix C - Leader Style Traits). Pre to post time frames and the isolated wilderness settings were similar for most participants. The settings in which the surveys were completed are similar in style but sometimes in different locations. Leaders provided within group post course analyses of the group processes and assessment of the participants involved, noting issues which may have created a different experience between groups (see Appendix C - Site Summaries).

The follow-up procedure when participants return to complete the three

Internal Validity	Threats to Validity
History	No
Maturation	?
Testing	No
Instrumentation	No
Statistical Regression	No
Representativeness	?
Experimental Mortality	No

External Validity	
Testing Reaction & X	Yes
Selection Bias Interaction & X	No
Experimental Reaction & X	Yes
Multiple Treatment Inferences	No

Figure 4. Threats to experimental program validity (Campbell & Stanley 1966)

day program, varied between a two and seven month period averaging 4.7 months. The psychometric tests and qualitative self-reports have been administered before the commencement of the program to ascertain the continuance of affectual change and in effect, monitoring the influence by their respective communities. This data is intentionally confounded by history and the long-term results require a variety of system-based growth-oriented assessments.

3.1.3.2. Maturation

Maturational threats to internal validity are the processes operating as a function of the passage of time per se within each participant (e.g. growing older, growing hungrier), which are not specific to the experimental variable. Campbell and Stanley (1966) argue that the recurrent design fails to control for maturation. However, should the experiment deal with the acquisition of a highly esoteric skill or competence, the rival hypothesis that growing older or more experienced in normal everyday societal ways to produce this gain seems highly unlikely.

Maturational development through risk-recreation activities is a novel means of achieving personal growth for most adolescents and each participant was assessed as to his/her previous experience with the experimental variables within the pretest qualitative self-report. A low frequency of experience with high risk outdoor recreation activities was noted when compared to other activity types such as team sports, individual sports or low risk recreation activities (see Appendix C - Novelty of Experience). While a self-perception Likert assessment of how similar (1) or different (6) the program compared to earlier experience established the novelty of the event for the majority of participants (X=4.057, sd=1.533). Maturational change is also monitored by a statistical comparison of posttest results with pretest surveys when either about to participate in the activity day or about to commence the preliminary phase of

the five day program. This established identical median scores in the areas of self-actualisation, social and general self-esteem, with minor variations within the first and third quartile in body image and personal self-esteem (see Appendix C -Activity vs Preliminary day). Uneven levels of hunger should not be a major factor as the quantity and variety of foods is meticulously prearranged and an important similar feature of each program.

Selection-maturation threats for pre, post and follow-up results when experimental groups are maturing at different speeds. The internal effect of fatigue on individual's level of attention, performance, and social interaction, cannot be measured satisfactorily within this process due to the range of subject ages and may prove to be a selection-maturational confounding variable if younger individuals for instance tire more quickly than older ones. External fluctuations of the season are also noted by Campbell and Stanley as possibly having an interactive affect with individual achievement levels when psychometrically tested. However, the entire cycle of the pre-post-follow study operates over a period of fifteen months minimising the confounding effects of studies in natural settings conducted within shorter time cycles.

3.1.3.3. Testing

Particular to quantitative testing where participants are asked to complete psychometric tests before, after and following treatment, familiarity of the first set of questions may influence the results of the second and the third. The process of measuring may change that which is being measured when the testing process is itself a stimulus to change, rather than a passive record of behaviour. The quantitative psychometric self-esteem, self-concept, and self-actualisation inventories used in this research gauge affective states with no right or wrong answers and are not reflective of the activities within the program. Cues from the first testing may possibly affect responses in the second (and third) through

remembering previous answers. Consequently, participants are asked to complete the inventories reasonably quickly by responding with the first answer that comes into their mind.

The effect of X within the recurrent design may also be demonstrated in different manners by different individuals; therefore a battery of psychometric and qualitative cross-validation measures are being utilised to achieve triangulation of the maturational construct items.

3.1.3.4. Instrumentation

Changes in the calibration of a measuring instrument or changes in the observers or scorers used may produce change in the obtained measurement. Instrumentation is easily controlled where the conditions for the control of intrasession history are met, particularly where participants respond to a fixed instrument such as a printed inventory. Where the testing is completed within the same time frame, the confounded variable of instrumentation, or shifts in the nature of the measuring instrument seem unlikely. Campbell and Stanley (1966) are of the view that experimentation within an educational environment *must be conducted by regular staff involved, especially when findings are to be* incorporated into the future programs functioning.

Accordingly, the leaders running this program take responsibility for distributing the inventories at the commencement and completion of the program to create an element of normalcy. All leaders have been briefed regarding the format and a prepared introduction on each survey outlining the purpose of the study will be read by them to the respective participants. Staff are available to assist if any inventory questions require an explanation with a list of *definitions prepared through a pilot exercise with participants not involved in* this study in order to reduce possible experimenter bias. Videotaped footage of each program has been collected by the participants themselves without

direction, restricting the control over when, where, what and to whom; but at the same time considered less obtrusive and potentially more realistic than an outside camera operator to the group dynamics (see Appendix B).

3.1.3.5. Statistical Regression

Threats to internal validity from statistical regression occur when groups have been selected on the basis of extreme scores. Regression to the mean occurs upon the second testing of such a population, because extraneous sources of variance can only affect an extreme population's pretest scores in a unilateral rather than a bilateral direction.

Within this study a heterogeneous population of voluntary subjects enrolled for a multitude of personal reasons, is the target population, rather than a group who have been identified as possessing delinquency potential. Nor are respondents classified into experimental groups on the basis of pretest scores or a correlate of pretest scores. Referral agents within the community who have acted as support persons in participant's applications have been asked to complete a survey to identify level of heterogeneity. Their responses show a cross-section of population being attracted from around Tasmania, a variety of outcomes sought and very little coersion used to attract participants (see Appendix C - Referral Agents). As the sample did not have extreme pretest median scores there should be less a priori expectation that the group mean will regress on the second testing.

3.1.3.6. Representativeness or Differential Selection

A non-random sample may create systematic biases (ie. unequal chances of being assigned to a group) through different groups receiving different treatments (i.e. each group's perceptual quality of the program may not be representative of the sample). The assumption of equivalence between the

groups is argued through the experimental design.

The pretest-posttest (A2-A1) and the cross-sectional (A2-B1) provide the same comparison throughout the recurrent design (i.e. not statistically significant {>.05}) excepting one Body Image inventory comparison beneath the 10th percentile (E2-F1{.0464}/E2-E1{.5002}). This measure was only one of the 55 comparisons and it is argued therefore the rival hypothesis that any difference between the experimental and control groups due to the shift in selection or recruitment between the two groups should be excluded. The more similar the experimental and control groups are in their recruitment, and this similarity is confirmed by scores on the pretest, the more effective this control becomes.

3.1.3.7. Experimental Mortality

Mortality, the differential loss of respondents is also a rival explanation, but this weakness can be avoided statistically if responses are identified by coding individuals and eliminating all measures belonging to participants who failed to continue the treatment.

Only 4 of 62 subjects who volunteered to be a part of this study failed to continue the five day program and did not lodge post results. Two of these individuals became ill and went home prematurely, while the two others chose not to be a part of the program after completing the activity day. Follow-up completion suffered experimental mortality quite significantly. In terms of results, mortality is evident in the follow-up phase for positive reasons, including returning to school or employment as well as for negative reasons, it is assumed from poor perception of the program. Therefore, qualitative material on positive and negative participant outcomes is sought for all participants as a part of the follow-up for outcomes. This is elaborated further in the results section.

3.1.4. Threats to External Validity

The therapeutic value of wilderness programs currently possess a spate of false positives and possible false negatives which effect external validity. False positives are predictably occurring from within the operational field which bases a large proportion of success on antecdotal or nonempirical data. False negatives are inherent within the criminological field by authors reviewing past programs who claim that nothing works (Reiss, cited in Underwood, 1990).

3.1.4.1. Reactive or Interaction Effect of Testing and X

In a physical performance experiment, a pretest clues the subject's sensitivity or responsiveness to the experimental variable and makes the results obtained from a pretested population unrepresentative of the effects of the experimental variable for the unpretested universe from which the experimental participants were selected. External validity (generalisability) will be affected due to subjects being pretested; therefore applicability of the results to research practises outside this study may only be valid by using these quantitative psychometric pretests.

3.1.4.2. Interaction Effects of Selection Biases and X

A self-selected sample may react to the experimental variables of risk-recreation and group dynamics differently than a random sample. Matching, with a large sample size to attain generalizability on background characteristics other than characteristics of the sample is generally misleading and not recommended by Campbell and Stanley (1966), particularly in those instances in which the participants in the experimental group have sought out exposure to X. The spurious aspects of the self-selected sample deny the generalisability of the results to the general adolescent population, due to the inflated or deflated values that may occur (Dusek, 1987).

However, a volunteer sample of subjects will differ from a non-volunteer sample of captive subjects in terms of their greater cooperativeness in revealing attributes about themselves enhancing external validity to an at-risk population. Each respondent has volunteered to participate when initially applying to attend the program with parental authorisations gained when participants are younger than the age of consent (see Appendix C - Consent Form).

3.1.4.3. Reactive Effects of Experiment Arrangements

Subjects who know that they are participating in an experiment and experiencing the novelty of it may possibly alter their responses as a consequence. For instance, it is suggested that adolescents within this study may generate higher order problem solving as a reactive arrangement to the inventories in an attempt to guess experimenter's intent and present themselves according to their perception of what they presume are acceptable responses. It is less of a problem when considering the effects of a treatment within a heterogeneous population, but still evident from the artificiality of quantitative inventories. The research design precludes generalisation about the effect of the experimental variable upon persons being exposed to it in non-prevention settings. In the wider population of offenders for example, there is a high proportion of program refusers from within justice systems ranks which will limit the level of generalisability to this population. Subjects referred from other sources need to consider the same set of principles.

External validity is qualitatively strengthened through multisite studies. Wiersma (1991) states that even if there is inconsistency in phenomenon, a study of differences between the sites may reveal the limitations or specific conditions of generalisation. Within this research design there is four different geographical sites utilised for treatment effects and each has been compared upon completion of data collection. The differences noted are considered unpredictable and not

related to the specific sites in question, for instance injuries and illnesses (see Appendix C - Site Summaries).

3.1.4.4. Multiple-Treatment Inferences

When the same subjects receive two or more treatments there may be a carry over effect which prevents the generalisation to single treatments. The follow-up results of this study cannot be separated from the results of the posttest as two experiential courses and an introductory day will have occurred previously. Quantitative data on pre-post-follow subjects cannot be compared to future pre-post only subjects as the impact of earlier similar experiences are not easily erasable. However, the fact that subjects may have up to six months between experiences may minimise this effect and therefore it is not considered a major confound.

3.1.5. External Reliability

Reliability depends on the reconstruction of original analysis strategies for subsequent researchers. Adhering to sufficient unambiguous detail for accuracy and stability has therefore been attempted, as essential for replicability.

3.1.6. Internal Reliability

The use of multiple data collection procedures, along with qualitative triangulation enhances internal reliability. Disconfirming and confirming evidence should be sought and explained when such qualitative evidence exists (Wiersma, 1991). This study initially collected quantitative benchmark material and post-treatment material, the changes of which have been qualitatively monitored through videotaped program footage, participant diaries, leader-participant/leader-group appraisals and participant self-reports. Each participant is asked to qualitatively respond in self-reports to their assessment of their

particular group, and groups videotape themselves to monitor individual behaviour and group dynamics for triangulation purposes. Participant diaries were discontinued by the leaders after the initial program when a high level of illiteracy was potentially contributing to a labelling effect within the peer group. Hand held tape recorders were later offered as an unsuccessful alternative, due to a perceived unwillingness for verbal self-disclosure.

Selection-instrument reliability threats to pre, post and follow-up results occur when different groups score at different mean positions on a test whose intervals are not equal. The standardised self-esteem, self-concept and self-actualisation inventories used are identical in format (See Appendix - D Inventories).

3.1.7. Qualitative self-reports

The design of the self-reported pre-post-follow instruments was adapted from earlier research (Sveen, 1991; Sveen & Denholm, 1993), with additional material included to assist in group comparison issues such as diminishing threats to validity and to triangulate videotaped material. Pretest and referral agent data was aimed at performance indicators of ability and population identification. Post experiential areas dealt with peer dynamics, individual mastery, self-efficacy and applied learning of heuristic insights. Participant journals, group videos and staff appraisals were designed into the program to offer further qualitative appraisal data. Follow-up material was established to measure the longitudinal effect of the program on participants after a period of time within the community. Systems based behavioural outcomes (including incidence of delinquency), educational outcomes (i.e. returning to school) and employment outcomes (self-supporting instead of social reliance), are the measureable criteria which are used to assess the efficacy of preventative efforts with this adolescent sample (see Appendix D - Qualitative Surveys).

3.1.8. Control Summary

It is argued that both the first and second criteria of control have been met through this process. Statistical comparison between the recurrent institutional experimental and control groups established a level of methodological equivalence and threats to validity and reliability have been addressed, thereby keeping out extraneous forces and allowing tentative interpretation of treatment results.

3.2. Measurement Tools of Individual Change

As noted in the literature review, effective community based preventive interventions have the potential to affect four different but interrelated, maturationally developmental domains of psychological, social, personal, and physical well-being (Perry & Jessor, 1985). Normative developmental adolescent attributes and tasks include a narcissistic focus on physique and sexual role (body image), an establishment of new peer relationships (social self-esteem), the attainment of emotional and economic independence from parents (personal self-esteem), maximisation of potential (self-actualisation) the development of cognitive skills and the acquisition of socially responsible behaviour patterns and values (cognitive and moral development) (Collins 1991; Havinghurst 1951). Individual changes are psychometrically tested in this study by the use of Battle's (1992) Culture-Free Self-Esteem Inventory (CFSEI); Rosen's and Ross's (1968) Body Attitude Scale (BAS) and Jones's and Crandall's (1986) condensed version of Shostrum's (1964) Personal Orientation Inventory, the Self-Actualisation Index (SAI). Video footage is also obtained, as well as pre, post, and follow-up qualitative material used to monitor the process and assist in triangulation of post program assessment.

3.2.1. Culture-Free Self-Esteem Inventory (CFSEI-2)

Battle's (1992) CFSEI-2 (see Appendix D - Culture Free Self-Esteem Inventory - 2) internal consistency factor analysis revealed GSEI (.78), SSEI (.57), PSEI (.72) and LIE (.54). Test-retest reliability scores from 127 first year undergraduates received an overall score (.81), with subscores (GSEI .82, SSEI .56 & PSEI .78). Self-esteem has been found to positively correlate with individual's level of ability (.70) (Boersma, Chapman & Macquire, 1978), negatively correlate with levels of depression (-.61) (Beck & Beamsderfer, 1974) and anxiety (-.77) (Battle, 1987).

The construct of the CFSEI-2 comprises 40 items with subscales including general self-esteem (GSEI), which refers to individual's overall perception of their worth; social self-esteem (SSEI), which refers to individual's perceptions of the quality of their relationships with their peers; personal self-esteem (PSEI), which refers to individual's most intimate perceptions of self-worth; and a lie subtest which indicates defensiveness. The items of the instrument are a forced choice variety of either yes (1) or no (2). Scores are derived by totalling the number of items checked that indicate high esteem, excluding the Lie scale items which are tallied independently. If two answers are given for an item it is marked as wrong, unless an attempt is evident to eliminate one of the answers. The total possible score is 32 and the highest lie score is 8. The subscales total for GSEI is 15, SSEI is 8 and PSEI is 8. A score of 4 or better in the lie category indicates a lack of defensiveness.

3.2.2. Body Attitude Scale (BAS)

Secord and Jourard (1953) report moderate correlation between body and self-concept measures (r=.58 for males and r=.66 for females). Attempts to record adolescent self-evaluations of body image have included attitudes towards their clothing (Sweeney & Zionts, 1989); photographic representations (Collins &

Probert, 1983); and human figure drawings (Faterson & Witkin, 1970).

This study used a scale of 24 body characteristics (see Appendix D - Body Attitude Scale) introduced by Rosen and Ross (1968) and used in a series of studies by Lerner and associates (1981, 1978, 1974, 1973). Subjects are asked to rate each characteristic on a five point Likert scale ranging from 1 (very dissatisfied) to 5 (very satisfied). For the BAS the range of all scores lies between (115) high score = very satisfied; (24) low score = very dissatisfied; as adopted by Lerner, Karabenick and Stuart (1973). Medians for the total sum of body parts for individual male and female participants at the three points in time are calculated.

Earlier studies have assessed the importance of each body part in terms of physical attractiveness to self and others, physical effectiveness and degree of satisfaction. This study has adopted the latter. Satisfaction can be thought of as an attitude which increases in relation to self-concept (Lerner & Karabenick, 1973). Lerner, Orlos and Knapp (1976) found high internal consistency for males in terms of attractiveness (.90) and effectiveness (.90). Attractiveness for females was .88, while effectiveness was .90. In addition Lerner and Karabenick (1974) found high inter study consistency (.90) between the importance ratings for each body part for males and females using the measure. It should be noted that the subject group for the above study was undergraduate and late adolescent college students.

In order to avoid confusion between concepts such as attractiveness, effectiveness and the ideal image, participants were asked to focus on each external body part and rate how satisfied they were in its appearance. After completing this instrument, participants were invited to comment on and rate any body part not mentioned in terms of satisfaction or dissatisfaction, and to use a five point scale to rate themselves on their body condition and weight.

3.2.3. Self-Actualisation Index (SAI)

Shostrum's (1964) well established (Bloxon, 1972) Personal Orientation Inventory (POI) consists of 150 two choice items reflecting values and behaviours which are considered important in the development of a self-actualising individual. The test consists of two major scales, Time Competence (Tc) and Inner Direction (I) and ten minor subscales. The Tc scale reflects the degree to which an individual lives in the present rather than the past with guilt, regrets and resentments and/or the future with idealised goals, plans, expectations, or fears. The I scale reflects the degree to which a person is guided by internalised principles and motivations rather than being influenced by peer groups or other external forces. Shostrum's (1975) 260 item Personal Orientation Dimensions represent a refinement of his POI. The Self-actualization Index (SAI) by Jones and Crandall (1986) was based on modified items from the POI and the POD, and the validity studies parallel those completed for the POI. The SAI had significant positive correlations with total score measures of the POI (r=.67, p<.001); and its subscales of I (r =.65, p<.001) and Tc (r =.51, p<.001). Test-retest reliability for a 12 day interval was .69 (p<.001) with no significant differences in means.

For validity purposes of the SAI, eighteen matched pairs of individuals (10 male & 8 female, with mean ages of 33.68 [SD=6.20] & 33.50 [SD=7.16] respectively) were nominated by eight Ph.D. clinical and counselling psychologists as either high or low in self-actualisation. The self-actualised group within that study had a mean of 51.20 [SD=4.37] and the non-actualised had a mean of 44.00 [SD=4.89], with the actualising group scoring higher on all items of the index. This abbreviated survey was chosen for this study on the basis of its brevity and succinctness, considering the research plan of incorporating relative unobtrusiveness amongst multiple measures.

The SAI (see Appendix D - Self-Actualisation Index) uses a scale of 15 self-actualising and nonself-actualising items. The factor loadings of subscale

questions included autonomy and self-direction (2, 5, 9, 10, 11, 13); self-acceptance and self-esteem (6, 8, 14); acceptance and freedom of expression of emotions (1, 4); trust and responsibility in interpersonal relations (3, 13, 15) and dealing with rather than avoiding undesirable aspects of life (7, 12). Participants are asked to rate each item on a four choice Likert scale ranging from 1 (agree) to 4 (disagree) with self-actualising responses receiving four points, decreasing to one for the nonself-actualising choices. For the SAI the total sum of all scores represent the participants'self-actualisation score, with a range between high scores (60 = very self-actualised) to low scores (15 = not self-actualised). High scorers are inner directed, determine their own fate rather than are influenced by others; time competent, living in the present instead of the past or the future; rational in their behaviour and thoughts; and extroverted or free of neurotic symptoms. Low scorers are other directed and dependent, fearful of expressing feelings behaviourally, and insensitive to their own needs. Medians for the total sum of SAI for individual male and female participants at the three points in time are calculated.

This measure has been used to assess the level of self-actualisation for wilderness users (Young & Crandall, 1984); students' internal locus of control (Castellow & Hayes, 1983) and affects of assertiveness training (Crandall, McCown & Robb, 1983).

3.3. Sample

3.3.1. Selection Criteria

The decision to include all the participants within this study (versus only the sample exhibiting delinquent behaviours) was prompted by the research goals, the choice of intervention strategies, and practical considerations.

The research goals were not only to test the validity of the earlier noted theoretical principles for this particular program, but also the preventive effects

of a competency-enhancing intervention. This required a follow-up of all participants. If the initial psychological well-adjusted participants (based on pretest scores and qualitative self-reports) begin to show behaviour problems during the program and in the follow-up, and if these problems appear as much among the well adjusted as the remaining population, it is argued that first of all, more participants may be 'at-risk' than initially presumed, and secondly, that the program as monitored at post and follow-up could contribute to reduction from that risk.

The voluntary philosophy of allowing the adolescent participants the opportunity to decide reactions to challenges for themselves is seen as more likely to lead to positive future action through heuristic learning than if subtle advice is offered. The increase of participants' repertoires is considered an holistic issue of program efficacy.

Practical issues such as preventing behavioural deviance from getting worse or prevention of deviance from first occurring, require that the training of participants not at-risk as well as those at-risk is not only preferable, but required (Shure, 1988). Finally, studying a heterogeneous population rather than a homogeneous corrections sample is considered ethically and morally a more positive approach to researching this population.

3.3.2. Targeting Adolescents At Risk

As noted earlier, casualties of physically or emotionally fractured parental relationships, negative peer pressure, poor academic results, or individuals who possess antisocial, depressive or alienated character traits, are all factors which are associated with delinquency.

This population is defined for this study by qualitative and quantitative pre-program information provided by the participants themselves. In particular, having noted negative peer influence (n=3), external locus of control (n=30),

followers within their peer group (n=12), lacking in assertiveness (n=8); or when major stressors in their lives include school (n=12), homelessness (n=1), family relationships (n=5) or where their parents have separated or divorced (n=21). Further indicators include low (beneath first median quartile) scorers in any of the psychometric areas of social or general esteem, depression, body image and self-actualisation, or from secondary prevention referrals from custodial or community corrections (n=19), alcohol and drug service (n=2), and the education system (n=11). According to this theory-based definition, only 3 within this sample (n=62) are outside the at-risk category.

3.3.3. Program Participants

The target group of this initiative is a heterogeneous cross-cultural blend of adolescents between the ages of fifteen to twenty-five years. Potential applicants are all young people, especially from those who are disadvantaged as a result of socioeconomic conditions in which they live or because they have been through a specific negative period in their lives. The group accesses the program by referrals from Commonwealth employment agencies, community or custodial corrections spheres, public and private schools, youth accommodation, disability, drug and alcohol services, or from self enlistments. The group referred by outside agencies is attracted via information sessions provided on an annual basis by the operations group, the personally enlisted group is marketed through advertising on radio, metropolitan transport and word of mouth (see Appendix C - Referral Base). All participants are self-selected as they must have volunteered for the program, a principle strictly adhered to regardless of the participant's referral source.

3.3.4. Subjects

Between September 1992 and December 1993, there were 66 participants

who voluntarily completed a total of 130 surveys, with 61 preliminary surveys (activity day or prior to commencement of program); 48 post program surveys; and 21 follow-up program surveys. Four participants tendered no data leaving 62 usable surveys for statistical analysis. The sample (N = 62) included 44 (70.97%) males and 18 (29.03%) females (see figure 5). This figure should be interpreted in conjunction with the recurrent institutional design graphically displayed on page 53.

Sept '92			Oct '92			Nov '92			Feb '93		Mar '93
Act Day (A 1)Pre		*Post*(A 2)	Act Day (B 1) Pre		*Post*(B 2)	Act Day (C 1) Pre		*Post*(C 2)	Pre (D 1)	*Post* (D 2)	
A.P.1	A.P.5	A.P.1	B.P.7	B.P.10	B.P.7	C.P.13	NIL	C.P.13	D.P.16	D.P.17	
A.P.2	A.P.6	A.P.5	B.P.8	B.P.11	B.P.8	C.P.14		C.P.15	D.P.17		
A.P.3			B.P.9	B.P.12	B.P.9	C.P.15			D.P.18		
A.P.4					B.P.10						
					B.P.11						
					B.P.12				Follow-Up (1)		Follow-Up (2)
									A.P.1 A.P.2		D.P.17 A.P.4
									A.P.5 A.P.6		Z.P.1

April '93			May '93		May/June '93		June '93		
Act Day (E 1)Pre		*Post* (E 2)	(F 1) Pre	*Post*(F 2)	(G1) Pre	*Post*(G 2)	(H 1) Pre	*Post*(H 2)	
E.P.19	E.P.23	E.P.19	F.P.27	F.P.28	G.P.34	G.P.34	H.P.41	H.P.41	
E.P.20	E.P.24	E.P.20	F.P.28	F.P.29	G.P.35	G.P.35	H.P.42	H.P.42	
E.P.21	E.P.25	E.P.21	F.P.29	F.P.30	G.P.36	G.P.36	H.P.43	H.P.43	
E.P.22	E.P.26	E.P.22	F.P.30	F.P.31	G.P.37	G.P.37	H.P.44	H.P.44	
Z.P.2		E.P.23	F.P.31	F.P.32	G.P.38	G.P.38	H.P.45	H.P.45	
Z.P.3		E.P.24	F.P.32	F.P.33	G.P.39	G.P.39	Z.P.4		
		E.P.25	F.P.33		G.P.40	G.P.40			

Aug '93		Sept '93		Sept/Oct '93		Oct '93		Nov '93	Dec '93
Follow-Up (3) Follow-Up (4)		(I 1) Pre	*Post* (I 2)	(J 1) Pre	*Post*(J 2)	(K 1) Pre	*Post*(K 2)	Follow-Up(5) Follow-Up(6)	
Z.P.1	E.P.23	I.P.46	I.P.45	Destroyed	J.P.54	K.P.56	K.P.56	K.P.61	I.P.47
F.P.27	A.P.5 (#2)	I.P.47	I.P.46	in Fire	J.P.55	K.P.57	K.P.57	F.P.29	F.P.28
	D.P.17(#2)	I.P.48	I.P.47		J.P.62	K.P.58	K.P.58	H.P.43	F.P.30
		I.P.49	I.P.48			K.P.59	K.P.59	G.P.34	F.P.32
		I.P.50				K.P.60	K.P.60	G.P.35	H.P.42
		I.P.51				K.P.61	K.P.61	G.P.36	
		I.P.52				G.P.33 (#2)	G.P.33 (#2)	I.P.46	
		I.P.53							

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Figure 5. Evaluation of the experience: The participants and groups surveyed (Sept '92 - Dec '93)

Chapter 4.0. Results

4.1. Total Group Post minus Pre Gain Score Results

4.1.1. Lie Scale

Defensiveness measures from the CFSEI-2 (see Appendix E - Distribution Statistics) indicated that 75% of the pre and post tested population scored 4 or higher, confirming the vast majority of at-risk participants provided an authentic response to the psychometric testing (Battle, 1992).

Participant openness to self-disclosure may also be an experimental effect as the median within the lie measure (see Appendix E - Distribution Statistics) increased from pre (n = 5) to post (n = 6) testing. This increased level of openness is not however evident in the follow-up (n = 4), which may be indicative of the lack of continuity from program to community in areas which build trust.

4.1.2. Affective Measures

Within the five dependent sub scales, post minus pre gain scores[3] statistically assessed using the Wilcoxon signed-rank test established significantly positive General Self-Esteem [gs = 1, *.046] and Self-Actualisation [gs = 1.5, *.0498] results for the total group (see Table 1).

4.1.3. Follow-up Results

The psychometric tests administered before the commencement of the three day follow-up stage ascertain the influence of participants' respective communities on their affective gains made during the program. Total group levels of significance are evident between the preliminary survey and the follow-up assessment stages in the area of Personal Self-Esteem [gs = 1, *.0183] (see Table 2). It seems that post course euphoria for this population is not a temporary

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[3] Gain score analysis is denoted through the abbreviation [gs].

Table 1

Longitudinal Total Scores and Gender Sub Scale Median Scores
Culture Free Self-Esteem Inventory - 2,
Body Image Scale and Self-Actualisation Index
(Post minus Preliminary Score)
[gs]

Variable	Gender	Median
Social Self		
	Female	gs = 2 (p *.0307)
	Male	gs = 0
	Total	gs = 0
General Self		
	Female	gs = 1.5 (p .1934)
	Male	gs = 1 (p .0893)
	Total	gs = 1 (p *.0460)
Personal Self		
	Female	gs = 0.5 (p .2050)
	Male	gs = 0
	Total	gs = 0
Body Image		
	Female	gs = 0.5 (p .6350)
	Male	gs = 2 (p .1696)
	Total	gs = 0.5 (p .3787)
Self-Actualisation		
	Female	gs = 3.5 (p**.0096)
	Male	gs = 1 (p .6939)
	Total	gs = 1.5 (p *.0498)

[p= * <.05, p= ** <.01]

The null hypothesis of no difference is proven where gain scores equal 0 [gs=0].

Table 2

Longitudinal Total Scores and Group Sub Scale Scores on the
Culture Free Self-Esteem Inventory - 2, Body Image Scale
and Self-Actualisation Index
(Follow-up minus Preliminary Score)
[gs]

Variable	Gender	Median
Social Self		
	Female	gs = -1 (p .2733)
	Male	gs = 0.5 (p .2812)
	Total	gs = 0
General Self		
	Female	gs = 0
	Male	gs = 1.5 (p *.0491)
	Total	gs = 1 (p .2196)
Personal Self		
	Female	gs = 2 (p .2207)
	Male	gs = 0.5 (p *.0486)
	Total	gs = 1 (p *.0183)
Body Image		
	Female	gs = -6 (p .0679)
	Male	gs = -8 (p .6784)
	Total	gs = -6.5 (p .2787)
Self-Actualisation		
	Female	gs = 3 (p .4652)
	Male	gs = 1 (p .5071)
	Total	gs = 1 (p .4698)

[p= * <.05, p= ** <.01]

The null hypothesis of no difference is proven where gain scores equal 0 [gs=0].

phenomena and that this program is having a long-term anti-depressant effect on participants after they return to their communities.

Total group follow-up scores at a percentage level continued to show gains from post returns for a majority of participants in all quantitative areas excepting Body Image, where a categorical drop occurred of 24% (from 54% to 30%). Self-Actualisation scores also dropped by 10.3% (from 68.5% to 58.2%), but still remained a positive feature for the majority. Therefore the program gains made in Body Image and to a lesser extent Self-Actualisation, are not continued after a period of time in the community. Post peer relationship gains in Social Self-Esteem (peer relationships) have been maintained, while General Self-Esteem (self-worth) and Personal Self-Esteem (happiness) have continued to grow upon the return to the community.

4.2. Cross-Sectional Results

4.2.1. Gender

Gender comparisons showed female participants with longitudinal pre to post quantitative gains in the areas of Social Self-Esteem [gs = 2, *.0307] and Self-Actualisation [gs = 3.5, **.0096], while no significant differences were found within the male group (see Table 1). Secondary analysis found the females who had fractured families making the largest gains in Self-Actualisation. While further examination of age categories revealed significant gains made by the early adolescent female group (13 - 15 years) in the area of Social Self-Esteem [gs = 2, *.0384].

4.2.2. Follow-Up Gender

Significant follow-up results are evident for the male sample in the area of General Self-Esteem [gs = 1.5, *.0491] and Personal Self-Esteem [gs = 0.5, *.0486], whereas no significant levels of difference has been shown in the follow-up

female sample (see Table 2).

4.2.3. Age-Maturation

Age-maturation post minus pre analysis, found significant gains by the late adolescent group (19 - 21 years) in General Self-Esteem [gs = 2, *.0386] and Personal Self-Esteem [gs = 0.5, *.0386], and the middle adolescent group (16 - 18 years) in Self-Actualisation [gs = 2.5, *.0422]. Unfortunately, the young adults (22 - 24 years) and the early adolescents (14 - 16 years) did not attain any levels of significance in their results, although trends in self-actualisation gains appear potentially more achievable by the older participants and general self-esteem gains by the younger middle adolescent group (see Table 3).

4.2.4. Follow-Up Age-Maturation

Secondary analysis according to age of the total group established that the post program gains are retained until the follow-up by the early adolescents in the area of Personal Self-Esteem [*.0458] (see Table 4).

4.3. Qualitative Data

Follow-up completion rates suffered experimental mortality quite significantly. In terms of results, mortality may be evident in the follow-up phase for positive reasons, including returning to school or employment as well as for negative reasons, assuming from poor perception of the program. Therefore, qualitative material on positive and negative participant outcomes has been sought for all participants as a part of the follow-up for outcomes.

4.3.1 Previous Conviction Patterns

A perusal of Tasmanian Police record of convictions shows that 41.6%

Table 3

Cross-Sectional Age-Maturation Sub Scale Scores
on the
Culture Free Self-Esteem Inventory - 2,
Body Image Scale and Self-Actualisation Index
(Median Post minus Pre Score)
[gs]

Variable	Subjects Age			
	13-15 Early Adolescence	16-18 Middle Adolescence	19-21 Late Adolescence	22-24 Young Adulthood
Social Self	gs=0	gs=2 (.1670)	gs=0	gs=0
General Self	gs=1 (.4417)	gs=4 (.1732)	gs=2 (*.0386)	gs=-2 (.3173)
Personal Self	gs=0	gs=0	gs=0.5 (*.0108)	gs=0
Body Image	gs=2 (.3926)	gs=2 (.6741)	gs=-1 (.6443)	gs=0
Self-Actualisation	gs=1 (.6573)	gs=2.5 (*.0422)	gs=1 (.2850)	gs=4 (.3173)

[p= * <.05]

The null hypothesis of no difference is proven where gain scores equal 0 [gs=0].

Table 4

Cross-sectional Age-Maturation Sub Scale Scores
on the
Culture Free Self-Esteem Inventory - 2,
Body Image Scale and Self-Actualisation Index
(Follow minus Pre Score)
[gs]

Variable	Subjects Age			
	13-15 Early Adolescence	16-18 Middle Adolescence	19-21 Late Adolescence	22-24 Young Adulthood
Social Self	gs=0.5 (.7243)	gs=-0.5 (.4142)	gs=1 (.6547)	gs=NA
General Self	gs=1.5 (.2603)	gs=1 (.7127)	gs=1.5 (.6547)	gs=NA
Personal Self	gs=1 (*.0458)	gs=-1 (.7055)	gs=3 (.1797)	gs=NA
Body Image	gs=-5 (.4838)	gs=-10 (.1088)	gs=-3.5 (.6547)	gs=NA
Self-Actualisation	gs=2 (.4982)	gs=-.5 (.1)	gs=9 (.1797)	gs=NA

NA = figures unavailable

[p= * <.05, p= ** <.01]

The null hypothesis of no difference is proven where gain scores equal 0 [gs=0].

(25/62) of participants had previously offended before attending the program (i.e. secondary prevention candidates). Offences by this group ranged from minor dishonesty (i.e. shoplifting) (n = 5), major dishonesty (i.e. motor vehicle stealing, burglary with or without damage to property, theft) (n = 15), violent offenders (i.e. assault, sexual assault) (n = 4) and aggravated robbery (n =1). The most frequent offenders committed major dishonesty offences and were responsible for a total 418 earlier convictions.

4.3.2. Conviction Patterns Prior and Post Treatment

For comparison purposes, types and frequency of offences were compared for twelve months before and after the experimental treatment (see Table 5). When compared to convictions prior to program, post program convictions reduced by 309.5% or 88 fewer offences in real terms. This occurred most frequently in the areas of theft (341%, n = 41), burglary (326%, n = 34), motor vehicle theft (600%, n = 5), and vandalism (266%, n = 5). Possession of cannabis convictions increased from 2 to 3.

Habitual (i.e. frequency of over 10 prior convictions) recidivist offenders (n = 8, 4 with previous prison experience), who were responsible for 294 previous convictions of major dishonesty and vandalism, showed a particularly positive effect from this program. Five have not reoffended, including all who previously had been imprisoned. Two post-program recidivist offenders were convicted of stealing and penalised through fines of less than $300. The single recidivist was convicted of forgery, and burglary and stealing (x 3), imprisoned for a total of 21 months. That individual has not reoffended since being released on parole in December 1993. In total eight candidates had offences which led to conviction (n = 12.9% rate of recidivism) post program,. This total included seven secondary candidates and one primary candidate.

Table 5

Comparison of Offenses by Type and Frequency for 12 months
Before and 12 months After Experimental Treatment
(By date of commission of offense)

Pre-program			Post-program		
Offense Type	Count	N	Offense Type	Count	N
Possession Cannabis	2	(2)	Possession Cannabis	3	(3)
Receiving	3	(3)	Receiving	1	(1)
Trespassing	0	(-)	Trespassing	2	(1)
Theft	58	(10)	Theft	17	(7)
Vandalism	8	(3)	Vandalism	3	(2)
Attempted Burglary	1	(1)	Attempted Burglary	0	(-)
Burglary	49	(10)	Burglary	15	(5)
Forgery/Uttering	1	(1)	Forgery/Uttering	0	(-)
Motor Vehicle Theft	6	(3)	Motor Vehicle Theft	1	(1)
Assault	2	(2)	Assault	0	(-)
Total Offenses	130		Total Offenses	42	

Note: N equates to number of individuals who commited these specific offenses, the same
individual may be represented in more than one category (i.e. burglary and theft generally co-occur).
The actual number of prior to program individuals who were convicted over the previous twelve
months totalled 11, whereas post-program individuals convicted over the following twelve months
equalled 7.

4.3.3. Other Community-Based Outcomes

Within twelve months eighteen male and five female participants (37%) returned to school, either recommencing distance education (n =3), year ten (n =12), matriculation college (n = 2) or entering T.A.F.E. (n = 6). Plus twelve males and six females (29%) either found part-time or full-time employment, two have attained a twelve month traineeship, and three have matriculated and since entered the work force. Leadership training, bush and mountaincraft courses have been attended by six program graduates; while two others have been referred for Asthma Camp leader roles.

Chapter 5.0. Discussion

5.1. Quantitative Findings Total Group

5.1.1. Self-Actualisation and General Self-Esteem Gains

The gains in general self-esteem were expected considering the earlier self-esteem (Porter, 1975) and self-concept (Gaston, Plouffe & Chinsky, 1978; Svobodny, 1979) findings within the research literature on wilderness-based programs for homogeneous groups of offenders. Positive self-actualisation enhancement was harder to predict as previous research with this population could not be found.

In this instance, heightened self-worth seems to be a product of positive group dynamics; where trust and empathy have been developed within small groups, in a remote location, for a period of five days. Positive peer group dynamics seems to be a rare occurrance for these participants, yet clearly a excellent medium for assisting maturational development with this at risk target group.

It is suggested that the significant self-actualisation findings reflect new found personal insights, gained through successful achievement of challenging tasks, also in an isolated social wilderness environment. Consequently, participants' have become more autonomous, less influenced by negative sources and personally more responsible for their own behaviour post program.

5.1.2. Follow- Up Analysis

The significant gain in Personal Self-Esteem over the longitudinal period of three to six months, is an interesting feature which may indicate the lingering continuation of post-course euphoria. Indeed, should this growth phenomena occur, there is a possibility that the program is working like an 'anti-depressant inoculation', which would be worthwhile monitoring and charting over a longer

period.

The categorical Body Inventory drop at the time of the follow-up survey indicates that physical body image gains are only short-lived. Referral agents may need to place more emphasis on physical community activities post program which help participants maintain their body strengthen and the subsequent gains which are the product of this positive self-insight.

5.1.3. Cross-Sectional Gender Analysis

The pre to post program results in self-actualisation gains concur with earlier findings of Vander Wilt and Klocke (1971) who noted that the female participants in a wilderness-based program improved more substantially than males. Those authors argued the females' quantifiable gains were in response to being placed in a more unfamiliar role than their male counterparts. Novelty of experience assessment within the qualitative preliminary survey supports this premise of external validity, as males indicate a higher percentage of participation and frequency of involvement in previous high risk outdoor recreation (see Appendix C - Novelty of Experience). Calabrese and Schumer (1986), also noted that adolescent females' involvement in community projects with adults who were perceived as non-threatening, assisted in their reduction of alienation and discipline problems. On the basis of these results, it is posited that the gender neutral physical demands of this wilderness-based program and the positive leader role models assisted female adolescent participants in gaining a more accurate and positive understanding of their social and personal attributes and abilities.

This is an important program feature. The female participants have clearly made the greatest gains of significance within this study. Yet, this type of program for the female at-risk population is obviously under utilised and under valued. The irony of this result is that this community's program perception is

seen as machismo. Clearly, an information campaign to highlight the value for female participants is warranted.

5.1.4. Follow-Up Gender

The follow-up high levels of General Self-Esteem for the male participants may be occurring as a reflective process, recognising previous personal gains in this close social setting. It is suggested that a post-activity loss of bravado occurs amongst male program peers, potentially signalling a less competitive follow-up atmosphere.

The Personal Self-Esteem findings may be indicative of the positive selective memories that the escapist younger adolescent male is likely to possess (Skoe & Gooden, 1993). That the high results from the post minus pre gain scores were not maintained by the female sample after an average four month period in the community, is likely related to evidence of experimental mortality in the follow-up rather than a true categorical drop. However, further female follow-up data is required to substantiate this claim.

5.1.5. Cross-Sectional Age Analysis

Experimental variables' effect on developmental processes are difficult to decipher as there appears to be inconclusive evidence of trends between the age groups. This is perhaps due to the quarterly division of moderately significant results. Accordingly, results are tentative.

Significant short-term gains are shown in Personal Self-Esteem for the late adolescent group. While from the general self-esteem and self-actualisation program data, it seems that the younger participants are making moderate gains in their self-worth and the older participants achieving personal insights. This potential trend of self-actualisation in the older age bracket continues through to the follow-up stage.

5.1.6. Follow-Up Age-Maturation

Contributing to the Personal Self-Esteem (happiness) significant score in the younger age group, as aforementioned, may be their feeling of success from their perceptually positive memory of the earlier experience.

5.2. Post Behavioural Patterns and Quantitative Summary

The effect of this program as a catalyst in preventing primary participants initial contact with court proceedings and reducing secondary prevention participants further involvement over a twelve month period was substantiated. The program provides the stimulus to assist with the actualisation of potential. This impetus is continued into the community manifesting most significantly in educational and employment outcomes (i.e. 68% of the participants within this sample). Combining qualitative and quantitative program results, it is surmised that this process potentially works as an 'anti-depressant inoculation' particularly for the more mature, in that psychological strength is attained positively influencing post behavioural patterns. Perhaps an alternative perspective is that post course euphoria is leaving a lingering positive effect for all groups studied, but the younger populations have been less able to show qualitative behavioural changes.

5.3. Eclectic Model and Quantitative Summary

Presently in Australia crime prevention is seen by the public and the media as situational in it's orientation. This has resulted in symptomatic responses which are largely police or business driven. These include for example, video surveillance of malls, neighbourhood and business watch, private security as a boom industry. What is lacking is a balance that can be achieved through confronting the problem at the source. Primary and secondary prevention is the

logical extention of the present situational focus. Without intervention at the adolescent level, the Australian community will move further and further into this fortress mentality. The Eclectic Model can be utilised as a framework to establish this needed means for balance. Addressing young peoples' potential for at-risk behaviours through a primary preventive approach within the Eclectic Model is supported as an alternative to post rehabilitative initiatives and treatment. This framework can be marketed as an effective means to assist with planning, policy development and evaluation in juvenile crime prevention.

Maturational development of an adolescents at-risk population has occurred through their attainment of personal self-esteem (emotional and economic independence), social self-esteem (establishment of new positive peer relationships), gains in self-actualisation (maximisation of potential) and acquisition of socially responsible behaviour patterns. While the negative Body Attitude Scale follow-up results indicate that the wilderness-based program focuses participants' attention on their physical limits post-program.

It is recognised that this model should grow with new research. However, future or current programs are presently able the assess the critical program ingredients in design or where they may need to expand current operations.

5.3.1. Eclectic Model Program Overview

Project Hahn currently meets a large percentage of the features within the Eclectic Model. Components of Non-labelling, Behaviourist, and Social Learning strategies are evident. Anomic and Psychoanalytic strategies, although largely incorporated, need to be applied over a larger population. Follow-up within participant's community settings through a systems approach would assist with the Control strategies need for transition continuity. Personal contracts are presently utilised in a structured format with less mature groups. This aspect of the program could be expanded to assist in creating a goal orientation for all.

Differential Association strategies requires prior to program tuition for peer leaders in order to establish an expectation of positive peer rapport. Gender equality of roles and ideally a balance of both sexes is a Psychosocial strategy that needs to be continued as an essential component of each program. Actualisation strategies of heuristic learning and transference are presently a successful feature in this program for older participants. Cognitive and Moral strategies are addressed in an unstructured manner through realistic situations as and when they arise. It is recommended that peer moral debates become structured into the existing program's framework as a regular component.

5.4. Recommendations for Future Research

As noted in the review section, preventive programs for at-risk adolescent populations lack evidence as to the elements which are considered most crucial in promoting behavioural and attitudinal changes. Developmental questions regarding the process of the experiential evidence requires thorough longitudinal qualitative material for analysis.

The acquisition of this qualitative material for this study was limited by the demands of the coordinators of the program and by the amount of material available. It was pragmatically agreed that the video material would be obtained by the participants filming themselves as the least obtrusive recording mechanism. Unfortunately, the largest amount of footage from any one program equated to 2 hours and 40 minutes, compared to the least amount of 10 minutes at the other extreme. This data was only able to provide snapshots of the program and was therefore ultimately used as evidence of program design rather than evaluation. Participant diaries were discontinued by the leaders after the initial program when a high level of illiteracy was potentially contributing to a labelling effect within the group dynamics. Hand held tape recorders were later used though again unsuccessful, due to a perceived unwillingness for verbal self-

disclosure.

For future qualitative evaluation of developmental gains the Sage Hill Behaviour Rating System (Durkin, 1988) is an alternative measurement mechanism and recommended for triangulation with other evidence. This process operates as a working document with programatic changes able to be incorporated immediately. The researcher could be one of the Program Instructors in order not to interfere with the group dynamics.

To attain greater generalisability of results future studies of this nature may also consider a design with unpretested groups.

Limitations to this study include the lack of assessment with community transition in the follow-up stage. Recommendations for future research includes the use of Kohlberg's Moral Judgement Stage Development to assess quantitative changes of cognition and replication of methodology to attain external reliability.

It is recognised that the wilderness setting as a learning tool through metaphoric and isomorphic experiences (Gass, 1993) is a powerful, highly appropriate, yet largely unresearched method for instruction. However, at the time of the conceptual design of this study these principles were not a part of any Australian program.

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<u>INVESTIGATORS</u>	<u>SUBJECTS</u>	<u>TASKS</u>	<u>RESULTS</u>
Winefield A, Tiggemann M & Winefield H(1990) AUS Journal of Social Issues 303-312 Socio-economic status and changing work attitudes in high school students	two cohorts from 3 adelaide high schools from 1980 and 1986 of 995 & 744 of both genders	questionnaire of attitudes relating to work /demographics	Low SES pupils made greatest gains over the cohorts in terms of more employment optimism, willingness to remain in tertiary education & unwillingness to go on the dole.
Calabrese R & Schumer H (1986) USA Adolescence Vol. XXI no.83 Fall pp 675-687 The effects of service activities on adolescent alienation	(25) volunteers & (25) control / 9th grade students /2/3rds female 1/3rd male	Dean Alienation Scale (x 3) over 30 weeks one way ANOVA <u>(Bright females involvement in the adult community lowers their alienation & allows their maturity)</u>	Involvement by adolescents in community projects with non-threatening adults reduces their alienation & results in reduced discipline problems
Lovegrove S (1978)Aust & NZ Journal of Criminology March 13-18 AUS Personality and short-term reoffense behaviour among young Australian male probationers	(32) reoffenders & (36) nonreoffenders from Melbourne childrens court in 1970 X = 14	recidivist scale based on delinquency proneness scale	Community alienation was the only independant factor separating probationers & nonoffenders. High social competance shows an ability to act on positive peer group molding
Seigel L, Pfeiffer D & Rathus S (1975) Aust & NZ Journal of Criminology Sept/Dec USA Anomia and self-esteem among incarcerated adolescents	(247) nondelinquent males X =16.8 & (109) incarcerated X =16.6	RosenbergsSE /Sroles anomia	Anomiac delinquent youths' self-esteem is dependant upon a sense of alienation from the social order.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Niles WJ(1986)Effects of a moral development discussion group on delinquent & predelinquent boys Journal of Counselling Psychology 33(1) 45-51	27 institutional male students & 32 special education students from 13-15 years of age	Moral maturity scores Moral dilemma grid (Kohlberg) Self-control rating scale	Moral discussion group had a significant impact on moral reasoning ability of delinquent and at-risk as compared to the control & placebo groups.
Benthin A, Slovic P & Severson H (1993) USA Journal of Adolescence 16,pp 153-168.

A psychometric study of adolescent risk perception | (41) 25 f & 16 m high school students X = 15.5 (self-selected volunteers) | Cognitive map of risk perception within a psychometric paradigm Frequency of use mirrored against their perception of harm or benefit. Factor analysis | People who engage in a risk taking activity report a greater knowledge of risks; perceive a higher participation rate & perceive greater peer influence |
| Brownfield D & Thompson K (1991) Can Journal of Criminology Jan 45-60.

Attachment to peers and delinquent behaviour. | (847) male self-reports only | Chi-square log-linear no parental attachment consideration (deviant behaviour is more likely to occur when an individuals' peers engage in deviant activities.) | Measures of peer involvement with delinquency positively correlated(social learning); trust & respect in friends negatively correlated with delinquency (social control) |
| Blain M, Thompson J & Whiffen V (1993) CAN Journal of Adolescent Res 8, 2 April 226-241 Attachment & perceived social support in late adolescents | (143) female & (73) male undergraduates between 18 & 25 y | Close relationships Q /Inventory of parent & peer attachment /Perceived social support friends & family scale MANOVA | Negative model of self had particularly negative impact on attachment to friends for males. |
| Marcos A & Bahr S USA (1988) Youth & society vol19 no4 June 395-425

Control theory and adolescent drug use | (2626) random sample of m & f students from 5 schools from 14-19 y 86% of who are urbanites | Hirischi social control theory model

(model is incomplete in explaining use of illicit drugs & needs to be integrated with others to decrease variance) | Adolescents who accept traditional values & are attached to parents & school are less likely to become involved in illicit drug use |
| Poole ED & Regoli RM (1979) Parental support, delinquent friends, and delinquency: a test of interaction effects. The Journal of Criminal Law and Criminology 70(2) 188-193. | 105 public school males aged 14-17. | delinquency self-report delinquency checklist severity scale family support scale | Support for control theory. The more exposed to delinquent peers the more delinquent activity for those with weak parental support. |

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Lawrence R (1991) USA Juvenile & Family Court Journal Ch.6 pp59-69. School performance, peers & delinquency: implications for juvenile justice	representative total of all 11 -17 youth throughout the USA	delinquency self-report National Youth Survey (1985)-scale scoring of questions ANOVA longitudinal, sequential design using cohorts	Regardless of youths commitment & involvement in school, those with more delinquent friends have a higher risk of delinquency involvement (more influence than parents)
Lovegrove S (1978)Aust & NZ Journal of Criminology March 13-18 AUS Personality and short-term reoffense behaviour among young Australian male probationers	(32) reoffenders & (36) nonreoffenders from Melbourne childrens court in 1970 X = 14	recidivist scale based on delinquency proneness scale	Community alienation was the only independant factor separating probationers & nonoffenders. High social competance shows an ability to act on positive peer group molding
Eskilson A, Wiley M Muehlbauer G & Dodder L (1986)USAAdolescence Vol. XXI no.83 Fallpp 501-514 Parentalpressure self-esteem & adolescent reported deviance:bending the twig too far.	(161) very affluent public high school & (155) junior high private & public	Rosenberg SE scale (vandalism the most common area of deviance with junior high students, [but not substance abuse] is tied to low self-esteem)	Peer acceptance is crucial for positive self-esteem. Negative peer pressure strong correlate to deviant behaviour.
Shorts I (1986) British Journal of Criminology vol 26 no 2 April IRE Delinquency by association?	(110) males aged 15-21 from lower socio-economicbackgrounds /waiting list control on community based program	convictions as a measure of recidivism on a 16 month follow-up analysis dating from the point of program completion or being placed on the waiting list	When preprogram free association fails to influence at-risk youths to commit major offenses, then mixed participation in a more structured controlled setting is unlikely to do so.
Wetmore R (1972) Unpublished doctoral dissertation, Boston uni The influence of OB experience on the SC of adolescent boys	272 adolescent boys aged 15.5 - 19.5 Hurricane Island OB	TSCS by t-test /Kelly & Baer scale /student critiques. Correlation matrix for 1. SE changes& background 2. SC&instructors rating (no matched control) 6 month follow-up	No relationship between SC & social background. OB can be used for participants from variety backgrounds. Significant SC change noted by students and instructors.
Harper K (1987) NZ Unpublished report as a dip criminology student Auckland University Outdoor education / probationers research report	(100)participants between 1978-1987	recidivist data	Inclusion of one person in a group of non-offenders may have significantly better results than taking whole groups of offenders on courses.
Kelly F & Baer D (1969) USA Psychological Reports, 25 Jesness inventory & self concept measures for delinquents before & after participation in Outward Bound	(60) delinquents each in with 11 other nondelinquents in one of nine separate OB courses in three different schools	Jesness Inventory /semantic differential pre-post	Close association with non-delinquent peers in a setting of tough physical challenges improves a delinquents self concept & social attitudes.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Downs W R & Rose S R (1991) USA Adolescence 26(102) 473-492 The relationship of adolescent peer groups to the incidence of psychosocial problems	(127)treatment & (114) control 13-17 yo	structured interviews	Labels by students to alienated classmates contributes to their formation of a destructive social identity. All labels of this group appear to have a negative connotation
Al-Talib N. I. & Griffin C. (1994) UK International Journal of Offender Therapy & Comparative Criminology 38(1) 47-57. Labelling effect on adolescents' self-concept	(360) labelled, nonlabelled, nondelinquent, male & female adolescents	Tennessee SC /Self-report delinquency	Adolescents labelled as delinquents have lower SC than unlabelled delinquents. Both groups had lower SC than their nondelinquent counterparts.
McCord J (1978) A 30 year follow-up of treatment effects. USA American Psychologist, 33, 284-289.	(506) males/treatment & control	longitudinal cohort study monitored effect of counselling and supervision over 30 years	Treatment group had higher rate of recidivism, mortality, alcoholism, mental & physical illness, less actualised employment potential.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Smetana J & Berent R (1993) USA Journal of Adolescent Research vol 8 no 3 July 252-273 Adolescents' and mothers' evaluations of justification for disputes	(255) m & f 7th,9th & 11th grade adolescents & their mothers	hypothetical conflict vignettes likert scales MANOVA on each condition	Parental appeals to authority & punishment were rated more effective in obtaining compliance, by adolescents but less adequate & causing more conflict than reasoning
White G M (1972) Journal of Personality & Social Psychology 21(2) 139-148 Immediate and deferred effects of model observation and guided and unguided rehearsal on donating and stealing	210 4th & 5th grade children with equal numbers of both genders	observation (two-way vision mirrors) & modelled rehearsal behaviours	Commands found to be coercive. Result initially was affirmative but behaviours recommenced soon after reflecting resentment of this technique.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Goodenow C (1993)USA Journal of Early Adolescence vol 13 no 1 February 21-43 Classroom belonging among early adolescent students:relationships to motivation & achievement	(353) 6th, 7th & 8th grade students	School student opinion questionnaire /teacher grades (Belonging & interpersonal support are the prime factors in fostering academic motivation & achievement)	Expectancy was the primary predictor of class effort & grades. Teacher support was more closely related to motivation for girls than boys.
Trembley R etal (1992) Journal of Consulting & Clinical Psychology Early disruptive behaviour poor school achievement delinquent behaviour & delinquent personality: longitudinal analysis	(324)French Canadian grade 1 school children low middle class & impoverished and then in grade 7	Grade 1 Pupil evaluation inventory of peer & self-assessment /Grade 7 Jesness Inventory /self reported delinquency	Regarding delinquency the best model for boys was a direct causal link between grade 1 disruptive behaviour & grade 7 delinquent behaviour. No models fitted the girls.
Dolan I, Kelly D & Beasley T (1992) USA Journal of Adolescence 15 pp57-66. Chronic self-destructive behaviour in normative and delinquent adolescents	(112) delinquent & (141) normative male & female high school students of mixed origin	Chronic self-destructiveness scale (CSDS) /Psychopathic deviate & hypomania scale (MMPI) both modified for brevity ANOVA racially divided	Social maladaptation is pos correlated with chronic self-destructiveness in female delinquents & high school students; but this is only 1 of many factors in male delinquency.
WarnerC(1982) Aust&N Z Journal of Criminology December 15 255-272 A study of the self-reported crime of a group of male & female high school students	(102) girls & (98) boys X = 15 Tasmanian high school students	self-reports from questionnaires rather than interviews of a list of 22 offenses	Both genders are responsible for great deal of undetected delinquency- associated with smoking & drinking. Male motives were for personal gain or fun; girls by peer pressure.
Covey L & Feltz D (1991) USA Journal of Youth & adolescence vol 20 no 4 463-474 Physical activity and adolescent female psychological development	(149) high school women classified as active or inactive & decreasing or increasing in activity	Offer self-image questionnaire /Bem sex role inventory	Physical activity in adolescence is associated with healthier emotional expression& control, & higher levels of perceived mastery & coping skills for adolescent women.
AmorosoDM & WareEE (1986)Adolescence21(81) 191-204 Adolescents' percepton of aspects of the home environment & their attitudes toward parents, self, & external authority	480 randomly selected from 1667 grade6,8,10 &12 students from public & separate schools, who lived at home with both parents	16 semantic differential scales used to construct the dependent variables	Extent of punishment, amount of chores, perceived parental control, absence of parents & parental attitude to authority figures, accounted for the degree of socialising influence
Sveen R & Denholm C (1993) A US Criminology Australia Vol 5 no.2 Oct-Nov 19-24 Reflections by youth following a wilderness challenge program	(46) voluntary participants at a wilderness program between 1983-1992 who had concurrently been on supervision orders	qualitative survey needs & risk based sociodemographics /programcomponents	Social group connectedness was achieved through personal positive self-efficacious development within an environment of positive group dynamics.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Etchells A, Dahl U, Tustin D, Burgess A, Morgan F& Lucas B (1990)AUS journal of social issues vol 25 no 1 Feb 52-67 The identification of behaviour disorder within the community	professionals who will define behavioural disorders including probation officers, social workers, psychologists, psychiatrists, nurses, doctors, residential workers & teachers	DSM III-R etc of 85 items	Behaviour disorder results in chronically disruptive behaviour not appropriate for mgmt in a psychiatric setting; nor will respond to correctional service rehabilatation
Schjweitzer R, Seth-Smith M & Callan V (1992) AUS Journal of Adolescence 15, pp 83-97. The relationship between self-esteem and psychological adjustment in young adolescents.	(66) disturbed & non-disturbed adolescents between 12 & 16 years (Brisbane) voluntatary	Child Behaviour Checklist(CBCL) completed by mothers /Self-Description Questionnaire (SDQII) completed by adolescents MANOVA	Deficient self-evaluation may result from emotional & behavioral disturbance; adverse self appraisal increases vulnerabilty to psychiatric disturbance

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Lerner R, Karabenick S & Stuart J (1973) USA The Journal of Psychology 85, 119-129 Relations among PA,BA &SC in male and female college students	(308)118 male & 190 female undergraduate students	Rosen & Ross body satisfaction scale (has correlations for comparison purposes)	Males mean importance of body parts ratings for female body characteristics were positively related to self-concept in males.
Clifford E (1971) USA Perceptual and Motor Skills, 33 119-125 Body Satisfaction in Adolescence	(340) 146 males & 194 females X = 14 y both black & white students	Body satisfaction scale	Females more critical of their bodies. Self-satisfaction scores not related to age. All findings toward the positive point of scale.
Lerner R & Brackney B (1978) USA Sex Roles Vol. 4 no.2 pp 225-238 The importance of inner and outer body parts attitudes in the self-concept of late adolescents	(179)(72) male X = 23.5 / (107) female X = 22.5 undergraduates in Psy	Lerner BI (females attach more overall importance to their body parts than males & a greater predictor of self-concept for them as well)	Adaptive body function is positively related to adaptive individual/ psychological status (e.g. self-esteem)
Grant C & Foder I (1986) USA Adolescence Vol. XXI no.82 Summer pp 269-281 Adolescent attitudes toward body image and anorexic behaviour	(55) males (113) females high school students volunteered X = 15-18 yo	Lerner Body Image Eating disorder scale (early weight problems are associated with eating disorders)	Adolescent males see their bodies as more physically effective, while females are more effective through attractiveness. (same finding as Lerner)
Faterson H & Witkin H (1970) USA Developmental Psychology Vol 2 no.3 429 - 438 Longitudinal Study of the Development of the Body Concept	two longitudinal groups10-24 & 8-13 yo. Public school middle class Jewish/urban	drawings - 5 point scale of articulation	Articulation of body concept increased between 8 & 14 years and remained stable thereafter
Lerner R, Orlos J & Knapp J (1976) USA Adolescence Vol XI no.43 Fall 313-326 Physical attractiveness, physical effectiveness & self-concept in late adolescence	(124) males & (218) females psychology undergrads X = 19	body image scale small SE scale stepwise regression	Female self-concepts related to physical attractiveness rather than their bodies effectiveness. Males related to their individual body effectiveness
Sweeney M & Zionts P (1989) Adolescence Vol XXIV no.94 Summer 411-420 The second skin perceptions of disturbed & nondisturbed early adolescents on clothing self-concept and body image.	(74) middle students? USA	Rosenberg SE /Rosen & Ross Body Cathexis Scale / clothing uses scale	Regular education students reported a higher self-concept & more positive body image than students labelled emotionally disturbed.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Williams L & Coldicott A (1982) NZ Journal of Health PE & Rec 15 (3) High school students: their self-esteem, body esteem & attitudes towards physical activity	(194) male & female secondary school students from 3rd & 4th form - 4 different schools in Invercargill	Rosenberg SE / ATPA /24 item BI semantic differential scale (a multidimensional approach is needed to understand how partic- ipants feel about phys- ical activity)	Female pupils hold a more positive attitude to physical activities because of the social experience; SE & BI are a function of gender male pupils hold more positive perceptions
Williams L (1984) NZ Journal of Health PE & Rec pp10-11 Relationships among body esteem, self-esteem & attitudes of pupils to- wards physical education	(194) male & female secondary school students from 3rd & 4th form - 4 different schools in Invercargill	Rosenberg SE /24 item BI semantic differential scale /ATPA	While boys possessed more positive values for SE & BI, the older pupils showed higher SE but lower BI
Collins J & Propert D (1983) AUS Adolescence vol. XVIII no.72 Winter pp 767-774 A developmental study of body recognition in adolescent girls	(157) aged between 11 & 18 Sydney - randomly selected	Recognition of self from photographs mixed with similar shots of others; front, side & rear view.	A narcissistic preoccupation with the body self seems to be necessary for an undistorted BI. Accurate self perception improves as change diminishes.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Simons R, Robertson J & Downs W (1989) Journal of Youth and Adolescence vol 18 no. 3 USA The nature of the association between parental rejection and delinquent behaviour.	(300) male & female upper middle class adolescents X = 13-17 from drug & alcohol programs.	pre-post (12 months) / demographics / family dynamics / deviant behaviour	The predominal causal flow is from parental rejection to adolescent deviance rather than from deviance to rejection.
Bernstein R (1981) USA Adolescence vol. XVI no. 63 Fall	(40) delinquent youth prisoners/(40) non-delinquent student males . X=16 yo (Stepwise multiple regression)	Self-reports. Subtypes (neurotic / psychopath) were obtained from both populations & correlated y vars. (Factors are normally distributed in del & non-del populations)	No difference in delin-quency&non-delinquency self & peer perception. Psychopathy not neuroticism related to developmental delays
Jones F & Swain M (1977) USA AdolescenceVol XII no.48 Winter pp 559-569 Self-concept and delinquency proneness (schools are catalysts - students into delinquency syndrome)	(225 original pop) 12 to 14 y.o. junior high boys/(47 of who) delinquent & (31 of who) non-delinquent - all volunteered (school)	homeostatic model of behaviour/self-concept / aggression module - control (stability of self-concept correlated to maturity in terms of age & education)	Delinquent&non-delinquentprone viewed themselves similarly on self-concept after engaging in antisocial or prosocial behaviour.
Tolson J & Urberg K (1993) USA Journal of Adolescent Research vol 8 no 3 July 274-288 Similiarity between adolescent best friends	(2334) in 8th or 11th grades from 13 suburban public & private schools	friendship dyads	Adolescents were more similiar with their best friends in behavi-ours; than in attitudes & the importance of activities.
Poole ED & Regoli RM (1979) Parental support, delinquent friends, and delinquency: a test of in-teraction effects. The Journal of Criminal Law and Criminology 70(2) 188-193.	105 public school males aged 14 -17.	delinquency self-report delinquency checklist severity scale family support scale	Support for control theory. The more exposed to delinquent peers the more delinquent activity for those with weak parental support.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Breen D & Crosbie-Burnett M (1993) USA Journal of Early Adolescents vol 13 no 2 May 168-182 Moral dilemmas of early adolescents of divorced and intact families: a qual&quant analysis	(98) 5th graders from rural America	Problem moral characteristics questionnaire	Early adolescents of divorce reported more family-related moral dilemmas & face additional psychological tasks in development from family to peer culture.
Friedman I & Mann L (1993) AUS/ISREAL Journal of Adolescence 16 pp187-199. Coping patterns in adolescent decision making: an Israeli-Australian comparison	(1028)Isreali & (428) Australian (Adelaide) high school students X = 14 (Boys reported higher levels of selfconfidence & lower level of panic in problem situations)	Flinders Decision Making Questionnaire translated into Hebrew MANOVA (2 country by 2 gender design with 5 dependant variables)	Australian adolescents lower on decision making confidence & vigilance; & higher on evasive behaviour than Israeli adolescents.
Seiffge-Krenke I (1993) GERMANY Journal of Adolescence 16, 285-303 Coping behaviour in normal and clinical samples: more similarities than differences	(3000) 12-20 year olds from various cultures	Coping across situation questionnaire (CASQ)	Risk-populations tend to be more ambivalent with coping strategies; they feel more readily threatened by everyday problems & are more prone to withdraw.
Gavazzi S, Anderson S & Sabatelli R (1993) USA Journal of Adolescent Research 8, 2 April 205-225 Family differentiation, peer differentiation and adolescent adjustment in a clinical sample	(60) clinical 35 males & 25 females(X = 14.4 y) & their parents	Family intrusiveness /Family intimacy /Peer tolerance for individuality & intimacy /Psychosocial maturity (+ corr SE - cor anxiety) /Presenting-problem severity	Adolescents psychosocial maturity levels are significantly predicted by family support & peer conformity as well as through their interaction
Papini D & Roggman L (1992) USA Journal of Early Adolescence vol 12 no 4 November 420-440 Adolescent perceived attachment to parents in relation to competance, depression & anxiety	(47) family triads-12 yo rural 6th grade public schools-mothers-fathers (nonrandom)	time series design (x3) during adolescent transitions between schools /peer & parent attach /emotional autonomy /self-perception /child manifestanxiety	Attachment to parents was significantly & positively related to self-perceived competance especially during transition times; negatively related to depression & anxiety
Hansford B & Neidhart H (1980) AUS Adolescence vol. XV no. 59 Fall pp 633-641 A view of fifteen year old girls in Australian schools	(463) 15 yo girls (peer leaders & non-leaders) Year 10 students Sydney	exploratory study /Junior Eysenck Pers Inv /Waetjen Self-Concept /Interperson Comm Inv /Sociometric leader identification	Girls with pos SC are more composed & less anxious when communicating. Non-leaders were more extaverted. Leaders were more positive in regard to SC & communication.
Weisfeld C, Weisfeld G, Warren R, & Freedman D (1983) USA Adolescence vol. XVIII no.71 Fall	(32)Racially-based Afro Americans & Hopi Indians X = 10.5 yo. male & female (self-selection issue)	Spelling Bee & observational exploration	High skill girls of Indian and Afro-American cultures underachieved when opposing low skill boys.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
IsbergR, HauserS,Jacobs-onA,PowersS,Noam G, Weiss-Perry B& Follan-sbeeD(1989) USA Journal of Youth & Adolescence 18(1) 1-23 Parental cont-exts of adolescent self-esteem:adev perspective	(95) early adolescents from multiple settings	Coopersmith /Washington uni sentence completion test	Adolescents at higher levels of ego development evaluate themselves more independently of parental feedback than do their less mature peers.
Ewert A (1988) USA Journal of Leisure Research Vol 20 no.2 pp 106-117 The Identification and Modification of Situational Fears Associated with Out Rec	(311) 230 male & 80 female student participants in Outward Bound X = 21 Only sociological & psychological fears reached baseline level.	Situational fear inventory (pre-post-one year follow) Results remained consistent over a one year period.	Females reported higher levels of fearfulness. Older students reported lower levels of fear. Instructors did not have an accurate picture of P's fears.
Protinsky H (1988) USA Adolescence Vol. XXIII no.89 Spring pp 67-72 Identity formation: a comparison of problem and nonproblem adolescents	(18) male & female chosen delinquents X = 15 -18 & (19) male & female control random selection from a list	Ego identity scale	Adolescents with beh-aviour problems were not as well adjusted, were less successful in resolving issues of trust had less initiative; were likely to be from fractured families.
Marsh H, Richards G and Barnes J (1986) AUS Journal of Personality and Social Psychology Vol 50 no.1 pp 195 - 204 Multidimensional self-concept:the effect of par-ticipation in an OB prog.	(361) 75% m & f (non-of fenders)Outward Bound participants aged 16 - 31 (1/3 of who were full time students before the course)Control of no-treatment groups not considered feasible	Self-description questionnaire III one month before(T1), at the start(T2) and at the completion(T3) /Rotter locus of control (time series design)(T4) 18 months later	Post euphoria create a hawthorne effect making the program look good & little control for such effect exists. Mixed groups rated better relations with the opposite sex.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Allen L & Beattie R (1984) USA Journal of Leisure Research vol 16 no 2 99-109 The role of leisure as an indicator of overall satisfaction with community life	(821) residents of Wyoming	community life questionnaire	Leisure needs take precedence when community subsistence needs are fulfilled. Economic, education, health & safety issues take precedence when subsistence is lacking.
Brennan A (1985) CAN Adolescence Vol. XX no.78 Summer pp 445-466 Participation and self-esteem: a test of six alternative explanations	(202) female undergrads stratified random sample	SE 6 subscales (Peer group formation & variety of experiences serve to enhance self-knowledge and self-esteem)	Increasing levels of participation in activities that create socialability and group interaction lead to higher levels of self-esteem (intimacy)
Hightower E (1988) Journal of Clinical Psychology vol 44 no 4 July USA Four illustrations of healthy personality: a prescription for living the good life	(4) 50 year old middle class individuals who supposedly meet Jahoda's criteria of positive mental health (self-actualization)	POI (Shostrum) Psychologically healthy persons possess 1) a clear value system & a philosophy of life that is uniquely their own 2) tolerance to accept people as they are 3) an interest in others 4) a willingness to seek to learn from life 5) the idea to be true to themselves as a conscious belief 6) an emotional transcendence with life 7) tendencies toward moderate stances.	
Vander Wilt R & Klocke R (1971) National Association of Womens Deans & Counsellors Journal 34,3 Self-actualization of females in an experimental orientation program	(10) females & (10) others Minnesota OB	POI pre-post t-test statistical treatment	Because of the physically / psychologically stressful situations, females may be forced into a different & unfamiliar role as compared to the males. All P more self-actualized.
Robinson D (1992) CAN Journal of Applied Recreation Research 17(1) 12-36. The risk recreation experience: subjective state dimensions and the transferability of benefits	(36) experienced male alpinists X = 32.5 professionally employed & well educated (needs to look at a wider sample)	Typical working week / risk involved week questionnaires t-tests & multiple regression	The freedom to choose a task of appropriate difficulty generates high levels of concentration, low self-consciousness, task absorption & feelings of psychological well being.
Lambert M (1978) USA Perceptual & Motor Skills, 46 Reported self-concept & self-actualising value changes as a function of academic classes with wilderness experience	(65) wilderness & experiential as treatment / (39) academic courses control	pre-post POI & TSCS F ratios (unequal cell size and heterogeneity) Claimed results may be due to expectation of personal growth and change, not evident in the control.	No significant differences with POI; Significance with TSCS in self-concept & positive self-attitude when compared to the control groups.
Young R & Crandall R (1984) USA Journal of Leisure Research, 2nd Quarter pp. 149 -160 Wilderness use and Self-Actualisation	(228) general public & wilderness users / mail surveys	POI shortened / wilderness attitude scales	Wilderness users were more self-actualised than non-users. Those who use wilderness most are not more actualised than less frequent users.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Zern D (1991) Adolescence vol 26 no 102 Summer 261-272 USA Stability and change in adolescents' positive attitudes toward guidance in moral development	(1913) students	15 item moral questionnaire	The individual, then family, school, peers & church (in order of importance) as the majorinfluences on moral development.
Frydenberg E & Lewis R (1993) AUS Journal of Adolescence 16,253-266 Boys play sport and girls turn to others: age, gender, and ethnicity as determinants of coping	(673) 49% male 51% female from 5 second-ary schools, years 7-11 in Melbourne. (non-random)	Adolescent Coping Scale (ACS) Young people regard-less of gender attempt to solve problems to much the same extent.	Older pupils use self criticism & tension reduction techniques; younger pupils work type strategies; males recreation, females social support, wishful thinking, relaxation
Winkie P (1976) USA Unpublished doctoral dissertation Rutgers Uni The effects of an OB school experience on levels of moral judge-ment and self-concept	(147) male & females Hurricane Island OB plus a comparison group of applicants who had not yet attended	TSCS Rest's defining issues t-tests (pre-post-follow)	Distinct positive movement towards level of higher moral judgement & SC maintained through to follow-up (130 days after)
Skoe E & Gooden A (1993) CAN Journal of Early Adolescence vol 13 no 2 May 154-167 Ethic of care and real life moral dilemma cont-ent in male and female early adolescence	(23) male & (23) female 11-12 years	Ethic of care interview (ECI)	Girls tend to be more concerned about hurt-ing others & maintain-ing friendships; boys tend to be concerned about leisure activit-ies & avoiding trouble in real life dilemmas.
Niles WJ(1986)Effects of a moral development dis cussion group on delinqu-ent & predelinquent boys Journal of Counselling Psychology 33(1) 45-51	27 institutional male students & 32 special education students from 13-15 years of age	Moral maturity scores Moral dilemma grid (Kohlberg) Self-control rating scale	Moral discussion group had a significant impact on moral reasoning ability of delinquent and at-risk as compared to the control & placebo groups.
Breen D & Crosbie-Burn-ett M (1993) USA Journal of Early Adolescents vol 13 no 2 May 168-182 Moral dilemmas of early adolescents of divorced and intact families: a qual&quant analysis	(98) 5th graders from rural America	Problem moral characteristics questionnaire	Early adolescents of divorce reported more family-related moral dilemmas & face add-itional psychological tasks in development from family to peer culture.

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Harding R (1985) AUS unpublished paper for the Dept of Youth & Community Services Sydney City Mission Wilderness Programme: a preliminary evaluation	40 youths participating at each of 4 stages throughout the year. Another 40 started at the end of stage 4.	qualitative assessment departmental	Beyond defacto public control; no record keeping; program drove incarceration policies; detained low-risk youths who would not have likely been incarcerated.
Bauer F (1982) NZ Dept of Justice Papakura probation outdoor pursuits courses - one year follow-up	(12) Justice department participants in two groups ran in 1980	treatment & control two groups Significant initial decline in offending which returned to control levels after one year without further follow-up counselling	Outdoor programs are an effective ignition phase, but the returns diminish if some form of integrated program is not instituted which provides support & direction post event.
Abbott (1987) The outdoor experience: how you can best use what TOE has to offer (study conducted by Felstead) AUS	male youth training center participants / matched control	self-concept changes	Compared to the control group of similiar individuals the experimental group demonstrated significant positive SC shifts post program.
Hill M (1982) AUS Unpublished report, Psychology dept, NSW uni Kensington Pilot evaluation of an OB course experience for Odyssey House residents	(5) Odyssey House residential drug treatment occupants / pilot evaluation experimental & control group (not matched prior to experiment)	Rotter locus of control / semantic differentials	OB does have a positive effect upon adult drug users, but not of a significantly greater degree than the usual traditional method of therapy.
O'Brien M (1990) NZ Education Dept, Uni of Auckland The northland wilderness experience (NWE): a report on an experiential program for the youth of Taitoferau	(237) Maori & European 14-22 year olds. Males outnumber females 2 to 1. 50% from fractured families 6 week course & a 10 day course / 6 month follow-up	qualitative Wilderness SE question -naire follow-up by 88 of the 222 total. WSE showed increased ability of coping.	Significant decreases in participants having trouble with the law; drinking; smoking dope & at-risk behaviours. Findings relate to follow-up material.
Svobodny L (1979) USA (April)Conference paper Council for Exceptional Children, Dallas Texas Increasing self-concept through Outward Bound	(30) adjudicated males Outward Bound / (30) adjudicated males on probation (Tenet that a juveniles self-concept influences his tendency away or toward delinquency)	pre-post design Piers-Harris	OB program showed significant increase in self-concept, while probation showed an increase but not at significant levels.
Brown-Greaves S (1980) AUS Melbourne psychology reports no.69 Psych dept Uni of Melbourne Parkville Juvenile delinquency self concept & rigorous outdoor camping experiences	(60) from Turana youth training center x=16 y each randomly assigned to 2 treatment or 2 control groups / bribed to participate / returned to incarceration upon their return	Rosenberg SE / TSCS	Outdoor camping had little effect on their SC's. SC & SE levels of the delinquent sample was less positive than the general population

INVESTIGATORS	SUBJECTS	TASKS	RESULTS
Sakofs M (1992) The Journal of Adventure Education and outdoor leadership 9(4) Assessing the impact of the wilderness alternative for youth programme: an OB prog for adjudicated youth	(115) assigned to control or experimental group; all of who were recommended by court counsellors, but volunteered. Pre-post-plus 3 month &one year follow. Parents & teachers too.	SDQ III /Jesness inventory /Student attitude /Nowicki locus of control /PRF achievement motivation to 13-18 yo boys & girls	Outward Bound program proved to be an effective catalyst for later (1 year) positive changes in psychological growth, but these were not translated into concrete behaviours.
Baer D, Jacobs P & Carr F (1975) Psychological reports, 36 Instructors ratings of delinquents after Outward Bound survival training and their subsequent recidivism	(60) male delinquents	Chi-square (somewhat subjective instructor ratings)	Significant correlation between nonrecidivism & participants maturity, leadership & effort
Elrod H & Minor K USA (1992)International journal of offender therapy & comparative criminology 36(3)Second wave evaluation of a multifaceted intervention for juvenile court probationers	(43) 12-17 with 33 males (no non-treatment control, both probation & wilderness/social skills had similiar successful outcomes)	-3 day wilderness -parent skills training -youth social skills /program development & evaluation /control theory orientation	1st year intervention found wilderness to be an effective catalyst for delinquents with extensive histories as compared to ordinary probationers.
Davidson S (1992)National conference on juvenile justice AIC publication. Working with Aboriginal kids in a wilderness setting: an observation study of Wildman wilderness camp. AUS	-Aboriginal prisoners based on American ranch projects philosophy of work & development of social skills? (a corrections based detention center model)	qualitative observation /European standards /note the issue of humanizing correctional treatment	Young aboriginals in this incarcerated wilderness setting behave in the same way as their peers in more restrictive settings
Kelly F& Baer D (1968) USA Boston, Fandel Press Outward Bound: an alternative to institutionalization for adolescent delinquent boys	(120) boys 15.5-17 years good health & without psychopathology /matched on age IQ race religion offense residence & priors /3 subgroups going to different OB schools	treatment & control compared for recidivism rates 12 months after /Chi Square (High physical activity schools had lower recidivism rates 12 mo)	OB more effective in reducing recidivism in adolescent males than prison. More impact on the post adolescent; having conflict at home; with prior offenses.
Wichman T (1991) USA Journal of Experiential Education Vol14 no2 Aug Of wilderness and circles : evaluating a therapeutic model for wilderness adventure programs	(72) judically referred 13-18 yo 36 placed on wilderness program & 36 placed on advocacy program(ie Big Brother) 58 male 14 female (non-random/ non-volunteer sample)	Andrew-Wichman behaviour intervention scale pre-post completed by instructors & advocates /Means-End problem solving qualitative for participants on day 10	Instructor experience, realistic expectations & better interpersonal problem solving by participants was related to a reduction in their asocial behaviour.
Gaston D, Plouffe M & Chinsky J (1978) ERIC document ED 178 250 An empirical investigationof a wilderness adventure program for teenagers: the Connecticut Wilderness School	(135) 13-20 year old troubled youth (wilderness)	Nowicki Strickland/ Behaviour Problem/ Self-confidence scales. Univariate data analysis (Participants may be more prone to change than the population at large.)	Significant increase in internal locus of control/self-confidence & self-image; when compared to the waiting list. Participants remained internal after 6 months

Appendix B - Qualitative Triangulation

Guidelines to Interpreting Videotaped Footage

1. Each program is chronologically denoted by a letter of the alphabet.

2. Participants are then coded (i.e. AP3, the third participant in the September 92 group).

3. Leaders are coded with the letter 'L' (i.e. AL1).

4. Participants who declined to fill in surveys are given a 100 coding.

5. Researcher's comments are noted in parenthesis.

Appendix
Control Strategies: Social Processes
(Confirming Evidence of Leader led Participant Influences)
Southwest Wilderness Bush Setting - Blindfold Walk

AL1. Take your blindfold off AL2. You are out of the cave... Now mate (TO THE GROUP) you can feel the air getting warmer... feel that bit of greenery. Hear the whisper of the wind in the trees. We are out of the cave. You can go have a look at where you've been.

AP1. We didn't go up there!!?

AL1. We didn't throw in any bloody V or dead ends, cause it would have taken all day. Go have a look.

CL1. How do you reckon the group's worked?

CP100. All right.

CL1. Why has it worked well?

CP102. Because you've told us to! (all laugh)

CP103. Because we've pitched in and helped with things.

CL1. That's true. So you have all looked after each other.

CP104. And all looked after CP15.

CL2. You say it's because we've told you to do this or not do that. Whether you

do it or not in the long run doesn't effect our lives but you ... It's for yourself, not for us. We put you in this position but you guys have to sort it out.

CL1. It's like life anyway, isn't it really? Other people get you into situations and it's up to you to sort it out...Okay, what system are you going to adopt this time?

CP103. CP15 went along and went coo! (motions his hands getting knocked away - he and another help CP15 along) Are you going to fall backwards?

CP1. Perhaps he needs someone behind him for a backstop.

CP105. Let me carry that down eh? (Three P.s now around CP15 with the packs being taken by remaining group members - very slow progress).

EL1. (at the top of cliff-face) Lean back, lean back, lean back...

EP22. Shit!!

EL1. It's all right; a bit more. (EP22 continues down after an initial hesitation at the top)

Control Strategies: Social Processes

(Confirming Evidence of Leader led Participant Influences)

(group sitting around the campfire, L1 talking with a cognitively impaired participant)

CL1. Having fun CP15.?

CP15. Ya... ya.

CL1. What did you do yesterday?

CP15. Um...

CL1. Went for a paddle?

CP15. Ya... ya.

CL1. It was good?

CP15. Yup.

CL1. Did you fall out?

CP15. No... no.

CL1. That was good. Did anyone else fall out?

CP15. Yes... yes. (smiling)

(group discussion and debrief)

EL1. (directing questions to each participant - all standing in a circle) As the group leader what type of things did you do?

EP19. I had to set up the equipment.

EL1. Right. Cause you had more technical ability? That was the story?

EP19. Ya, ya. (all participants laugh)

EL1. What about when you were planning? You were leaders at that stage too, were you? When you were deciding what to do?

EP19. Ah, EP20. was, ya.

EL1. Right, okay; so how did you go about getting the group to, ah, come to this conclusion?

EP20. Just put it to them and see what they thought.

EL1. So you came up with an idea and you put it to them. Right, did anyone else have any different ideas, anything radically different?

EP20. No, we were just the same just like EP19. said let's try it and see.

EL1. Right, so did you modify your plan as you went along?

EP25. Ya, we had to.

EL1. Why was that? Why did you find it necessary to modify it? What sort of reasons?

EP21. We started with one rope and decided to use two instead.

EL1. Right, right; so you had to... your original idea didn't come off so you had to use a bit more further on. What about you B. What sort of contributions did you make?

EP23. None, I left it to them.

EL1. Any ideas that came to your mind that you wanted to express?

EP23. No.

EL1. What about you EP26.; you were pretty busy with the ropes there at one stage.

EP19. He walked on water actually! (everyone laughs)

EL1. Messiah, so did you have any ideas that you put in along the way?

EP26. No.

EL1. And as the patient did you feel well cared for?

EP25. Brain damaged.

EP19. He's always been brain damaged.

EL1. You looked well cared for; were you able to help plan? Or did they let you help plan?

(back at the campsite - planning the expedition phase)

EL1. Planning the walk tomorrow; you've already done it before so you'll have more information that you could pass onto people.

EP19. I was just going to sit back and relax.

EL1. What! That's right, you'll be able to coast along on RPL's or whatever it is and you'll sit on your pack all the way to Cooks Beach with no worries.

EP19. Cooks Beach!

EL1. Yeh.

EP19. I wish I hadn't said that. (internal locus of control recognition)

EL1. Feeling depressed? (with a laugh) So tonight we'll go over a few things for the walk tomorrow. When you are walking tomorrow you might designate a leader or you might keep changing around or whatever you decide that works out the best. Try to involve everybody in the making of decisions and where it is appropriate to do so and keep in mind that decision-making model where you define the problem and work out what you could possibly do to fix it and choose

the best thing. (all the group attentive)

EL2. Well done.

(debriefing)

GL1. Okay, so how did that go?

GL2. Leave the rope, leave the rope, don't...

GP34. It was good apart from that fern, because of that fern it would have been straight.

GL1. How did your planning go?

GP40. Well, well...

GL1. Did you do everything according to your plan?

GP37. No.

GP38. No.

GL1. Okay, why did you have to change some things?

GP36. Because I forgot what you guys were talking about.

GP34. Because you can't communicate.

GL1. Right.

GP36. Needed reminding.

GL1. Okay, did you change some things because you forgot what you decided or because things turned out different from what you expected?

GP35. (new contributor) I forgot what GP34. was talking about, I couldn't remember how to set the things up. I just done it the way I did.

GL1. Right. And it worked out okay? Did you agree that sometimes you have to change plans that you've made.

GP35. Yeh.

GL1. And that's the right thing to do because the plan isn't quite right when you put it into effect? Right so can people remember the suggestion that GP35. made?

GP37. He didn't make any.

GP36. A lot of this is to do with patience.

GL1. Yeah. (what GP35. said)

GP34. Even just to wait for people to stop talking.

GL1. Yup.

GP40. And then they are not listening to the other people talking.

GL1. So what sort of problems like that are happening?

GP34. They don't pick up what people are saying. The idea is to listen to what

people are saying, think about it and then act. (Group is recognising communication skills - any S.S.E.I. change?)

GL1. That's right. So for the rest of this week when you make your mind up about things, do you think it would be a good idea to make sure that everyone who wants to say something gets a chance to say it? And to listen? And the thing we did with communication last night where... the first time where...

GP37. You are talking about GP40.

GP40. Ya, I had to kick you out of our tent.

AP4 Participant Diary

I learned that they would help you and to stick at it.

Control Strategies: Social Processes
(Disconfirming Evidence of Leader led Participant Influences)

(Long monologue - participants not given opportunity to interact in the dialogue - all others show signs of gradually decreasing level of interest and increasing signs of boredom)

CL2. So when you are making all these decisions. Just to make it a bit easier for you, there are a number of different ways you can go about making a decision especially when there is a large group. The larger the group the harder it is to make decisions and the more sort of skills you need at talking things through... You do ask yourself, ya you do ask yourself, everyone should be asking themselves what is going on the whole time. That's a really important point there, that is it's not just applicable to what we are doing today - general things. Always ask yourself what's going on in any situation there's no reason necessarily just to follow the crowd if you think that crowd don't know what they're doing. And that's true today when when you are walking, except you have to be with a group, so in that instance you have to influence the rest of the crowd to come along with your sensible ideas; if you think they are doing something stupid um or in general life say I am not going with that crowd. I know where I want to go and it's not that way. And, and now we're talking... (CL2 is talking only. Decision making has moved to peer influences without any interaction or disagreement) about the sort of things that get you into trouble - like you come out of the pub and the rest of your mates want to go and cause

havoc and you decide no not tonight. Then you go off with some other mates somewhere else so CP99.s point there is very important. Always think about things yourself and the consequences of your actions and the consequences of other peoples actions, so... got into another idea then ... but (forgot about his initial train of thought and lost the group)...

CP99. Ya, listen CL2....

CL2.(Cuts in before the P. is able to contribute to the discussion) Today, if you decide that the actions of the group are not good um... we don't want you to wander off and take your route that is right, that's when you have to put your idea to the rest of the group and if they don't see your reasons why it is a good idea initially you have to communicate to them the reasons why you think the idea is good and that doesn't mean raising your voice until you intimidate people (not an enabling message) into coming along with your... (a comment is made and quiet laughter - suspect it may have been to do with the intimidation of not letting anyone else speak) Ya, it means saying I think we should go this way for certain reasons like it's a low level route, the clouds are coming in at the top and it's going to snow up there; I don't want to be snowed on so I think we should go on the low level route around the side of the lake. You could say that this track is flooded. You know we are going to have water up to our waists if we walk along this track; whereas the other track has got duckboards on it and it's dry. So you don't just say I'm going this way while you guys just stand around and make decisions.

CL1. Well done.

CP99. What I reckon with group decisions is we should all take turns putting our point of view...

CL2. (interrupting and not giving the CP99. a turn at putting a point of view) Absolutely, absolutely; otherwise it just ends up a big bun-fight, everyone shouting and no one hears reason (Is he listening?).

Control Strategies: Effect of Contracts (Disconfirming Evidence)

Post G Course Group Summary

The course began as it was to continue, with a small riot developing over a packet of twisties within a half an hour of the journey's start. Further rioting was averted after some harsh words from the instructional staff, and it was decided that it would be prudent to lay down some ground rules (more) and complete

some "contracts" in Campbelltown over lunch. Lunch and a long discussion completed, we set off for Coles Bay, confident that the troops knew what we expected of them in terms of behaviour. This was a trifle optimistic as it turned out.

Control Strategies: Effect of Contracts (Confirming Evidence)
Post G Course Group Summary (Later)
It had become apparent that the focus should be on development of communication skills, so time was spent in the evening playing lateral thinking games and discussing communication issues. The concept of giving people "full value" was reiterated, and attempts made to set the tone for the week.

Post J Course Group Summary
Most had not, for one reason or another, attended the Activities Day, so it was necessary to create appropriate expectations early in the day. To this end, we stopped at Campbelltown and discussed the course, created a verbal contract etc.

Control Strategies: Follow-Up Practices (Disconfirming Evidence)
This material is unable to establish any tangible evidence of follow-up within the program other than post course individual summaries sent out to referral agents. This link will need further establishment as a tangible measure to meet the criteria within the theoretical model.

Sample Leader / Individual Participant Course Assessment (A Group)
(progress, in responsibility and perseverance)
AP1 was again a big improver during the week. I think if you asked AP1 what he got from the week he would suggest something along the lines of "not blaming others for things over which you have control, accepting an appropriate portion of responsibility for your actions (usually total responsibility), and persevering with a task, whilst not expecting immediate results." AP1 performed at a satisfactory level from a group and social point of view. He was willing to get involved and achieved all tasks well.

(experienced, outdoor leadership potential)
APF2 performed exceptionally well throughout the course. His previous

experience on Project Hahn courses and expedition skills background resulted in others looking to him for leadership. APF2 was able to provide leadership and guidance to less experienced group members and also proved to be a stabilising influence within the group.

APF2 personal management was very good. He was able to select clothing and equipment appropriate to given tasks, and demonstrated the ability to properly use and care for equipment. His bush cooking skills were good and he appears to have a special interest in canoeing and bushwalking. His skills in all areas will continue to improve as he takes every opportunity to enhance existing skills and to develop new skills.

APF2 related well to other group members and was able to exert a positive and constructive influence on others. In addition, he took responsibility for ensuring that other, less able group members were able to participate in group decision making and that they enjoyed the opportunity to develop skills in the outdoors. I was impressed by APF2 tolerance and his willingness to take responsibility for ensuring that other group members were dressed appropriately.

APF2 has expressed an interest in pursuing a career in the outdoors and has stated that he is contemplating the idea of undertaking a degree through Bendigo College. I believe that APF2 has the potential to succeed in this area if he continues to develop as he has over the previous twelve months. He needs to amass more experience in the outdoors and maintain his fitness. He appears quite strong in the canoeing and bushwalking areas, but will need {in time} to devote time to developing some rope skills.

There is probably little point in APF2 participating further in Project Hahn courses as a participant, however, I believe that in time he would be of value to the program as an instructor. Obviously he needs a little more time to develop skills in the full range of activity areas, and would benefit from the opportunity to gain leadership experience with groups less demanding than the usual Project Hahn groups. I wish APF2 all the very best and hope to see him involved in the program in the future.

(progress, although initially reluctant)

AP3 was a big improver during the week. I think he realised it was probably easier to just get in and do it, rather than go through all the hassle of trying to avoid issues. He is still relatively immature but during the week he

learned about responsibility for his own actions and responsibility towards other people. By the end of the week AP3 was fully involved in all activities and is to be commended for his changing attitude through the week.

(highly mature)

AP4 is functioning at a level such that he easily coped with the trip. He was an integral member of the group. His level of maturity meant that he was an active contributor to all happenings during the week. He was active in assisting other group members to achieve tasks set during the week. AP4 will have no problem doing what he wants to do in the years to come.

(positive progress)

AP5 put in an exceptional performance during the week. She tackled all activities with great keenness and certainly achieved things which AP5 was not sure she could do. She displayed great application and maturity during the week, and struck me as someone who could go on to achieve anything she put her mind to.

J Leader Interaction (tape recording)

JL2. I might give (YAC referral agent) a ring. To see what his story is if she'll tell me.

JL2. We spoke about vocations today too. JP103 is very keen to be a masseur. She would like to do an Adult Ed Course. Um, that was essentially the only thing she was keen on doing, wasn't it?

JL1. Mm.

JL2. She has no goal as to when she is going to do it and she really doesn't have any ideas of how much it will cost. Um, she heard about the course a little but mainly from her boyfriend ___.

JL1. Mm.

JL2. And she has no idea of what she needs to do the course or to make a vocation out of it. But she is quite keen on that at the moment.

JL1. JP11 actually showed a surprising interest in going back to school and um, an interest in how the human body works and that and a bit of interest in applying some sort of career and seeking out a job of one description that is involved with health or you know, human body workings. He was quite receptive to the idea of going back to school with actually studying that which given his background was

quite a step.

JL2. Quite a step.

JL1. Quite astounding and was feeling particularly megnaminous - uhm.

JL2. I had a chat with him on the beach at Hazards and um, he's going to Flinders in November.

JL1. Mm?

JL2. Um, his dad has lined up a crayboat for him to work and he's looking forward to that. Um, I think his dad and him get on quite well and he's chatted about his dad a couple of times in terms of setting his goals and getting there. He hadn't quite thought it through.

(Later)

JL2. JP54 says she's saving up to go to France. She's going to come back and intends going to ANU and she's looking forward to doing some work in ..

JL1. Journalism perhaps?

JL2. Yes, journalism or writing. She was very keen to be a diplomat. She liked the idea a lot. She hasn't really thought though to that extent as to what she should be doing toward being a diplomat at all. It's just a fanciful idea at the moment.

JL1. Um, she's still not very old.

Appendix
<u>Differential Association Strategies: Peer Influences</u> (Disconfirming Evidence)
Freycinet Peninsula - Camp Setting

(note negative group dynamics between peer leader and on participant)

HP(Peer Support Leader). There is the HP41 you get a good view from here of all the pimples.

HP41. If you want to start something personal here HPPSL. I somehow think I would have you in tears in about a minute so shush!

HPPSL. No, you wouldn't. I don't cry.

HP41. Then white men don't jump.

HPPSL. I don't cry in front of other people.

HP41. What?

HL2. Um, just while we are getting ready here, (not buying into the negative group dynamics) this rubbish and coffees and stuff might be better off back in the truck.

HP42. I don't see anything here that the animals might get if we leave it.

HP41. Alright, who's pinched my knife and fork? (ignoring HL2.) All right who is Jewish?

HPPSL. (giggles)

Freycinet Peninsula - Group Decision Making Activity

Differential Association Strategies: Peer Influences (Confirming Evidence)
(Effect of a Dominent Leader Peer Influence - around the campfire, all sitting on
fallen logs and attemting to organise the brain twister and meet the challenge.
This decision making model has one person deciding what the group should do,
with all others listening and only one other offering monosyllable agreements)

EP19. If he doesn't touch the ground use the carabenas and hook onto the top
rope, make a slingup, and hook in the carabenas and someone walk along the
bottom rope and push him along the top rope at the same time.

(Preparing the patient - same participant leading proceedings - mock victim's body in a sling, all tied)

EP20. The hands are touching the water.

EP19. They can get wet.

EP21. Good one!

EL2. Mission accomplished.

EL1. Very well done. That worked very well.

Differential Association Strategies: Peer Influences (Confirming Evidence)

AP1 Participant Journal
a) caving helping and cwoprat (co-operating)
b) tooking (talking) and cwoprat (co-operating) with uth (others)
c) thear (their) cwoprat (co-operation) with me and uth (others)

AP3 Participant Journal
That caves could be very dangers (dangerous) and you help other people.

AP4 Participant Journal
Apart from the physical strength difference between people I really can't say that
I learned alot that I didn't know already. I just had a really good time and noted
how helpful people are when you're in a group, giving support etc.

J Leaders Discussion (tape recording)
JL1. The group worked really well today actually through the bushwalk.
JL2. Mm, yeah they did.
JL1. Talked excellently; organised themselves as a group; stopped and waited for
each other. JP100 didn't go his own way, he stuck with the whole group. And the
two strugglers JP101 and JP54, walked really well especially when they started
talking heaps... the joining trek between the two beaches. And JP101 actually said
she enjoyed it.
(Later)
JL2. There were very few put downs. It was very much seeking to be apart of the
group but not with attention seeking behaviours.
JL1. Yup.
JL2. We merely wanted to... It was as though all of a sudden there was no need
for the attention seeking behaviour.
JL1. Mmm.
JL2. All of a sudden there was no need to butt in to have yourself heard.
JL1. Mmm.
JL2. Everyone got a fair share of being heard.

Post J Course Group Summary

Day Two. During the afternoon, the group worked on climbing and abseiling, with emphasis on supporting each other throughout the activity. Each was challenged physically and emotionally and demonstrated good support of others. JP54 was the first to climb, and found being lowered off the climb a scary experience.

Post K Course Group Summary

The group seemed to pass through the security phase, and showed by then a good level of co-operation, cohesiveness and comfort which indicated their progression into the acceptance stage.

Post J Course Summary

Day Four. During activities conducted during the afternoon, it was apparent that most members were experiencing difficulties communicating effectively and this adversely affected their ability to work as a team during initiative tasks. The most dominent members experienced the greatest difficulties communicating, which exacerbated the situation. The group also, at this time, entered the"separation" phase, which diminished their commitment to the tasks at hand, I believe.

The group was quite challenging. JP11 and JP55 dominated proceedings, which was a pity as they were often a negative influence within the group. JP101 followed their lead as did JP102, and even JP54.

Negative Peer Interactions

AP2 Participant Diary

While trying to maintain a single file AL1 stated very clearly that he didn't want anybody racing ahead and that everybody should look out for everybody else. As a result three of the group persisted in racing ahead, putting themselves in danger and possibly others. That people can blatantly disobey a reasonable order came as a shock to me and I guess I learned that some people just have little respect for others and the orders of others. At the same time there was the majority of the group that were really good and did look out for each other.

J Leaders Interaction (tape recording)

JL2. The only way JP100 can gain attention is to yell above everybody else or similar stuff... or I don't know, but um, yeah he is using big putdowns.

JL1. Yeah, he is.

JL2. He's using noisy attention seeking behaviour. Um, he's actually stressed out quite a lot.

JL1. Yeah, it might be the period of time he has been away too.

JL2. It could be. With JP54 he's stressing. He had a tearful session with me on the beach.

Appendix
<u>Behaviourist Strategies: Consequences & Defining Limits</u>
(Confirming Evidence)

Post G Couse Summary

     Following lunch, an attempt was made by GP2 to conduct a group activity designed to emphasise teamwork. This was a total failure as individuals insisted upon behaving in an irrational and violent way toward one another. Their unpredictable and violent behaviour rendered it impractical (and very unsafe) to contemplate taking them near a cliff in order to conduct abseiling and climbing activities. The abseiling and climbing activity programmed for the afternoon was subsequently cancelled and the group informed of the reasons for the decision. It was emphasised that the cancellation of the activity was not a punishment, but an inevitable consequence of their actions. They appeared to understand and accept this, and the behaviour over the ensuing hour was good.

Social Learning Strategies: Mastery and Emulation of Challenging Tasks
(Confirming Evidence)

Freycinet Peninsula Whitewater Wall - Abseiling

(Overcoming Fear)

HL2. Just keep going like that. It's great; huge effort. Keep walking like that and your half-way there.

HP43. I can't though (stops the abseil - nearly in tears)

Appendix
Social Learning Strategies: Mastery and Emulation of Challenging Tasks
(Confirming Evidence)

CP14. Here they come. Should we get out of the way?

(participant with rucksack helping CP15. who is not wearing one)

CP100. God, it's fucking deep. (undergrowth)

CL1. That's how far it is then. (Levity in a stressful situation)

CP14. It depends what bit.

CL1. No that's true it, depends what bit of the ocean. (?) How's it going CP15.?

(who is looking particularly bedraggled and offers no comment)

CP100. Lost bitch. It's a cunt of a track I tell you. How's it going. Hopeless! (group coming into the frame looks exasperated)

CP101. No.

CL1. It's a bit rough, but at least you don't get lost on it.

CP15. Ah bullshit! (All the group wandering in laugh together - subculture of participants being formed through this dialogue and influence of cognitively impaired's contribution)

Social Learning Strategies: Pro-Social Task Modeling (Confirming Evidence)
AP5 Participant Diary

Today we went caving and it was so scary, every step I took I thought I was going to fall and some of the tight squeezes I thought 'No Way' but everyone else managed so I thought'If They Can I Can'.

Social Learning Strategies: Mastery and Emulation of Challenging Tasks
(Confirming Evidence)
AP2 Participant Diary

Today caving at Mystery Creek was a new experience for me. I had been in the caves once before but did not nearly go as far in. As far as accomplishment went I found that I loved it and want to do it again as soon as possible. I also conquered a minor fear of the dark and that was an accomplishment in itself.

AP4 Participant Diary

I learnt it is not easy to paddle a ciak (kayak) and you have to push yourself to do something you don't really want to do but you fill (feel) better after you do it.

J Leader Interaction (tape recording)
JL2. Interesting... a couple of things. We did the blind fold initiative and communication activities and it was the blindfold height activity and JP55 provided an excellent leadership role.
JL1. Yes, a simple task that he could do.
JL2. And he got people organised and got the line organised and it was very close to being correct.

Post K Course Summary
Although everyone said that they enjoyed the morning's caving session, they opted for abseiling at the Allum Cliffs Lookout. This turned out to be an excellent option, being a short drive and walk into the venue. Although the cliffs are about 10 meters high, they are situated at the top of the Allum Cliffs gorge and give the abseiler the feeling of "exposure" that adds to the experience. The group worked well together, helping each other to complete these "daunting" abseils. It was pleasing to note the high level of commitment shown by everyone throughout the caving and especially the abseiling.

Freycinet Peninsula - Blindfold Bushwalk

Psychosocial Strategies: Leader Assisted Empowerment (Confirming Evidence)

Blindfold Bushwalk

GL2. Now just be careful, there's a log right in front of you; talk a bit and listen.

GP35. Oh! you should have warned me. (Big grins on all their faces - hands on each others shoulders working as a unit)

GP34. Let's get going group...

GP38. Ahhh! He's on my foot.

GP40. We can't see if you don't talk to us. (good relationship developing here)

GL2. Okay, keep coming.

GP36. There is an obstacle here, and it's too high to get around.

GL2. To get over you'll have to get around it.

GP36. How?

GL2. You'll have to find your way around it. (keeping the challenge alive)

GP35. Find out what it is first.

GP34. This way, this way.

GP35. Go left.

GP40. Go left, go left, sharp left.

GP37. Please can I.... you are pushing me into it.

GP36. Wait. There is something there.

GL2. There is a log in front of you too - on the ground.

GP38. Ahhh!

GP37. Ugh!

GP36. There's a big stinking log here.

GP40. Shit!

P5. Great.(exasperated) (hands on others heads, shoulders and arms)

GP38. Who is ever bumping their elbow in my back - piss it off! (not too loudly - interesting that as the exercise becomes more stressful the anger emotion manifests itself on the other participants) (All talking at once)

GP37. I'm all right group, don't worry about it.

GP34. Shuush!

GP40. Where are you?

GP37. I'm going to get you L1.!

GP38. Ahh!

GL2. Okay.

GP34. Straight ahead.

P2. Concentrate!

GL2. We're nearly there.

GP34. Concentrate!

GL2. Righty oh; it's a nice spot here.

(Debrief)

GL2. What else did you do?

GP34. We co-operated. If somebodies blindfold fell down we kind of... (smiling)

GL2. There was co-operation. How else was there co-operation?

GP38. Taking advantage of GP39.

GP37. We took advantage when somebodies blindfold came off.

GL2. Apart from that?

GP40. When crossing a log.

GP34. When people would say what they were about to trip over or...

GP35. Using the others as a crutch.

GL2. So you were supporting each other physically.

GP36. When somebody was falling or that, everyone would stop to help them get their balance or try to grab them and pick them up.

GL2. How was that happening? As a group or as individuals?

GP38. A group.

GL2. Yeh, it was groupwork.

GP34. Also' it showed that we could trust you (the leaders) as well, coming down the track; because if we couldn't trust you, we could...

GL2. (interupting) You wouldn't have kept your blindfolds on. ·

GP34. We wouldn't have kept our blindfolds on.

GP38. Um; did we come over that log, around that log and then back here? (pointing with finger)

GL2. Um... we went around a couple of those logs over there. (everyone's looking in the other direction)

GP34. Oh. (Everyone is engaged in this exercise and contributing - their eyes are fixed)

GP35. And everybody trusted everybody.

GP38. It's a wonder we didn't hit any logs or any trees because you didn't say there is a tree coming up. (obviously was not listening to the leaders commentary in its entirety)

GL2. That's a point about um... you people had doubts in your minds but I wasn't going to put you off as a group or something like that. That's a big thing about helping each other.

Freycinet Peninsula - Blindfold Bushwalk

Psychosocial Empowerment Strategies
(debrief during exercise)
GL1. Before you go just collect up there and tell us what was the most important thing about your communication there?
(three reply in unison - Teamwork)
GL1. Teamwork.

GP34. One person and whoever starts has to finish.
GL1. Okay, that's fair enough. That's what we were talking about earlier wasn't it? Don't interupt. Don't devalue other people by cutting in over the top of them and saying in essense, that they are no good at giving directions. Okay if somebody starts they are the one's who finish.

Psychosocial Empowerment Strategies

(debrief)

GL1. Okay, how important was it to be accurate with your communications?

GP34. Very.

GP35. And another thing, people need patience (again this participant's point brought up by someone else); people have to be patient around you.

GL1. Yeah.

GP35. People have to be patient to take the co-ordinates they've been given and go the other way.

Appendix
Psychosocial Strategies: Leader Assisted Empowerment (Confirming Evidence)
(One participant sitting in the bush with a big grin on face; canope is full dark
green hue of the undergrowth)

CL1. Okay, now what have we been doing?

CP14. Um..

CL1. Has that worked well?

CP14. Um, I reckon it's worked well.

CL1. What's been good about it?

CP14. Everyones been pitching in and helping each other.

CL1. Right. Do you make the plans beforehand or do you make the plans up as
you go along?

CP14. We made plans up as we went.

CL1. Right has that worked well?

CP14. Ya.

CL1. Ya, that's good. So did you change yor plans as you went along?

CP14. Varied.

Psychosocial Strategies: Leader Assisted Empowerment (Confirming Evidence)

J Leader Interaction (tape recording)

JL1. Might be where a lot of his behaviour stems from, perhaps can't get his ideas across, feels frustrated he can't communicate. Communicates by actions.

JL2. Mm.

JL1. And I wonder if you do well with him if you said when you are trying to explain something, rather than trying to explain it verbally, explain by showing.

JL2. Mm.

JL1. And that I can't remember what it was today, but at some stage today I thought I must take JP55 aside at some stage and point out to him that he can actually do that more to show people what he means. And I can't remember what it was now. Something else happened shortly after and I lost it. I know what he did was, he actually physically took someones hands. He was saying "no put your hands, don't put your feet up there. don't do that. I want you to put your foot up ... no,no not like that, like that. Oh bloody oath put your foot here" And then he said "get your hands like this, them together like that, have them there. I'm going to put my foot in it."

JL2. Yes.

JL1. That worked well but...

JL2. According to JP11

JL1. Yes but he couldn't verbally actually get the message out.

JL2. Yes?

JL1. He was using... he meant hands and he was says foot. No like he gets all excited, that it might be helpful to him to encourage him to use demonstrations when he is trying to explain.

JL2. Yep.

JL1. Because that certainly works better for him.

Post K Course Summary

"Steers log' over the Mersey had washed away so we had to ford the river further upstream at the vehicle crossing. This provided an excellent start to the walk, with pairs needed to work together to successfully cross the river.

Psychosocial Strategies: Experiential Empowerment (Confirming Evidence)

AP2 Participant Diary
I learned that I enjoyed the new experience and am looking forward to more of them.

AP4 Participant Diary
I learnt not to panic when I think I am stuck. They back you most of the time to squeeze into places which are small. (They are behind to push you through tight squeezes).

AP5 Participant Diary
We then got changed ready to learn how to roll in our canoes. It was scary, the more I thought about it the scarier I got. It ended up being okay except I didn't put my legs right down because I wasn't confident enough. We then went for a longer canoe I was in a double one with AP3 and then with AP99 fell out which was amusing. I guess I wasn't the only one who made a mistake. It was a good afternoon. I can't wait to go again.

Everyone else went good AP1 was a big help and AP4 fell over. I'd like to go again but maybe not in such tight places. I know how careful I have to be now, so I'll know next time. I learnt about myself and others that if you try and keep going at it you'll finally succeed.

Psychosocial: Personal Insights (Confirming Evidence)

AP5 Participant Diary
The water was pretty scary too it was strong for only knee high water. There was one cave which I wouldn't go in, one of the matchbox caves it was so small and I hate things being closed over my head so I just sat back and watched.

J Leader Interaction (tape recording)(Discussing a trust fall earlier in the day)
JL2. Even though she felt she couldn't catch anybody. She didn't really want to take that responsibility.
JL1. She thought anybody else would catch her.

JL2. JP54 opted out totally.

JL1. Totally, and that was fine. She obviously didn't want to do it.

JL2. There's no point in pushing.

JL1. No, no, no.

JL2. No not at all.

JL1. She obviously had no way she was going to want to do that. And it's not as if she opts out of things routinely.

JL2. No she tried really hard with everything else.

Psychosocial Strategies: Body Image Improvement (Disconfirming Evidence)

J Leader Interaction (tape recording)

JL1. He's also very self-conscious about his weight... and his ah, he thought he was too fat, and he really thought he should lose weight. He was getting a bit chubby. He couldn't understand what he had been eating that was making him chubbier, than he was before and it was quite a concern, male of that age. I don't know that you get concerned about those things normally, unless there is something to think about it. In which case yes, the girlfriend perhaps is making him think about it.

Psychosocial Strategies: Balance of Gender (Confirming Evidence)

Post E course Summary

The course was highly successful. The group was well balanced in terms of gender and background..

Freycinet Peninsula Whitewater Wall - Abseiling

Psychosocial Strategies: Body Image Improvement (Confirming Evidence)

HP45. (Female participant just completed first abseil) I don't know about you guys, but my arms ache, my hands ache, my whole body is shaking. Apart from that everything is fine!

Appendix

Actualisation Strategies: Heuristic Learning and Transference
(Confirming Evidence)
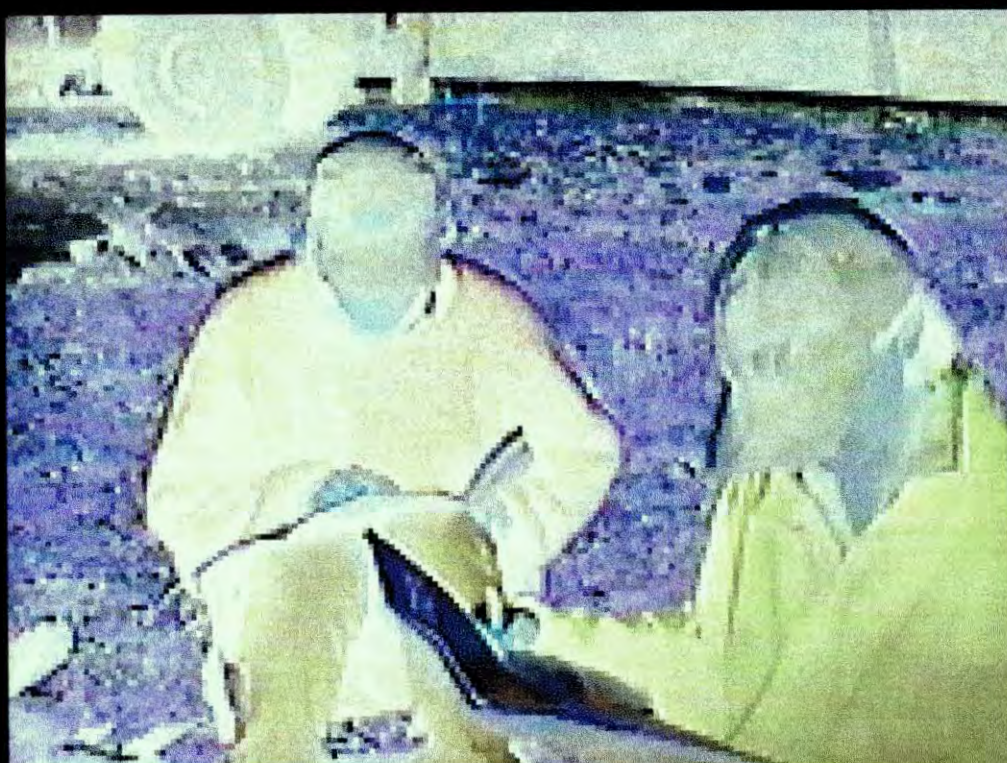
AP5 Participant Diary

   I learnt about myself and others that if you try and keep going at it you'll finally succeed. It might help when I get back, that if I try I'll eventually succeed, so I might have a go at a lot more things.

Psychosocial Strategies: Balance of Gender (Disconfirming Evidence)

Post K Course Summary
One other problem was the relationship that developed between KP60 and KP58. This was not helped by KP58 being much younger than KP60 and the only female participant on the course. She did not have the maturity or support from peers to be able to move much beyond the acceptance seeking behaviour of a stereotypical female amongst a male group scenario. Certainly the males in the group perpetrated this behaviour by their ready acceptance of it and their stereotypical male bravado in group settings.

J Leader Interaction (tape recording)
JL1. It was interesting tonight when they were making tea. The girls cooked tea for JP11 and JP55 and in return, JP55 put up their tent and um, the girls cooked up a very nice tea, a very sumptuous tea, lots of it, heaps of food. And the boys just sort of sat back totally ungenerous and completely taken for granted type of manner and scoffed it all and refused initially to clean up afterwards or assist with the washing up or anything else.

(Later)(Importance of Acceptance within the Group)
JL1. (JP101) Um, he's hung around the two girls quite alot. Not just for the fact that they are females and he's attracted to them a lot, more so for the attention-seeking and comfort and support.
JL2. Mm, yeah.
JL1. But in a sense JP54 has rejected him where he feels that he has been taking that as a personal criticism and he feels rejected in that sense. I don't know how JP104 is too, so hence he is seeking his attention from other people and may well be adjusting his behaviour accordingly.

Appendix
Actualisation Strategies: Heuristic Learning and Transference
(Confirming Evidence)

AP2 Participant Diary

When I'm back at home and I get stressed by something I usually go and sit by myself on the water shore or up in the bush. I feel I learn alot by this and sort things out, the peace and tranquility I experienced kayaking renewed this habit and I think I will do this more often to sort myself out.

Post K Group Summary

During a debriefing session after a spiders web initiative activity, several people commented on the relative inactivity of the day. They felt the disappointment of not really having achieved a lot with their day at Lees Paddock and understood the relationship between the amount of effort put into something and the level of achievement and success resulting from it. Everyone seemed to have enjoyed the week, and felt that they could take home with them some aspect of the trip that they could relate to.

(Disconfirming Evidence)

Post G Group Summary

Thirteen to fifteen year olds are generally too young to comprehend the personal development agenda which underpins the Project Hahn concept. The concept utilises a non-interventionalist approach designed to empower individuals and encourage them to take responsibility for themselves and others. Thirteen to fifteen year olds are generally not capable of functioning independently in an alien environment. There are too many stressors which is an impediment to the process we are trying to encourage.

Appendix
Cognitive and Moral Strategies: Moral Debates and Role Taking Opportunities
(Confirming Evidence)

J Leaders Interaction (tape recording)

JL1. And also what interested me as well was a couple of incidents. We were talking about smacking small children to help with discipline and JP11 came out with um, the idea that he didn't believe that that was right, that that just bred violence later on in the children which they would perpetrate on their own children in turn.

(Disconfirming Evidence)

Post J Course Summary

The presence of JP100 exacerbated the whole situation, as the group tended to be united in disapproval of his behaviour, which allowed JP11 and JP55 to get away with behaviour which otherwise would have been condemned by the group. JP100's presence also caused JP101 to ally himself with JP11 and JP55, as he definitely did not want to be associated with JP100.

J Leaders Interaction (tape recording)

JL2. Unfortunately JP11 and JP55 have been egging each other on too much.

JL1. Oh yeah yeah.

JL2. It spoilt, it spoils the effect of any of the discussions or talks to a large extent.

JL1. Yes.

JL2. If it had just been JP11 on his own, things would have been quite different.

(Note: Kelly & Baer 1969)

JL1. Yes, without a doubt.

Cognitive and Moral Strategies: Repetoire of Coping Mechanisms
(Confirming Evidence)

J Leaders Interaction (tape recording)

JL1. JP100 today has ignored JP11 whenever he has done anything like that (verbal abuse), because JP100 and I talked about that yesterday ignoring was one

possible way of stopping the behaviour and it has done.

JL2. Mm.

JL1. Um, whenever JP11 gets bad toward JP100, he just turns around and walks away.

(Later)

JL1 ...In front of JP103, JP100 will occasionally gain a response from JP103, that she's negative against other aspects of JP100's behaviour. And JP100 hasn't tried it on with JP54 at all because she is very harsh with him in put downs.

(Days later)

JL2. So slowly JP11 is learning a lesson. It's taken 4 days but without JP55 around, I think it's been, it's situation shows that he's taken it on board. And with that scenario with that group of people that he can modify his behaviour merely because he does want to fit in with the group.

JL1. Oh he can modify it. But if he can find some other way of fitting into the group without modifying it!

JL2. Oh yeah that would be better.

JL1. He'll always chose that option he won't modify it.

Jl2. But he does still want to be part of the group. That's the whole thing.

(Disconfirming Evidence)

JL1. Now JP11 has learnt that with JP55, um, slagging off, put downs, swearing etc is a good thing. It gains attention from JP55 and they have a good giggle about it. Even from JP101 at times, especially slanging off at JP100 will get a good response from JP101.

Appendix

<u>Cognitive and Moral Strategies: Moral Debates and Role Taking Opportunities</u>
(Confirming Evidence)

EL2. (Describing a role-play for the group) At this moment you are sitting on the ground with a broken leg. Right, now a couple of you are pretty good swimmers. so you should be able to be relied upon to swim across. And what I want you to do is somehow workout how you can get everybody across including him (the mock victim) without getting him wet.

EP19. Ah yes.

EP21. Is that rope the river?

EP24. And you can't see the bottom?

EP26. Hold on.

EL2. Okay, now a couple of you can swim across, if one of you is strong enough to swim across.

EL1. There goes EP25, but you can discuss it first, you can plan.

EP20. All right, I'll be in it.

Appendix C - Leader Style Traits

Line Chart for columns: X_1 ... X_8
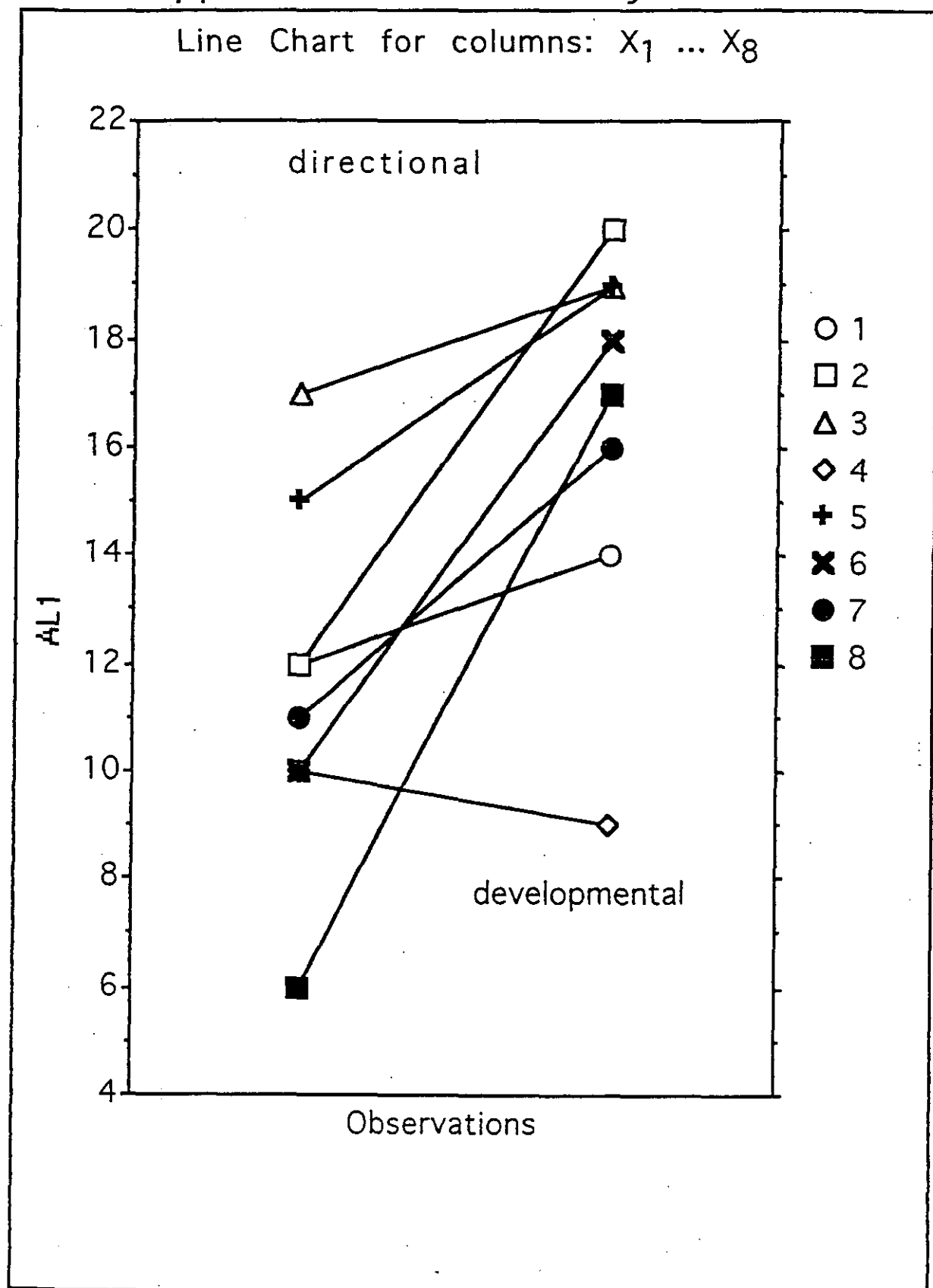
Time: September 1992.

Location: Esperance.

Activities Recorded: Blindfold Bushwalk; Kayaking.

Data Available: Video 10:16.
                    Preliminary data for group definition.
                    Post data for group development.
                    Participant Diaries.
                    Post course participant assessments.

Group Characteristics: Unbalanced gender mix (mostly males).
                    Positive diary comments.
                    Peer related neutral opinions post course.
                    Positive peer reliability.

    Community peer influence - shift from positive to neutral (pre to follow).

Main Themes or Issues: Communication (Activity).
                    Personal reflections after kayaking.
                    Injury to one participant, short program on last day.
                    Post surveys asked to complete at home.

Most Central Theoretical Questions: (Initial High GSEI group)
    Participant heuristic and transference of learning.
    Pro-social task modelling, emulation & modelling of challenging tasks.
    Understanding personal limits.
    Positive peer and positive leader and participant group dynamics.
    Increasing repertoire of coping mechanisms.

Other Information:
    Qualitative material is not representative of the post course results as they
    are confounded by time and maturity. Post and follow-up results both
    reflect changes occurring upon returning to the community.

    Nearly entire group continued on to complete a follow-up program.

Time: October 1992.

Location: Freycinet Peninsula.

Activities Recorded: none.

Data Available: No video data or participant diaries.

Preliminary data for group definition.

Post data for group development.

Leader passed the pre & post qualitative surveys in

reverse order - participants therefore did not complete

demographic data.

Post course participant assessments.

Group Characteristics: Unbalanced gender mix (mostly males).

One overweight participant, one unstable schizophrenic.

Different ability levels.

Peer related positive and negative opinions post course.

Positive peer reliability.

Community peer influence - positive (pre to follow).

Main Themes or Issues: (Low initial SSEI scores)

Body Image issues - overweight participant (failed to

complete pre scores - good BI post results - 90).

Schizophrenic participant taken home early

(lack of medication causing instability).

Most Central Theoretical Questions: Mixed peer influences.

Other Information: Mixed quantitative pre post results.

No pre to post to follow-up participants.

Time: November 1992.

Location: Cradle Mountain / Lake St. Claire.

Activities Recorded: Bushwalking, Planning expeditions.

Data Available: Video 18:11.

No participant diaries.

Preliminary data for group definition.

Post data for group development.

Post material only volunteered from female participants.

Group Characteristics: Unbalanced gender mix (mostly males).

Peer related positive and negative opinions post course.

Positive peer reliability.

Community peer influence - positive (pre to follow).

One cognitively injured participant, entire group

evolved around this participants needs (individual

responses to a difficult challenge / dynamics).

Main Themes or Issues: (Low initial PSEI group)

Peer discussions.

Decision making and conflict resolution models.

Most Central Theoretical Questions: Leader facilitated empowerment.

Leader -participant positive & negative interaction.

Mastery and emulation of challenging tasks.

Mixed peer influences.

Other Information: Notable gains made by both female participants in SAI

in difficult group dynamics indicative of loss by both GSEI, plus loss

of PSEI by one.

Time: February 1993.

Location: Cradle Mountain / Lake St. Claire.

Activities Recorded: none.

Data Available: No video or participant diaries.
                   Preliminary data for group definition.
                   Post data for group development.

Group Characteristics: Unbalanced gender mix.
                   Mostly of urban origin.
                   Peer related positive and negative opinions post course.
                   Positive peer reliability.
                   Community peer influence - positive (pre to follow).
                   Three participants absconded after earlier disruptive
                   behaviour - transported home midway through course.
                   Mixed dynamics, some with previous experience.

Main Themes or Issues: (Low initial BI group)
                   Within range initial quantitative scores, gains in GSEI
                   only with all other scores remaining at original level.

Most Central Theoretical Questions: Mixed peer influences.

Other Information: Remaining participants continued on to follow-up courses
                   where gains evident in GSEI & PSEI (happiness scores). No post
                   results on absconders.

Time: April 1993.

Location: Freycinet Peninsula.

Activities Recorded: Kayaking, Abseiling, Participant led groupwork
                                exercise.

Data Available: Video 22:42.
                       No participant diaries.
                       Preliminary data for group definition.
                       Post data for group development.

Group Characteristics: Balanced gender mix.
                              Positive post peer opinions.
                              Positive peer reliability.
          Community peer influence - neutral to positive (pre to follow).
                              Positive dominant leaders.
Main Themes or Issues: (Low initial BI scores)
                              Group not seeing program as particularly novel,
                              major quantitative gains shown.
                              Decision-making and conflict resolution model.

Most Central Theoretical Questions: Positive peer influences.
                              Leader and participant social group dynamics.
                              Experiential empowerment.
                              Role taking opportunities.
                              Positive dominant peer leaders.

Other Information: Quantitative results showed major gains in BI by all, as
well as SSEI by those with initial low scores. High initial SSEI scorers made
gains in SAI or became less defensive through LIE scores. Gains in SAI
throughout. One candidate continued from pre to post to follow with an initial
gain in BI and loss in GSEI from pre to post. Loss in all areas post to follow.

Time: May 1993.

Location: Freycinet Peninsula.

Activities Recorded: none.

Data Available: No video or participant diaries.
                   Preliminary data for group definition.
                   Post data for group development.

Group Characteristics: Male only program of rural origins (No gender mix).
                   One participant returned home - referred for counselling.
         Diverse referral base: CES, Public School, Skillshare, Distance Education.
         Two eldest participants high initial scores, positive role models.
         Mostly positive, then neutral, then negative post peer opinions.
         Mostly positive peer reliability on program.
         Community peer influence moved neutral to positive (pre to follow).

Main Themes or Issues: Group found program to be novel experience.

Most Central Theoretical Questions: (High initial scores in all areas)
                                       Mixed peer influences.

Other Information: The younger aged participants (4) showed mixed
results with two making gains in BI & GSEI, one loss in SSEI, GSEI, BI & SAI, and
one loss in PSEI & SAI. (Two went backward and possibly should have improved
in these dynamics. Ceiling effect possible or regression to the mean?) Older
participants commenced and retained high scores with slight increases
throughout all areas. Four of six participants continued through to follow-up
courses where gains continued throughout for one participant excepting a drop
in SAI after an initial post gain. Another participant dropped from pre to post
then recovered again during follow-up. Third dropped the post gains made
excepting in SAI where a gain occurred. Last participant remained similar
throughout except a follow-up loss in BI.

Time: May / June 1993.

Location: Freycinet Peninsula.

Activities Recorded: Blindfold walk, Debriefing, Communication Exercise.

Data Available: Video 35:38, no participant diaries.
                Preliminary data for group definition.
                Post data for group development, post course leader assessment.

Group Characteristics: Young peoples program (12-15 years of urban origins).
                Unbalanced gender mix (one younger female).
                Negative peer dynamics (all juvenile corrections referrals who describe
                themselves mostly as followers). Negative post peer related opinions.
                Negative peer program reliability (unable to trust each other).
                Community peer influence - positive/neutral to positive (pre to follow).

Main Themes or Issues: (No high or low initial scores)
                "gains made were lost as peer pressure triumphed over reason"
                Novelty of risk-recreation activities mixed with participant immaturity
potentially created a hazardous situation. Leaders compelled to deviate from
original program activity plan. Group found program to be a novel experience.

Most Central Theoretical Questions: Leader attempted empowerment,
Personal contracts, Negative peer influences, Non-transference of heuristic
learning, Non-punishment reinforcers & consequences for unwanted actions.

Other Information: Non-achieving male group had significant decreases in
BI, SSEI, GSEI & PSEI categories. Achieving male group made significant gains in
GSEI & PSEI. Female made gains in SAI, PSEI & SSEI, but decreases in GSEI & BI.
Where gains are shown with entire group BI scores, similar gains are shown in
SAI (correlation?) Three participants continued pre to post to follow, two of
which showed continuous gains in all areas except BI by one participant at the
follow-up stage. The other person declined in SSEI & SAI, but increased in GSEI.

Time: June 1993.

Location: Freycinet Peninsula.

Activities Recorded: Abseiling, Informal discussion.

Data Available: Video 10:24, No participant diaries. Preliminary data for group definition. Post data for group development.

Group Characteristics: Unbalanced gender mix.

One epileptic participant without medication, one participant developed chicken pox and taken home, one participant contracted flu, high fever vomiting. Positive members became supportive of participants with ailments, others abandoned everyone.

Two previous participants assigned roles as peer leaders, negatively interacted with one older male (19 years) dominant participant who aversely influenced 3 younger (14 & 15) male group members. Females (15 & 16) also offended and frustrated by this individual.

Mostly positive peer related opinions, positive peer program reliability. Community peer influences positive throughout (pre to follow).

Main Themes or Issues: (Low initial SAI scores) Confrontation for negative behaviours. Being assigned some level of a peer leader status may have circumvented one negative dominant older participant's attempts to take leadership status on in a negative fashion.

Group found program a novel experience.

Most Central Theoretical Questions: Body image enhancement, Mixed peer influences, Mastery and emulation of challenging tasks.

Other Information: Participants of low initial scores made little gain &/or went backwards. One participant had categorical losses in all areas. One female participant with initially high scores made gains in SAI & SSEI areas. One continued pre to post to follow gaining in SAI, GSEI, PSEI throughout.

Time: September 1993.

Location: Freycinet Peninsula.

Activities Recorded: none.

Data Available: No video or participant diaries.
                   New leader introduced to program, initially unversed in the
                   evaluation process.
                   Preliminary data for group definition.
                   Post data group development completed off-site in private.
                   Poor response to pre's.
                   Post course leader assessment.

Group Characteristics: Unbalanced gender mix (mostly females - of an urban
                          origin and from fractured families).
                          Positive post peer related opinions.
                          Positive peer reliability.
                   Community positive peer influences throughout (pre to follow).

Main Themes or Issues: (No initial high or low areas)
                          Group found program to be a novel experience.

Most Central Theoretical Questions: Positive peer influences.

Other Information: Gains from pre to post to follow by the two participants
         who continued throughout. Pre to post participant showed gains in all
         areas excepting BI.

Time: September / October 1993.

Location: Freycinet Peninsula.

Activities: Kayaking, Bushwalking.

Data Available: No video.

                           Hand held tape recorders: personal reflections by participants and leaders.

                           Preliminary data burnt in vehicle fire.

                           Post data for group development.

Group Characteristics: Unbalanced gender mix (mostly males).

                           One eccentric participant.

                           Post peer opinions negative mostly, then positive.

                           Negative peer reliability.

                           Community peer influences remained positive.

Main Themes or Issues: Course completed to discover the Land Cruiser had been set alight (good gains apparent until the incident). (No high or low initial scores)

                           Group found program particularly novel or different.

Most Central Theoretical Questions: Experiential empowerment.

                           Negative peer influences.

                           Increasing repertoire of coping mechanisms.

                           Effects of unbalanced gender.

                           Leader assisted empowerment.

                           Mastery and emulation of challenging tasks.

Other Information: Post results have been compared with the total group median scores for controlled measurement purposes (with the pre's lost in the fire). Higher post than pre scores are evident in all areas, excepting SAI for two participants. No pre to post to follow-up participants.

Time: October 1993.

Location: Mole Creek.

Activities: Kayaking, Abseiling, Caving, Bushwalking, (Spiders Web).

Data Available: No video or participant diaries.
                   Preliminary data for group definition.
                   Post data for group development.

Group Characteristics: Unbalanced gender mix (one female).
                          Positive peer dynamics developed quickly.
                          Post peer related opinions were negative, neutral, then
                          positive.
                          Mostly positive peer reliability.
                          Community peer influences shifted from neutral to
                          negative (pre to follow).

Main Themes or Issues: (low initial BI scores)
                          Communication skills.
                          Goal setting.
                          Exploration of caves.
                          Group found program not particularly novel.

Most Central Theoretical Questions: Mixed peer influences.
                          Heuristic learning and transference.
                          Effects of unbalanced gender.
                          Mastery and emulation of challenging tasks.

Other Information: One participant who continued from pre to post to
        follow-up showed continuous gains in all areas. Pre to post participants
        showed mixed results in SSEI, GSEI, PSEI & SAI, with minor gains in BI.

	A	B	C	D	E	F
1	Pretest Group	SSEI	GSEI	PSEI	B I	SAI
2	A1	6	11.5>3	4	88	44
3	B1	3.5<1	8.5	4	77	40
4	C1	6	8	1 <1	88	38
5	D1 .	6	12>3	4	72	48>3
6	E1	4.5	7	4	68 <1	42.5
7	F1	7>3	12>3	7>3	108>3	47>3
8	G1	5	9	3	73.5	39
9	H1	4	10	2	91	37 <1
10	I1	5	9	5	72	44
11	J1	5	9	4	82	42
12	K1	5	8	2	70.5<1	39
13	Total	2.3 < 5 < 7	5 < 9 < 14	1 < 4 < 7	65 <76 <110	34 <42 <50

All Group Scores Within 10< n < 90

Histogram of X_1: HIGH RISK OUTDOOR REC ACT

□ HIGH RISK OU...

HIGH RISK OUTDOOR REC ACT

Histogram of X_2: LOW RISK OUTDOOR REC

□ LOW RISK OU...

LOW RISK OUTDOOR REC

Histogram of X_3: TEAM SPORTS

Histogram of X_4: INDIVIDUAL SPORTS

Histogram of X_1: MALE -   HIGH RISK OUTDOOR REC ACT

□ MALE - HIGH ...

MALE - HIGH RISK OUTDOOR REC ACT

Histogram of X_2: FEMALE -   HIGH RISK OUTDOOR REC ACT

□ FEMALE - HI...

FEMALE - HIGH RISK OUTDOOR REC ACT
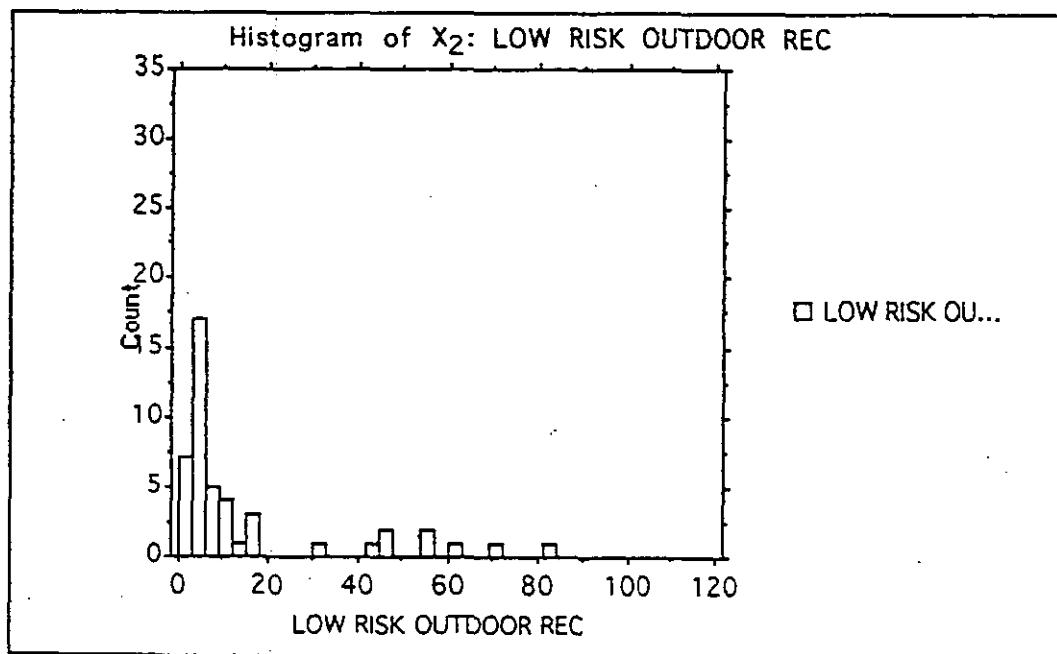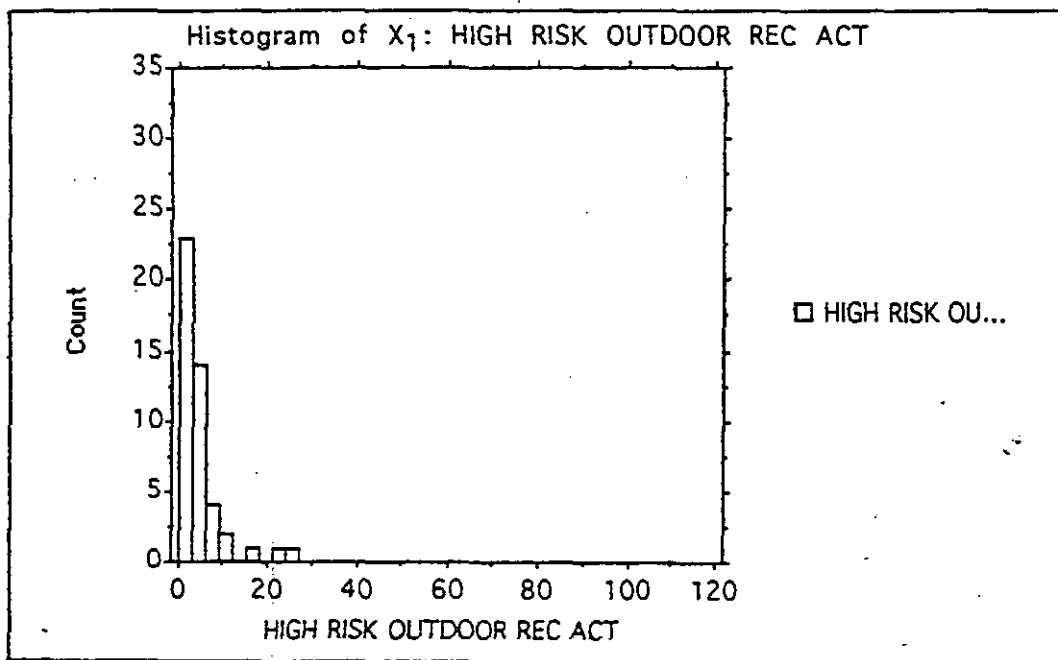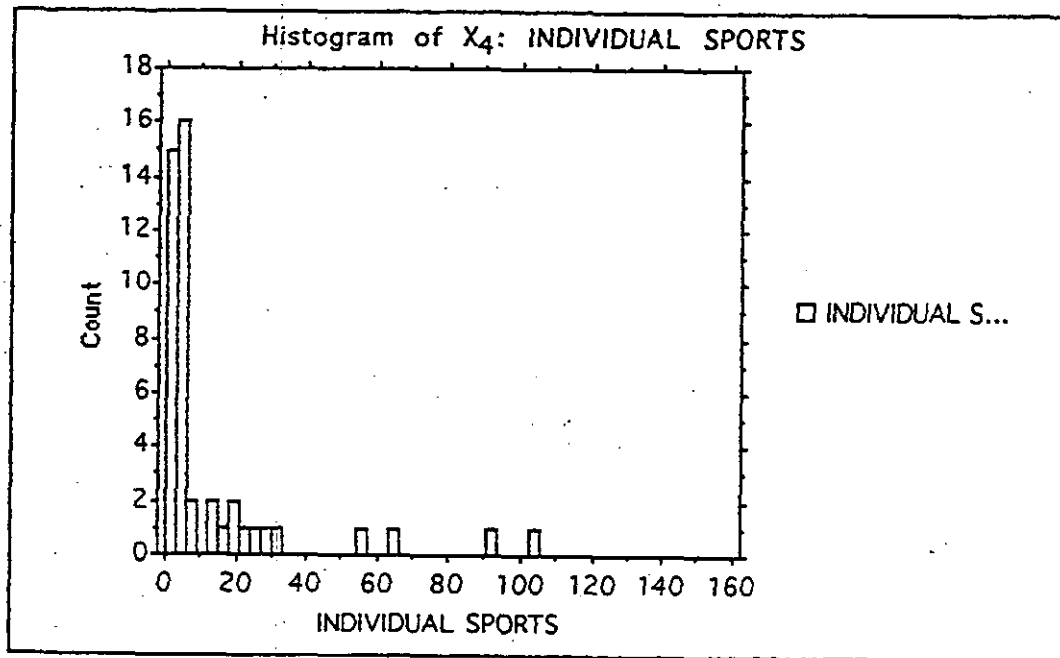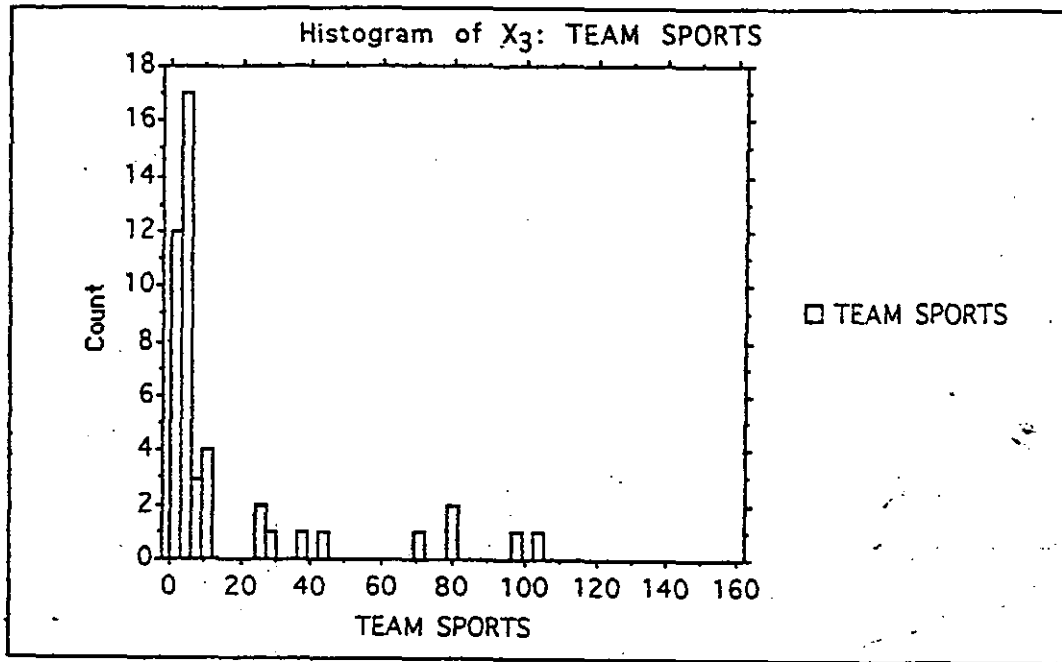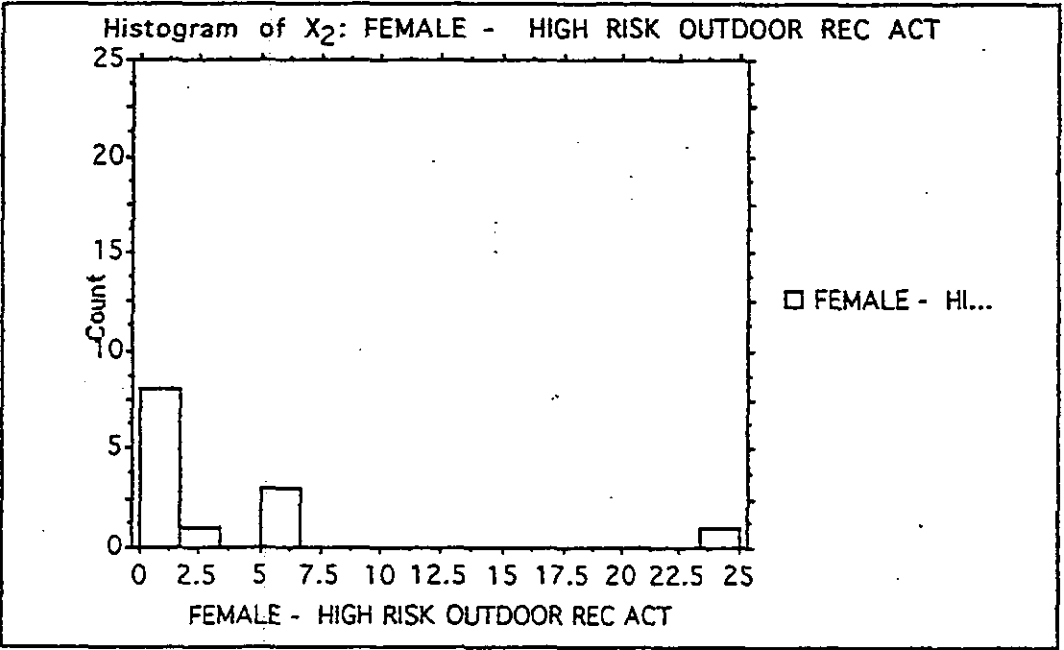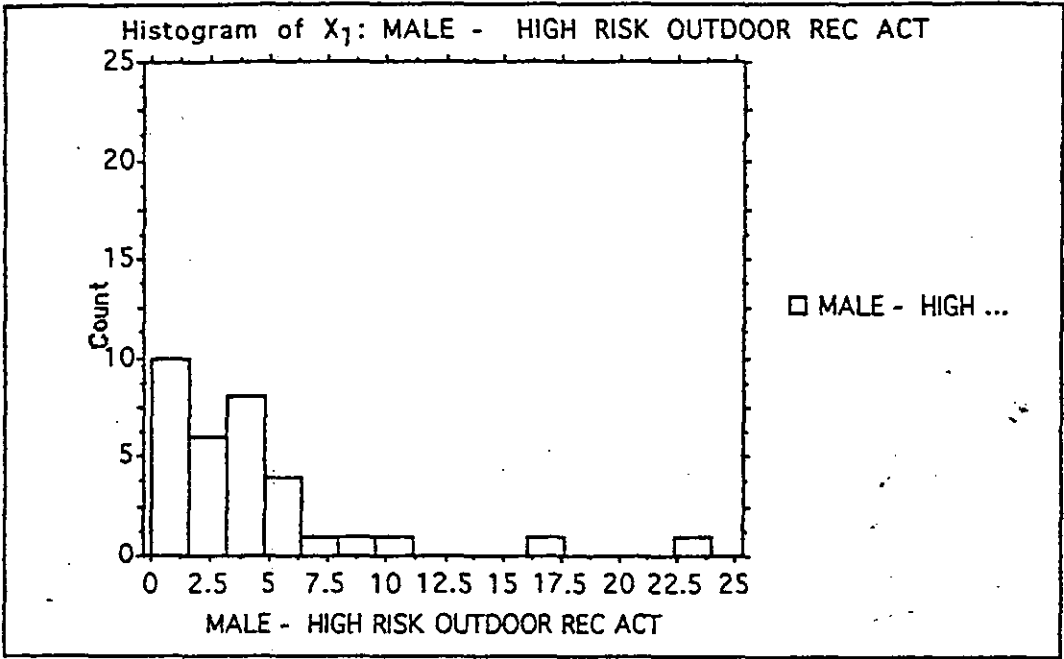
Appendix C - Activity vs Preliminary Day

Median Scores

	Activity Day	Preliminary Day	Total
Social Self-Esteem	5	5	5
General Self-Esteem	9	9	9
Personal Self-Esteem	4	3	4
Body Image	75	76.5	77
Self-Actualisation	42	42	42

PROJECT HAHN REFERRAL AGENTS UPDATE

NAME   ....

ORGANISATION   ....

ADDRESS   ....

CONTACT NUMBER   ....

1) How did you find out about Project Hahn?

....
....
....

2) What participant outcomes are you aiming to achieve?

....
....
....

3) Are these aims being met?

....
....
....

4) How do you select those referred?

....
....
....

5) Please circle the level of coercion you normally need to exert to have your
referrals volunteer for the program.

little coercion			lots of coercion
1	2	3	4

6) To what extent are participant costs a barrier to enrolment?

....
....
....

7) Any issues you would like to raise? (please use the back of the sheet if
necessary)

....

X_1: Outcomes Wanted

Bar:	Element:	Count:	Percent:
1	teamwork	2	3.636%
2	confidence	5	9.091%
3	self-esteem	9	16.364% — Mode
4	reliability	1	1.818%
5	nature appreciation	0	0%
6	adrenalin rush	1	1.818%
7	challenge	1	1.818%
8	socially aceptable	1	1.818%
9	changes to flow on	3	5.455%
10	increased motivation	1	1.818%
11	seeking work/study	4	7.273%
12	decision making	1	1.818%
13	trust	2	3.636%
14	self-reliance	1	1.818%
15	improved interaction	1	1.818%

X_1: Outcomes Wanted

Bar:	Element:	Count:	Percent:
16	achievement	3	5.455%
17	groupwork	2	3.636%
18	communication	3	5.455%
19	enjoyment	2	3.636%
20	outdoor experience	1	1.818%
21	improve relationship	2	3.636%
22	time out	1	1.818%
23	constructive leisure	1	1.818%
24	aware of capabilitys	2	3.636%
25	commitment	1	1.818%
26	not unskilled	1	1.818%
27	better focus	1	1.818%
28	keep out of court	2	3.636%

QUESTIONNAIRE

Dear Project Hahn applicant

For the past three years, Project Hahn has been conducting a survey which assesses the impact of the program on the participants. The survey assists both you and leaders gain a better understanding of the areas where you have developed and the benefits you have achieved. The survey also offers you the opportunity to influence any changes to Project Hahn's future. The survey which you complete is in two stages; one during the introductory part of the program and the other upon the completion of the follow-up segment. If you wish to participate in this exercise we require you to sign below (and your parents, if you are under the age of 18 years).

> "I have read the information above and any questions I have asked have been answered to my satisfaction. I agree to participate in this investigation and understand that I may withdraw at any time."

Signature of Participant ....

Date ....

Signature of Parent/Guardian ....
(if applicable)

> "I have explained this project and implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation."

Signature of investigator ....

Date ....

Should you have any questions please contact Robert Sveen on 33 3086 or Janine Hopkins 33 3503.

PROJECT HAHN PARTICIPANT SURVEY

FIRST NAME...

DATE...

PROJECT HAHN has been operating since 1983 and there have been over 700 young Tasmanian adults who have attended the programme. There have been two surveys conducted over this time which have looked at the people and agencies who have recommended participants to undertake the course. Unfortunately, we have little accurate knowledge of what actually is experienced by the participants. For example, after completing a rock-climb for the first time, is the participant more comfortable in taking on other risk-taking or physically demanding activities post course?

Therefore the purpose of this survey is to obtain a better understanding of the ways in which this course can help people grow and develop. As a consequence, some of the questions you are about to read may seem unusual, but they have been designed to help you think carefully about how you see yourself.

INSTRUCTIONS

This survey has an introductory segment which relates to the part of the course you are about to start or have just finished. This is followed by three sections which are the same each time. It will take about twenty minutes to complete. You will be asked to complete the survey on three occasions throughout your PROJECT HAHN experience; before the activity day (or before the five day programme if you have missed the activity day), then after the five day programme and finally at the beginning of the follow-up course.

Similiar to bushwalking, we will proceed at the pace of the slowest walking participant in the completion of the survey. This means that each section will be completed as a group before moving onto the next section.

There are no right or wrong answers.

Before each section there is an explanation of how it is to be completed.

Please take time to think carefully about your response and try to be as honest with your answers as possible. Feel free to ask about the meanings of words or make comments as you are proceeding.

Thankyou for your participation and willingness to be a consultant for PROJECT HAHN.

Appendix D - Culture Free Self-Esteem Inventory - 2

SECTION 1

The first section has a YES and a NO column. If the statement describes how you usually feel, make a tick in the YES column. If the statement does not describe how you usually feel, make a tick in the NO column. Check only one column (either YES or NO) for each of the statements. There are no right or wrong answers.

	Yes	No
1. Do you have only a few friends?	☐	☐
2. Are you happy most of the time?	☐	☐
3. Can you do most things as well as others?	☐	☐
4. Do you like everyone you know?	☐	☐
5. Do you spend most of your free time alone?	☐	☐
6. Do you like being a male?/Do you like being a female?	☐	☐
7. Do most people you know like you?	☐	☐
8. Are you usually successful when you try important tasks?	☐	☐
9. Have you ever taken anything that did not belong to you?	☐	☐
10. Are you as clever as most people?	☐	☐
11. Do you feel you are as important as most people?	☐	☐
12. Are you easily depressed?	☐	☐
13. Would you change many things about yourself if you could?	☐	☐
14. Do you always tell the truth?	☐	☐
15. Are you as nice looking as most people?	☐	☐
16. Do many people dislike you?	☐	☐
17. Are you usually stressed or anxious?	☐	☐

18. Are you unsure of yourself?..❑ ❑

19. Do you spread rumours at times?..❑ ❑

20. Do you often feel that you are no good at all?.................................❑ ❑

21. Are you as strong and healthy as most people?...............................❑ ❑

22. Are your feelings hurt easily?..❑ ❑

23. Is it difficult for you to express your views or feelings?...............❑ ❑

24. Do you ever get angry?..❑ ❑

25. Do you often feel ashamed of yourself?..❑ ❑

26. Are other people generally more successful than you are?............❑ ❑

27. Do you feel uneasy most of the time without knowing why?.........❑ ❑

28. Would you like to be as happy as others appear to be?.................❑ ❑

29. Are you ever shy?..❑ ❑

30. Do you think you are a failure?..❑ ❑

31. Do people like your ideas?..❑ ❑

32. Is it hard for you to meet new people?..❑ ❑

33. Do you ever lie?...❑ ❑

34. Are you often upset about something?...❑ ❑

35. Do most people respect your views?..❑ ❑

36. Are you more easily offended than most people?...........................❑ ❑

37. Are you as happy as most people?..❑ ❑

38. Are you ever sad?..❑ ❑

39. Are you definitely lacking in initiative?...❑ ❑

40. Do you worry alot?..❑ ❑

SECTION TWO

People often have different feelings about parts of their bodies. These feelings however tend to change over time. What you are asked to do on this sheet is to CIRCLE ONE NUMBER ON EACH LINE which is similiar to to HOW SATISFIED YOU FEEL WITH THE APPEARANCE OF THIS BODY PART AT THIS MOMENT.

You are given a choice of 5 numbers.

1 = VERY DISSATISFIED   2 = Somewhat dissatisfied   3 = Neither dissatisfied or satisfied   4 = Somewhat satisfied   5 = VERY SATISFIED

skin	1	2	3	4	5
ears	1	2	3	4	5
chest	1	2	3	4	5
profile	1	2	3	4	5
distribution of weight	1	2	3	4	5
eyes	1	2	3	4	5
height	1	2	3	4	5
ankles	1	2	3	4	5
waist	1	2	3	4	5
arms	1	2	3	4	5
shape of legs	1	2	3	4	5
general appearance	1	2	3	4	5
hips	1	2	3	4	5

Appendix D - Body Attitude Scale

width of shoulders	1	2	3	4	5
mouth	1	2	3	4	5
neck	1	2	3	4	5
teeth	1	2	3	4	5
chin	1	2	3	4	5
hair texture	1	2	3	4	5
body build	1	2	3	4	5
hair colour	1	2	3	4	5
thighs	1	2	3	4	5
face	1	2	3	4	5
nose	1	2	3	4	5

Please comment on any body part NOT MENTIONED about which you are currently satisfied or dissatisfied (Use the same rating system as above)...

....

....

Please rate yourself in terms of weight and body condition (your state of being) at the time of completing this questionnaire. (Circle one from each list)

WEIGHT   BODY CONDITION

1 = Overweight   1 = Excellent

2 = Somewhat overweight   2 = Good

3 = Average weight   3 = Average

4 = Somewhat underweight   4 = Fair

5 = Thin   5 = Poor

SECTION THREE

This part asks you to think carefully about whether you agree or disagree with the following statements. There is a choice of four answers with the following options:

1 = AGREE
2 = SOMEWHAT AGREE
3 = SOMEWHAT DISAGREE
4 = DISAGREE

1. I do not feel ashamed of any of my emotions.	1	2	3	4
2. I feel I must do what others expect me to do.	1	2	3	4
3. I believe that people are basically good and can be trusted.	1	2	3	4
4. I feel free to be angry at those I love.	1	2	3	4
5. It is always necessary that others approve of what I do.	1	2	3	4
6. I don't accept my own weaknesses.	1	2	3	4
7. I can like people without having to approve of them.	1	2	3	4
8. I fear failure.	1	2	3	4
9. I skirt around difficult issues	1	2	3	4
10. It is better to be yourself than to be popular.	1	2	3	4
11. I have no direction in life to which I feel especially dedicated.	1	2	3	4
12. I can express my feelings even when they may result in unpleasant results	1	2	3	4
13. I do not feel responsiblefor helping anybody.	1	2	3	4
14. I am bothered by fears of being incapable.	1	2	3	4
15. I am loved because I give love.	1	2	3	4

THANKYOU FOR COMPLETING THIS QUESTIONNAIRE. WE APPRECIATE YOUR HELP.

Project Hahn Preliminary Survey

1. Age at Attendance

15 and under ☐ 1		21	☐ 7
16	☐ 2	22	☐ 8
17	☐ 3	23	☐ 9
18	☐ 4	24	☐ 10
19	☐ 5	25	☐ 11
20	☐ 6	26 and over	☐ 12

2. Year of Attendance

1983	☐ 1	1988	☐ 6
1984	☐ 2	1989	☐ 7
1985	☐ 3	1990	☐ 8
1986	☐ 4	1991	☐ 9
1987	☐ 5	1992	☐ 10

2.a. Which Month?

_____

3. Gender

Male ☐ 1 Female ☐ 2

4. Which area do you live in?

Hobart	☐ 1	Rosny	☐ 4
Glenorchy	☐ 2	Huon/Channel	☐ 5
Gagebrook	☐ 3	Derwent Valley	☐ 6
Launceston	☐ 7	George Town	☐ 9
Scottsdale	☐ 8		
Devonport	☐ 10	Burnie/Smithton	☐ 13
Queenstown	☐ 11	Ulverstone	☐ 14
East Coast	☐ 12		

5. Have you spent most of your life:

In the country? ☐ 1
In the city? ☐ 2

6. Referral Agent to Project Hahn :

Self	☐ 1
Ashley Childrens Home	☐ 2
Skillshare/Jobtrain/C.E.S.	☐ 3
Probation _(Community Corrections)_	☐ 4
Juvenile Corrections	☐ 5
Alcohol/Drug Service	☐ 6
Youth Accommodation Services	☐ 7
Disability Services	☐ 8
School _(please specify)_ _____	☐ 9
Other _(please specify)_ _____	☐ 10

10. Are your parents:

Married	☐ 1
Living Together	☐ 2
Separated/Divorced	☐ 3

11. Grade Achieved (at time of course):

_____

12. How many brothers and sisters in your family?

_____

13. What is your position in your family? (e.g. 1st, 2nd, 3rd born)

_____

14. Have you _ever applied_ to do a Project Hahn course previously?

Yes ☐ 1 No ☐ 2

15. Have you _ever completed_ a Project Hahn course previously?

Yes ☐ 1 No ☐ 2

Project Hahn Post Course Survey

1. Did you find any events challenging?

    Yes ☐ 1 *(go to Q.1a.)*   No ☐ 2 *(go to Q.2.)*

    1.a. What were they?

    1.b. Did you complete that/those event(s)?

    Yes ☐ 1   No ☐ 2

    1.c. How did you feel?

    1.d. At what stage in the course did the challenging activity (ies) occur?

    Beginning ☐ 1 Middle ☐ 2 End ☐ 3

2. Do you think you will continue to involve yourself in any of the activities pursued on Project Hahn in other settings?

    Yes ☐ 1   No ☐ 2

3. How does Project Hahn compare to other experiences in your life? *(please circle)*

Very Similar					Very Different
1	2	3	4	5	6

4. What would you say to another person showing an interest in doing the course?

5. Were you able to rely on the other participants in the risk-taking situations?

    Yes ☐ 1   No ☐ 2

6. Could they rely on you in similar situations?

    Yes ☐ 1   No ☐ 2

7. Will you keep in touch with any of the other participants?

    Yes ☐ 1   No ☐ 2

8. What did you think of the other participants in the course?

9. Did you find the Project Hahn program worthwhile?

    Yes ☐ 1 *(go to Q.9a.)*   No ☐ 1 *(go to Q.9b.)*

    9.a. If yes, how?

    9.b. If no, why not?

10. Do you think Project Hahn will assist you to deal with difficult situations in the future?

    Yes ☐ 1   No ☐ 2 *(go to Q.11.)*

    10.a. How?

11. Do you know what job you would like?

    Yes ☐ 1   No ☐ 2 *(go to Q.12.)*

    11.a. If yes, what is it?

12. Have the activities and the experiences on the programme helped you gain a clearer picture of yourself?

    Yes ☐ 1   No ☐ 2

13. How do you now feel about attempting similar challenges?

14. What type of activities would you like to pursue to build on your experience?

15. How long do you believe that changes that have happened to you will last?

    _____ Months   _____ Years

Project Hahn Follow-Up Survey

1. Since the Five Day Course, what type of changes have occurred in your life?

2. Have you taken on any new challenges?

    Yes ☐ 1 *(go to Q.2.a.)*   No ☐ 2

2.a. If yes, what type?

3. Have you continued to be active in any Project Hahn type activities?

    Yes ☐ 1   No ☐ 2

4. What other activities might you be interested in pursuing?

5. Have you attended or signed up for any educational training courses?

    Yes ☐ 1 *(go to Q.5.a.)*   No ☐ 2

5.a. What type?

6. Are you interested in doing any other types of courses?

    Yes ☐ 1   No ☐ 2

7. What influence do you feel your friends are on you?

Negative ☐ 1 Neutral ☐ 2 Positive ☐ 3

8. Are you able to say no to them when you want to ?

| | Almost | | |
Always	Always	Seldom	Never
1	2	3	4

9. Have you suggested to any of your friends that they should apply to attend Project Hahn?

    Yes ☐ 1   No ☐ 2

10. Has Project Hahn helped you learn more about your self?

    Yes ☐ 1 *(go to Q.10.a.)*   No ☐ 1

10.a. If yes, how?

11. Please use this space to make any extra comments you may have about Project Hahn.

That's all the questions, thanks for your co-operation.

Appendix E - Distribution Statistics (Percentiles)

X_1: LIE (Pre)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
6	2.1	4	5	7	7

# > 90th %:					
3					

X_2: LIE (Post)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
4	2	4	6	7	8

# > 90th %:					
0					

X_3: LIE (Follow)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
1	2	3	4	5	6.6

# > 90th %:					
2					

Lie Scale CFSEI-2 (Pre-Post-Follow)

Appendix E - Distribution Statistics (Percentiles)

X$_1$: SSEI (Pre)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
6	2.1	4	5	6	7

# > 90th %:					
5					

X$_2$: SSEI (Post)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
2	2	4	6	7	8

# > 90th %:					
0					

X$_3$: SSEI (Follow)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
2	1.4	3.5	7	7	8

# > 90th %:					
0					

Social Self-Esteem Inventory (Pre-Post-Follow)

Appendix E - Distribution Statistics (Percentiles)

X₁: GSEI (Pre)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
3	5	7	9	11.5	14

# > 90th %:					
3					

X₂: GSEI (Post)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
5	4.2	6.25	11	13	14

# > 90th %:					
4					

X₃: GSEI (Follow)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
2	5	8.5	13	13.75	15.6

# > 90th %:					
2					

General Self-Esteem Inventory (Pre-Post-Follow)

Appendix E - Distribution Statistics (Percentiles)

X_1: PSEI (Pre)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
2	1	2	4	6	7

# > 90th %:					
4					

X_2: PSEI (Post)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
2	1	2	4	6	7

# > 90th %:					
4					

X_3: PSEI (Follow)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
2	2.4	4	6	7	8

# > 90th %:					
0					

Personal Self-Esteem Inventory (Pre-Post-Follow)

Appendix E - Distribution Statistics (Percentiles)

X₁: BI (Pre)

10th %:	25th %:	50th %:	75th %:	90th %:
65.1	71	75.5	95	110

< 10th %: 5

> 90th %: 4

X₂: BI (Post)

10th %:	25th %:	50th %:	75th %:	90th %:
64	74	80	100.25	113

< 10th %: 4

> 90th %: 2

X₃: BI (Follow)

10th %:	25th %:	50th %:	75th %:	90th %:
60.4	69	74.5	101.5	115

< 10th %: 2

> 90th %: 1

Body Attitude Scale (Pre-Post-Follow)

Appendix E - Distribution Statistics (Percentiles)

X_1: SAI (Pre)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
5	33.8	38	42	45.25	50

# > 90th %:					
1					

X_2: SAI (Post)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
3	35	37.5	41.5	47.5	51.1

# > 90th %:					
4					

X_3: SAI (Follow)

# < 10th %:	10th %:	25th %:	50th %:	75th %:	90th %:
1	36	38	44.5	51	52.7

# > 90th %:					
2					

Self-Actualisation Index (Pre-Post-Follow)