

ANNA MARIE ECHO
AN ENVIRONMENTAL TESTING
FACILITY AND GROUP HOME FOR
JUVENILE DELINQUENT GIRLS

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An Environmental Testing Facility and Group Home for Juvenile
Delinquent Girls

by

Anna Marie Echo

An undergraduate Thesis submitted in partial fulfillment
for the degree

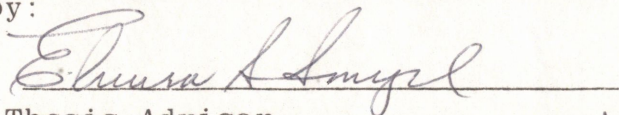
of

Bachelor of Architecture

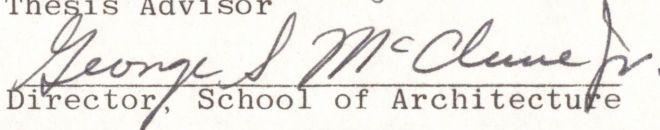
in

Architecture

Approved by:



Thesis Advisor



Director, School of Architecture

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ACKNOWLEDGEMENTS

I would like to thank Dr. Robert L. Morasky
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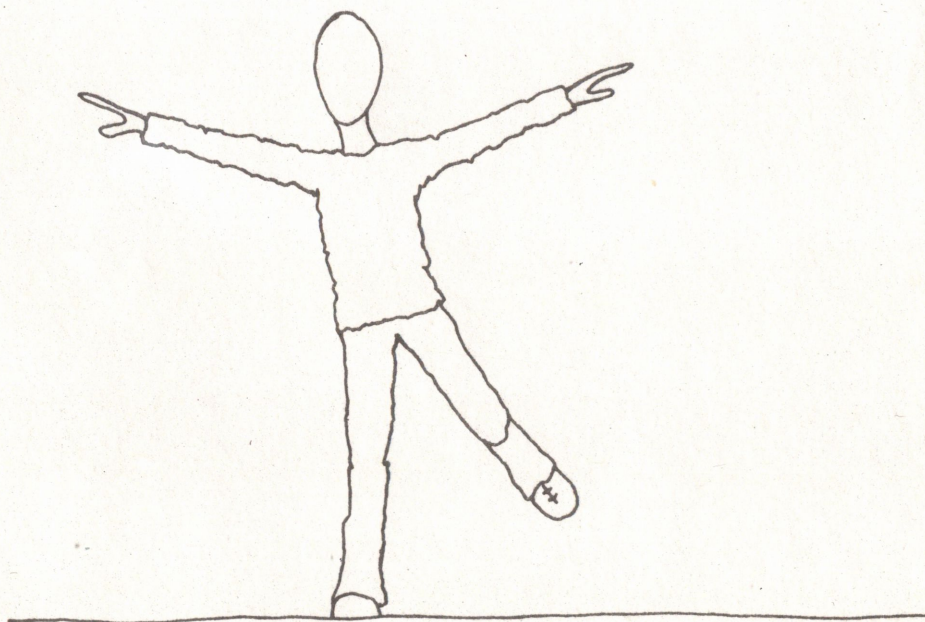
An architect must understand new concepts in other fields in order to facilitate their implementation through architecture.

Project: The design of an experimental testing facility and group home for juvenile delinquent girls using the concepts of positive reinforcement.

Recently the field of Psychology has developed a Behavior Modification Program which I will call "Community Based Behavior Management Program." The experimentation with this program has been limited by the fact that the facilities used have not been designed for such a program. The process has been to receive permission for a Behavior Management Program, find an existing house and move in, then adjust what will be programmed to what the house will accommodate. I hypothesize that if the program were developed, and a structure designed to accommodate the needs of the program, then experimentation in Behavior Management Programs could be facilitated.

Behavior Modification has been undergoing change since its initial conception. Much has been written and many experiments are documented. However, the specific effect of parts of the built environment upon behavior modification in humans has not been documented. The design of a facility to test the effects of the built environment upon a Behavior Management Program has never been documented. Such a facility would be of great interest to those active in the field.

CONCEPTS



The way human behavioral problems are viewed is in the process of change. Behaviorists once saw these problems as being internal to the person; and therefore, the person could be treated anywhere. This view allowed for the isolation of both the 'prison' system and the psychiatric 'couch'. Now behaviorists are beginning to see many behavioral problems as being external. In this view, behavior* is greatly dependent on the environment* and the behavior/environment relationship is very much a 'two-way street'.² Just as behavior is effected by the environment, the environment is changed by the behavior.

Behavior is based on the reinforcement patterns of the past.³ These patterns, then, are an integral part of the current environment. As a behavior and the reaction to it occur, they become a part of the reinforcement patterns.

There are two processes which involve the transfer of behavior from one situation to another. One causes the behavior to be transferred to many situations. This is called generalization. If a behavior is generalized it will occur

* behavior - anything that an organism does involving action and response to stimulation.

* environment - the circumstances, objects or conditions by which one is surrounded.

immediately after a variety of stimuli. The second process causes the behavior to follow a very specific stimulus and, therefore, the number of situations in which it occurs is limited. This is called distinction.

Behavior modification often relies on one of these two processes, often a behavior is taught in one situation hoping that it will be generalized to others. Unfortunately, in the correctional field, generalization has not been the trend.⁴ The behavior may be diligently performed when the stimulus is the psychologists but never generalized to any other people. A more successful method has been the use of "Community-Based Corrections"* which is a combination of using the same stimuli as would be encountered later and the use of simulated situations.

Community-Based Corrections are not new, but until the 1960's they were rare. The first recorded instance was in the 4th Century A.D. when St. Leonard set up a monastery for criminals he had released from the dungeons of the King of the Franks. In 1817 the Massachusetts Legislature was advised, by their Commission on Crime, to set up houses

* Community-Based Corrections - those correctional programs which do not remove the person from society.

for people just released from prison. This recommendation was ignored, but in 1864 a Boston citizen's group organized the "Temporary Asylum for Discharged Female Prisoners"⁵ which was in operation for the next 20 years. In 1954 Rev. James G. Jones, Jr. of Chicago set up the first contemporary Half-Way House in the U.S. By the end of the 1960's Community-Based Correction programs were so successful that 59% of American correctional facilities had some form of Community-Based program.⁶

The failure or success of the general correctional (prison) system is not the concern of this thesis. However, the shortcomings of past group homes* are. According to Sullivan in an article entitled "Ten Years Later" in the Canadian Journal of Corrections, most of these shortcomings are managerial and programmatic in nature rather than a mistake in theory. The causes of the shortcomings are 1) lack of program design and population designation, 2) lack of program administration and organizational consistency in staff, and 3) the failure to distinguish the types of offenders, and the type and level of intervention needed on a systematic basis.

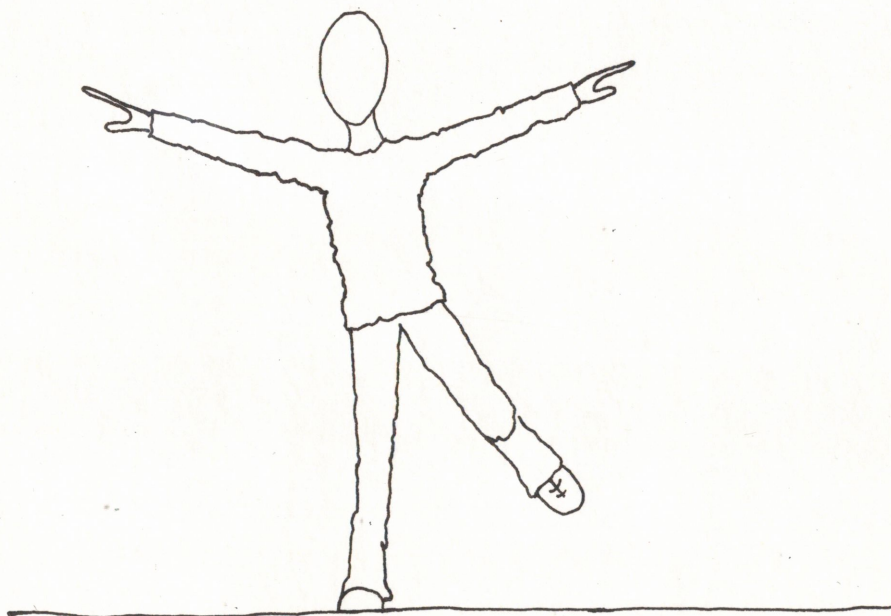
* group homes - Programs having a number of people all having similar problems living together. These are one part of Community-Based Programs.

All of these shortcomings are taken care of with the use of a Behavior Management Program. The major problem with those homes having a Behavior Management Program is being restricted by the architectural limitations of the facilities.

Behavioral psychologists are beginning to recognize four basic laws of behavior modification, * Appendix A The laws deal with the increase or the decrease in the rate of occurrence of a behavior. The names of these laws are 1) positive reinforcement, 2) negative reinforcement (1 & 2 increase behavior), 3) punishment, and 4) extinction (3 & 4 decrease behavior).

At first these laws seem simple and equally effective. When side effects, problems and relationships are considered they begin to be more complicated. Punishment often brings up avoidance and hostility. They all require a continuation. If extinction doesn't continue the behavior will be quickly re-learned. If punishment is only masking reinforcement then after the punishment is removed the behavior will be reinforced again. If a behavior is no longer reinforced it will undergo extinction. Negative reinforcement requires a high amount of control to maintain a negative stimulus until the required behavior occurs. The most effective method seems to be the use of positive reinforcement for behaviors which will continue to be reinforced and which may be in conflict with behaviors which need to be decreased.

PROGRAMMING



PSYCHOLOGICAL PROGRAM

Girls/Staff

The number of girls the home will accommodate was arrived at by two methods. One came from group dynamics. The maximum number became the number of people having moderate behavioral problems which make an effective group. That number was 18. The second factor came from the cost of a staff to run the home. The staff consists of a consulting Psychologist, 2 Group Parents and 2 Assistants. The courts are currently giving \$250 a month for each girl, \$175 of this is allotted to wages. The figures are as follows:

Psychologist

3 hr./week @ \$10/hr. = \$ 1,560

Major Parent

40 hr./week @ \$4.50/hr. = 9,360

Minor Parent

40 hr./week @ \$4.00/hr. = 8,320

1st Assistant

25 hr./week @ \$3.00/hr. = 3,900

2nd Assistant

25 hr./week @ \$3.00/hr. = 3,900

\$27,040/year
or
2,254/month

15 girls @ \$175/month = \$ 2,625

\$ 341 overtime/month

The wages were figured at a year due to the fact that the major parent must have a Ph.D. if he/she is paid over \$10,000 per year. Since the probability of finding someone with a Ph.D. who would want the position at around \$10,000 is small, the decision was made to keep it under that.

The home is to accommodate 15 girls and 2 live-in parents. This number of staff and the number of hours available dictates that the girls must not have behavioral problems which keep them out of school. The problems which are acceptable are prostitution, truancy, shoplifting, running away, ungovernable and theft. The girls will be from 7th to 12th grades.

The purpose of this group is to provide an experimental testing facility for Community-Based Behavior Management Programs. The emphasis of the testing is to determine what effect specific environmental conditions of the built environment have upon Behavior Management. The types of experiments I need to provide for are listed below:

- 1) double occupancy bedrooms vs. barracks
situation A) - bedrooms for level 1 are
double occupancy; all others
are single occupancy.
situation B) - bedrooms for level 1 are
barracks type; all others
are single occupancy.
- 2) dining room inside vs. outside the kitchen
situation A) - dining room and kitchen are
visually and spacially connected.
situation B) - dining room is visually and
spacially separated.
- 3) payment spaces near vs. far from free spaces
situation A) - payment space for level 1 and
2 are near bedrooms for 1 and 2;
payment spaces for level 3 and 4
are near bedrooms for 3 and 4.
situation B) - payment spaces are all together;
and apart from bedroom spaces.

- 4) residential vs. group bathrooms
situation A) - all bathrooms residential size.
situation B) - all bathrooms group size.
situation C) - half bathrooms residential, half
bathrooms group size.
- 5) single vs. multiple programs
situation A) - one program encompassing all
15 girls.
situation B) - 4 or 5 small programs each
having separate areas.
- 6) natural light as a reinforcer
situation A) - all windows admitting light
situation B) - windows around and in bedrooms
covered but able to be uncovered.

BEHAVIOR PROGRAM

The behavioral program is broken into 4 parts;
Social Behaviors, School Behaviors, Housekeeping Behaviors
and Negative Behaviors.

Social Behaviors

discussion	tone of voice
talking during discussion	listening to others
passing items at the table	obeying curfews
completing tasks on time	calling in
asking permission to go out	rinsing the bathtub
replacing empty toilet paper roll	putting away belongings in the bathroom
sharing the bathroom	

School Behaviors

attendance	doing homework
answering questions in class	extra credit

Housekeeping Behavior

making the bed

doing the laundry

picking up bedroom

picking up after yourself

cleaning group areas

doing dishes

clearing the table

setting the table

planning the meal

preparing the food

Negative Behavior

verbal violence

physical violence

stealing

running away

Token Economy

In the system of positive reinforcement there is a management technique known as a token economy. For positive reinforcement to be effective the reinforcement must be immediate, consistent and desirable. In a token economy the actual reinforcement is delayed by the presentation of a token which can be used to purchase a variety of reinforcers. The token is earned and given as soon as the behavior is performed so it is immediate. It is given every time the behavior occurs so it is consistent. It can be redeemed for any number of reinforcers so it is always desirable.

REINFORCERS

As each girl accumulates tokens for behavior, she can purchase reinforcers. There are many available. In addition to the token economy and simple reinforcement, there is a level system (see Appendix B). When a girl becomes a part of the house she is on level one. Movement up through to level 4 is done through token accumulation and maintenance of behavior standards. Also in order to make advance through the levels reinforcing, the privileges or available reinforcers are restricted at lower levels.

There are two ways to earn points; the specific behaviors and bonus tasks. At the first level there are only a few behaviors which will earn points. This is for two reasons; one is orientation and the second is to restrict earning capacity. At the second level the number of behaviors are increased. At this level a girl can bid against the other girls to do bonus tasks. At level 3 the number of behavior is at its maximum. A girl at this level may initiate bonus tasks as well as bid.

The reason to earn points is to get reinforcers. At level one the reinforcers are limited (see Appendix C). Many things are inaffordable while others are simply not allowed. At the second level many more are available and only a few restricted. Level 3 has all reinforcers available.

In the case of two people desiring the same reinforcer at the same time, the choice always goes to the one who is at a higher level (if they are both the same level, it goes to the one who's been there longest).

The fourth level is a special level. This is the level between the token economy and the situation outside the house. Here a girl has all reinforcers available but does not earn or pay points. She must maintain a high standard of behavior to stay on this level, but as long as she does she can have an outside job, access to a small private kitchen, has priority over every other level, and many other things without keeping track of the points required.

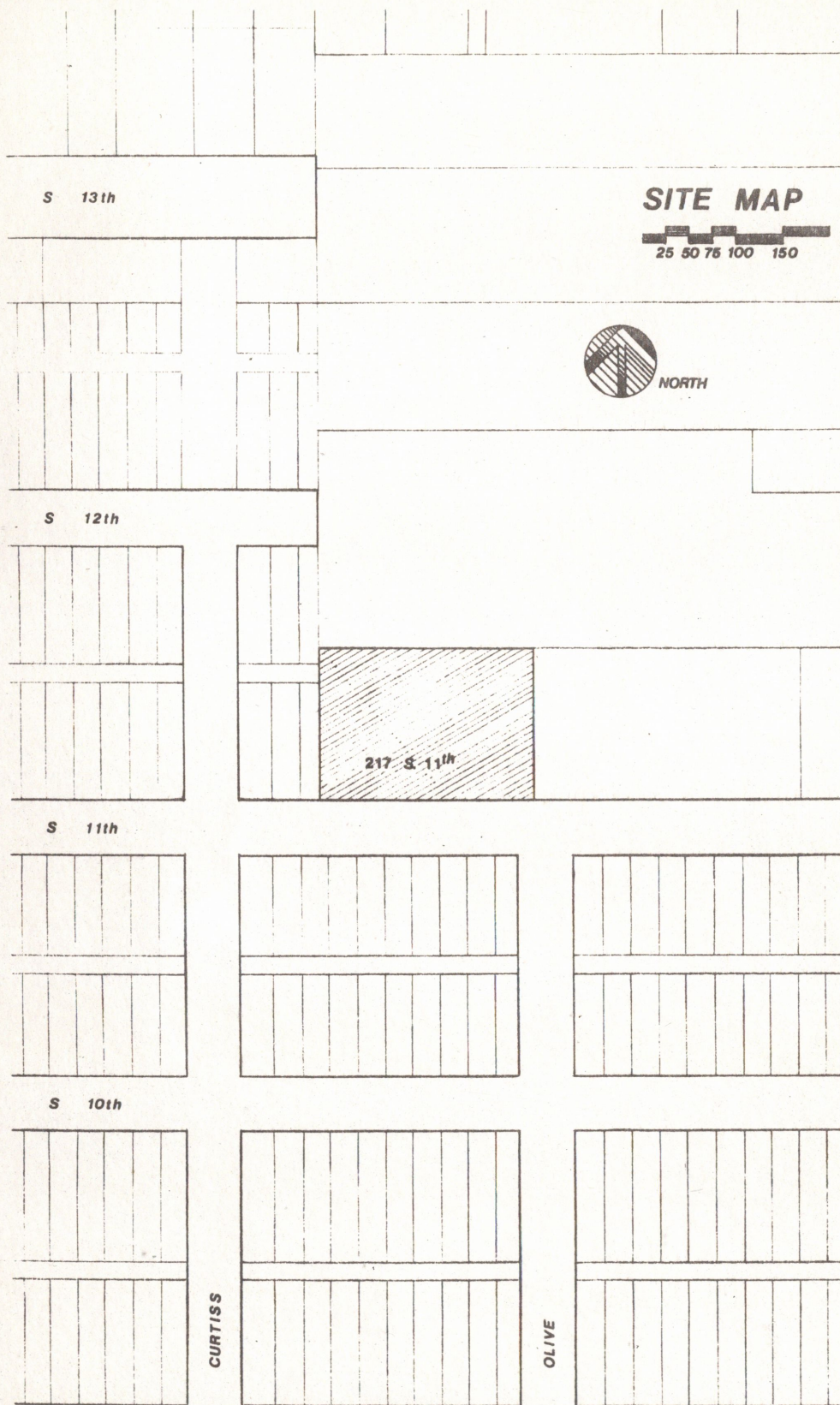
In behavior management there are 3 aspects to each behavior, often referred to as the A.B.C.'s of behavior. They are (a) antecedents or signals of the behavior, (b) the behavior itself, and (c) the consequence of the behavior. Ideally, the environment would provide for these three aspects. It would provide the signal and the manipulation of the signal; it would facilitate the behavior and its observation; the receiving and giving of consequences.

ARCHITECTURAL PROGRAM

- Site -

The location for a group home should be in an area similar to what the occupants are used to. In Bozeman the problem juveniles are all socio-economic classes and from all parts of the city. The only determinants for site location are proximity to the schools and residential neighborhood.

The site I am using is located between Curtiss and Olive, on the west side of South 11th Street. It is a growing residential neighborhood and is two blocks from the highschool and three blocks from the junior high school.



<u>Behaviors</u>	<u>Antecedents</u>	<u>Behavior</u>	<u>Architecture</u>
1. discussion	chair position, people	acoustics lack of distraction	movable furniture interior space
2. tone of voice	acoustics	acoustics	space not dead acoustically
3. talking during discussion	people	people	
4. listening to others in discussion	people	people	
5. passing items at the table	people	large table	large tables in dining room
6. obeying curfews	(outside house)		
7. completing tasks on time	clock program	awareness of programs	supergraphics visibility
8. calling in	(outside house)		
9. asking to go out	people door	awareness of program availability of people	check out board at door
10. rinsing the bathtub	dirty tub	easy to rinse	detachable shower nozzle, tub in view
11. replacing empty toilet paper roll	empty roll	easy to replace storage near	storage in bathroom
12. attendance at school	(outside house)		
13. doing homework	study room	quiet, desks, draws	separate study room
14. extra credit	(outside house)		

<u>Behaviors</u>	<u>Antecedents</u>	<u>Behavior</u>	<u>Architecture</u>
15. answering questions in class	(outside house)		
16. making the bed	messy bed	easy to make	bed out from walls bedspread having horizontal lines
17. doing laundry	dirty clothes	access to machines	laundry near bedroom near social area
18. picking up bedroom	visible mess	storage	simple room, adequate storage
19. pick up after yourself	visible mess	storage	arrangements which show mess, adequate storage
20. cleaning group areas	visibly dirty	easy to clean	materials easy to clean which show dirt
21. doing dishes	pile of dirty dishes	plenty of room	double sink near open counter space
22. clearing the table	mess	table close to sink	dish area near dining
23. setting the table	time, meal ready	system	easy system including everything which goes on table
24. planning a meal	people program	recipes and old plans and food supply near a desk	desk in kitchen with needed items and near storage
25. preparing food	people program	efficient space storage handy meal plan handy	good kitchen flow, separation of task areas, storage close

- Space Requirements -

parent's rooms

pulled away from the center of the home

not flexible

2 bedrooms, sitting room, bathroom

rooms should be arranged so that only one door leads

to all the rooms from the rest of the house

living room

large enough for 20 people to sit comfortably

few distractions

accessible to all people

visiting room

private

small

near major entrance

dining room

large enough for 17 people at 5 tables

movable - inside or outside the kitchen

kitchen

use residential equipment

organized so 2-3 people can work without running into

each other

time-out space

small

no reinforcement

soundproof

near bedrooms and recreation spaces

smoking space

open to all

near rooms

free social space

laundry room

free social space

separate one for levels 3 & 4 and 1 & 2

each should have washer, dryer and 2 ironing boards

mini-kitchen

open to free spaces of level 4

refrigerator, microwave, electric outlet, sink, storage

can be closed if no one at level 4

office

one main office in center of house

small

desk, 2-3 chairs, 2 filing cabinets

counselors room

private

small

2-3 chairs, small tables

bathrooms - large

facilities for 8 people

bathrooms - small

residential scale

one toilet, lavatory, bathtub with shower

library

open space

places to sit and read

study room

movable

can change size

able to have partitions to eliminate distractions

bedrooms level 1

2 people per room

bed, chair, desk, closet

can regulate natural light

bedrooms levels 2-3-4

private

bed, chair, desk, closet

living room level 2

movable

color T.V.

quiet

living room levels 3 & 4

seperated from levels 2 and 1

color T.V.

stereo

recreation space

pool table

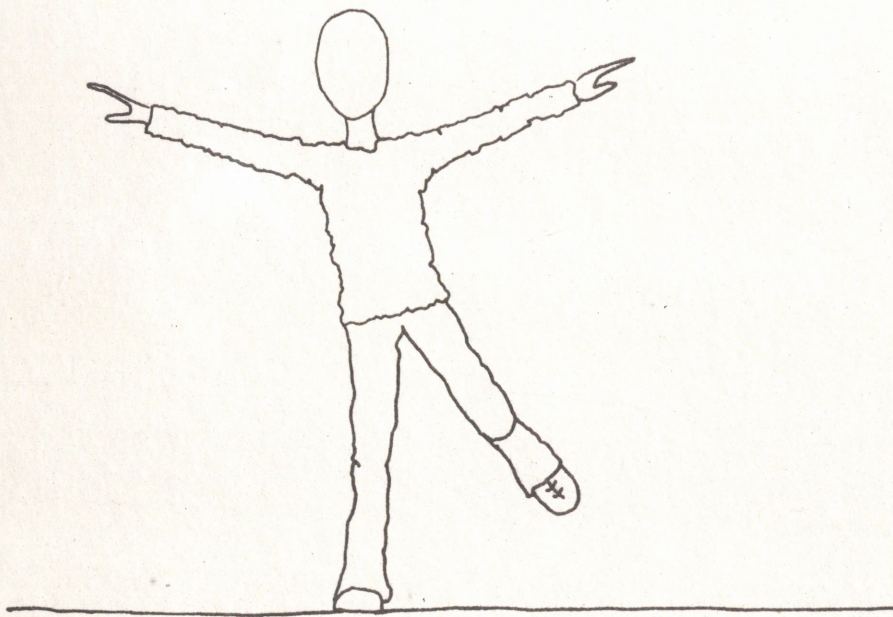
ping pong table

black and white T.V.

card table

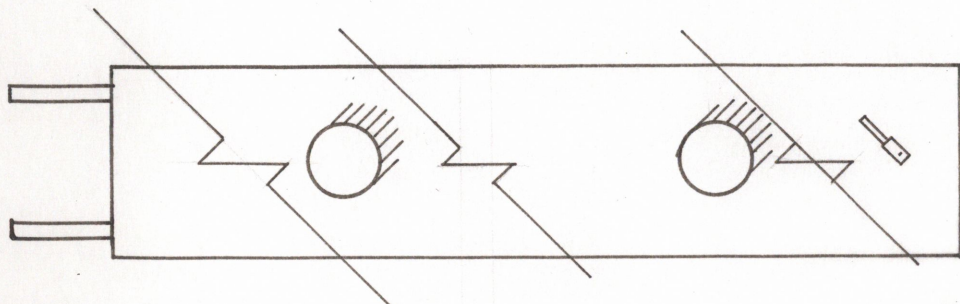
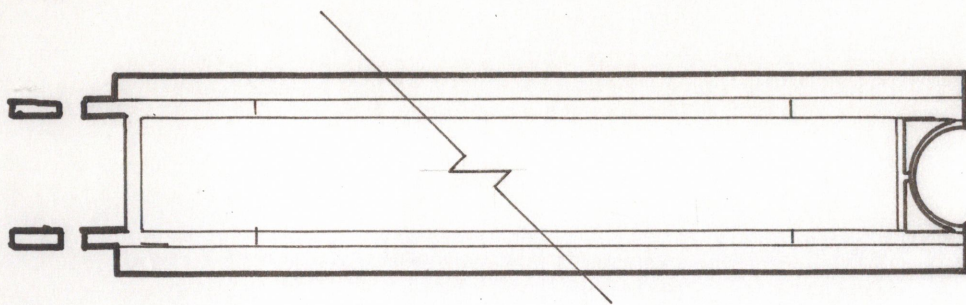
FLXIBILITY

DESIGN

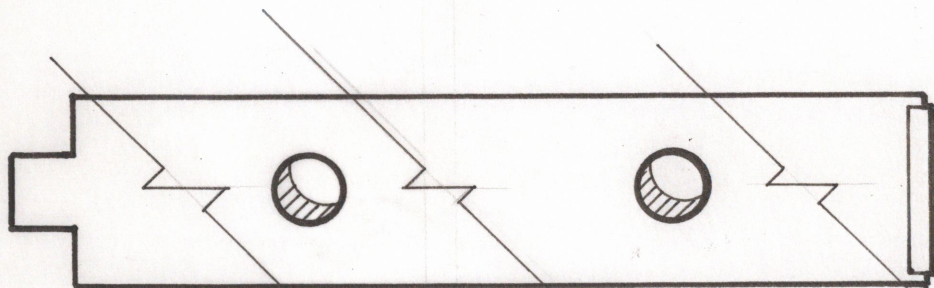
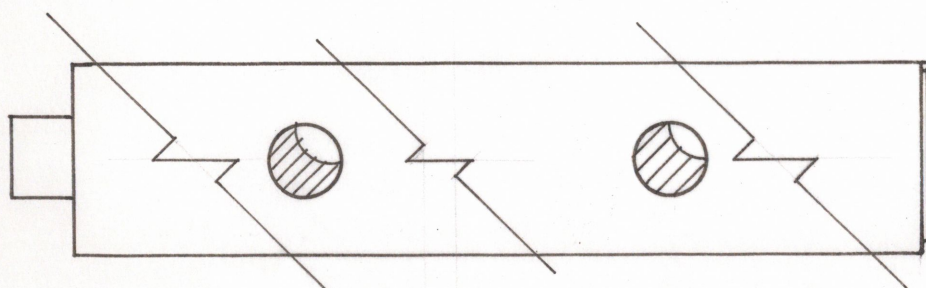


FLEXIBILITY

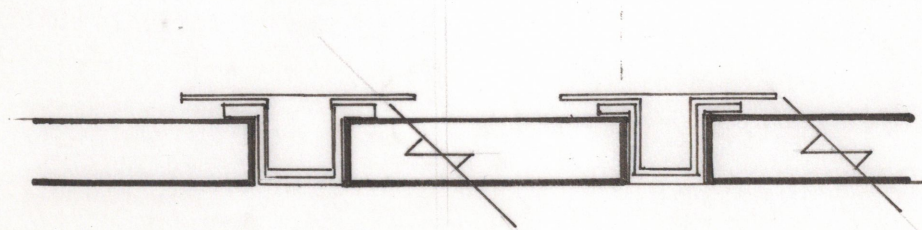
The areas requiring a large amount of flexibility have a 5' grid in the ceiling. This grid is for wall placement. The wall elements are 4'10" wide with a 2" connection post. They are lightweight and small enough for 1 or 2 girls to handle easily. They fit into the ceiling grid with a bolt and wing nut, and clamp to the floor through a suction cup bottom. To set up a room, you begin by deciding how big and at which grid intersections. The door and the closet placement are decided. All necessary furniture can be placed inside the space now to make moving easier. You begin at the two points where you connect to either another movable wall or a permanent wall. If it is a movable wall you already have a connecting pole in place, but if you are attaching to a permanent wall you begin by attaching a connecting pole to the wall. The next step is to slide a wall section so that the top portion is around the grid member. Next - slide the wall section so that it attaches to the connecting pole. Place bolts and tighten wing nuts. Place connector pole such that the top begins to enter the hole in the grid intersection. Slide pole into wall and grid hole at the same time. Begin with another wall section. The closet unit is placed just like a wall section. The door wall section is always placed last.



WALL PANEL



COLUMN



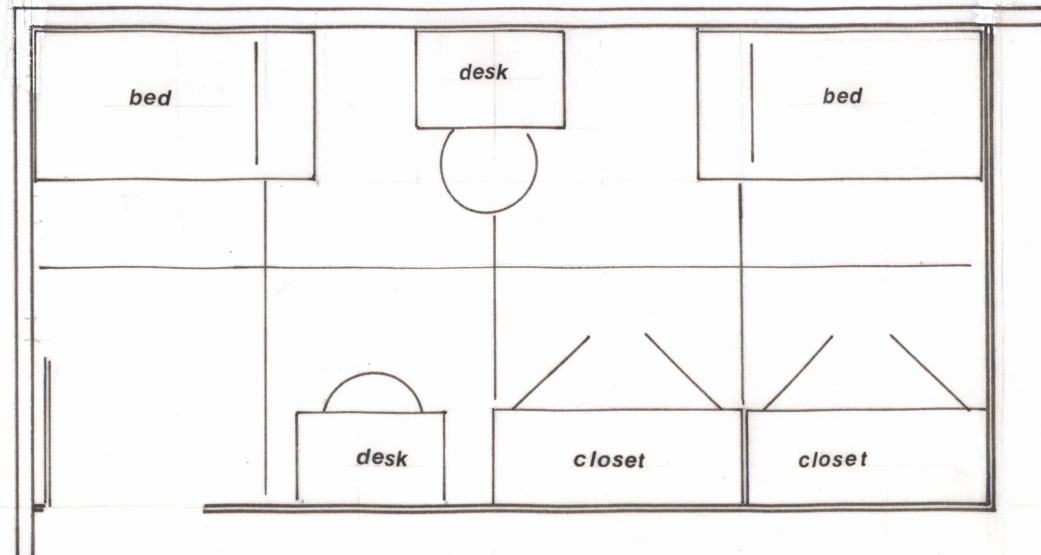
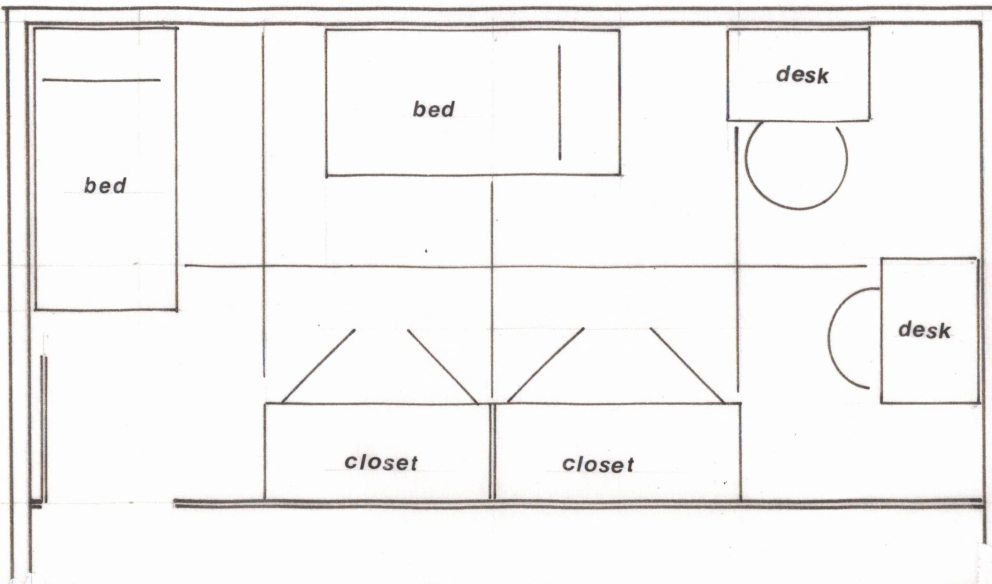
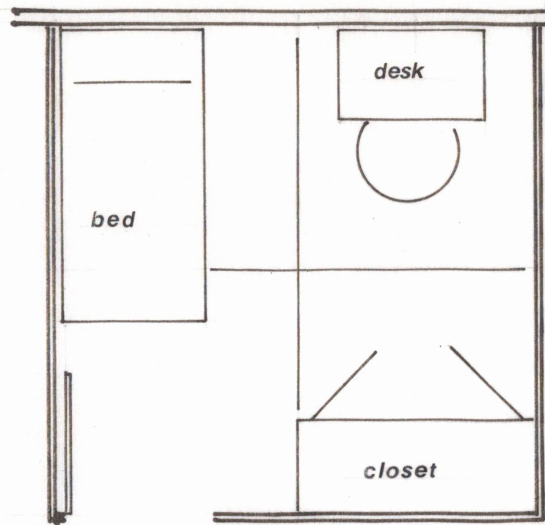
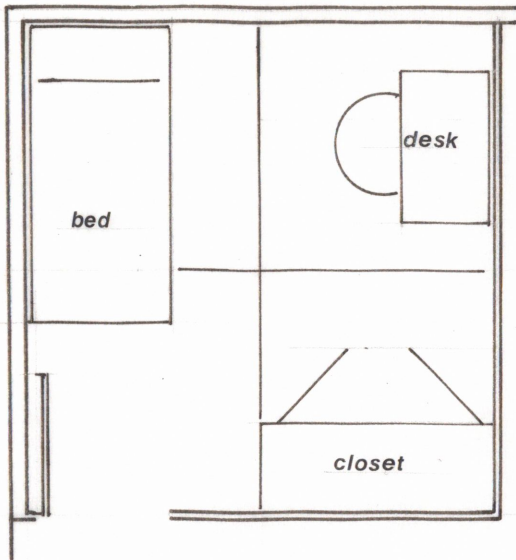
WALL and
COLUMN
PLUG

Wall Storage

When not in use the wall panels should be stored in a hanging position to prevent warping. There are several rooms in the two levels for this purpose. There are special grid members placed 12" on center in a parallel bank 2" above the regular grid. Any extra closet units may be stored in these areas also; however, they are not hung.

Room Arrangements

A room may be any multiple of 5 feet. Each girl in the room needs one closet, one twin bed, one desk, and one chair. These can be arranged in many different ways, but due to the emphasis of the program, those for girls on lower levels should not be arranged so as to create private areas. The upper levels do not have this restriction. The program I have designed for has all upper level rooms as single rooms. It is conceivable that upper level rooms could be barrack type but having private areas developed within them. I have not shown them that way since at present it is not needed.



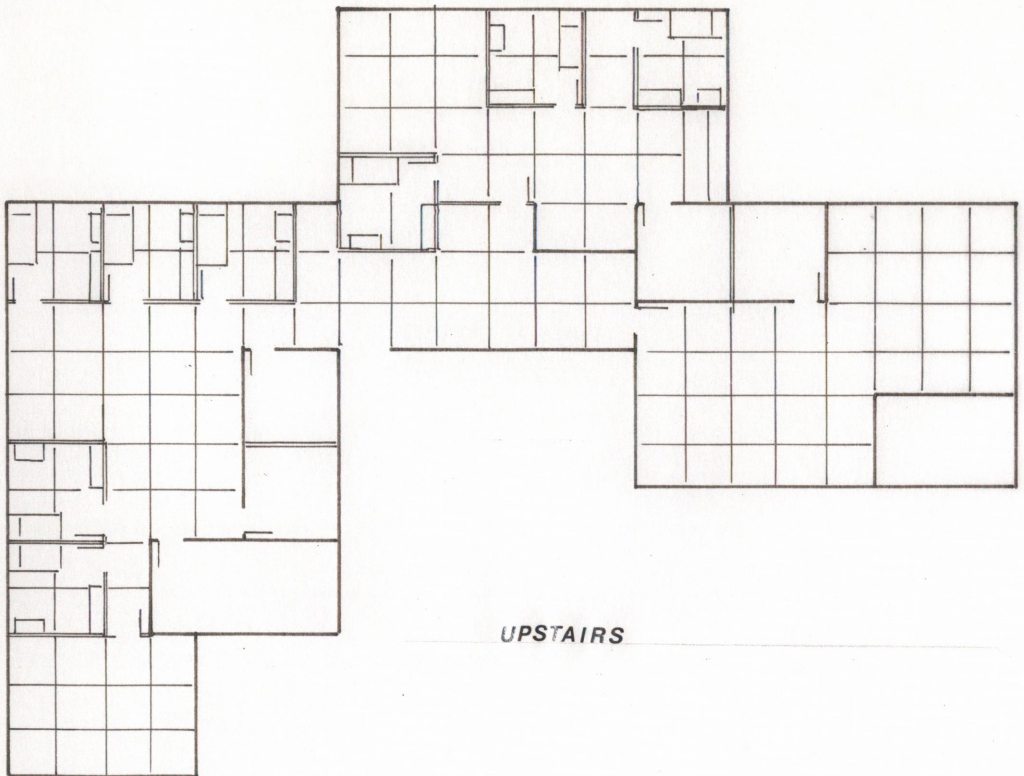
ROOM ARRANGEMENTS

1" = 4'

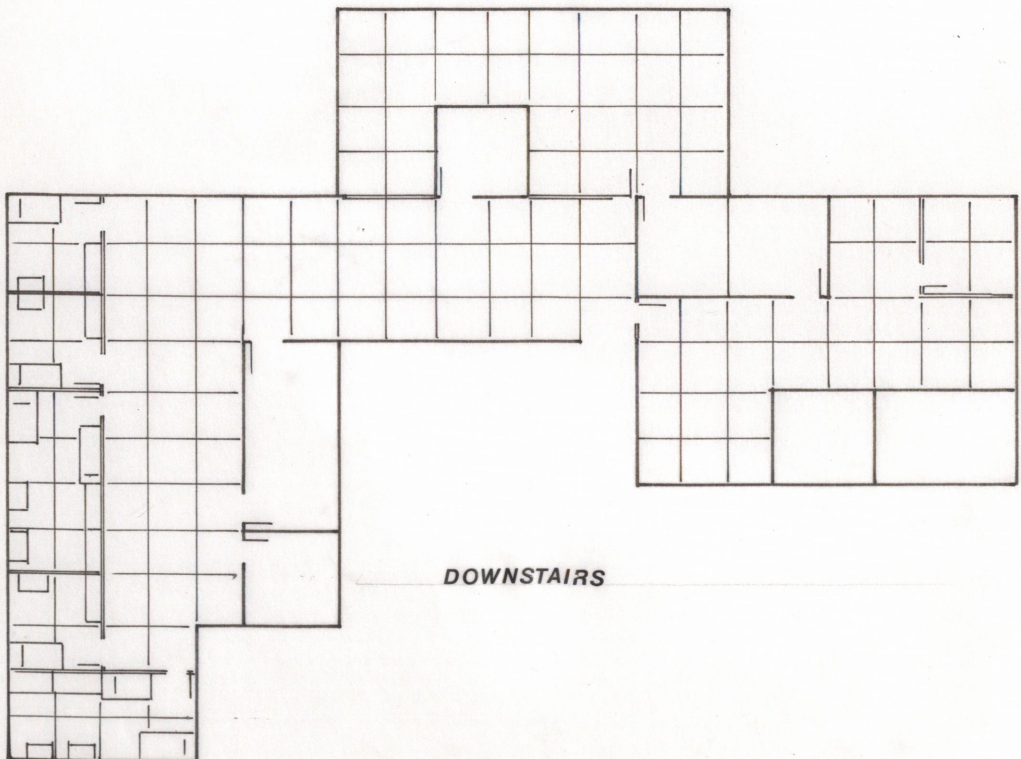
EXPERIMENTS

1. double occupancy bedrooms vs. barracks

The south side of the flexible area can easily be converted into 2 barrack rooms if needed. The major control on size and shape is wall surface for closets. Each girl requires a closet unit. If there is only 6 feet of movable wall panels, only 5 girls can be in the room. No wall panels or closet units should be placed in the center of the room. The barrack idea is used specifically because of the large, non-private aspect of the space. Any addition which would tend to create smaller spaces within the larger would diminish the effect.



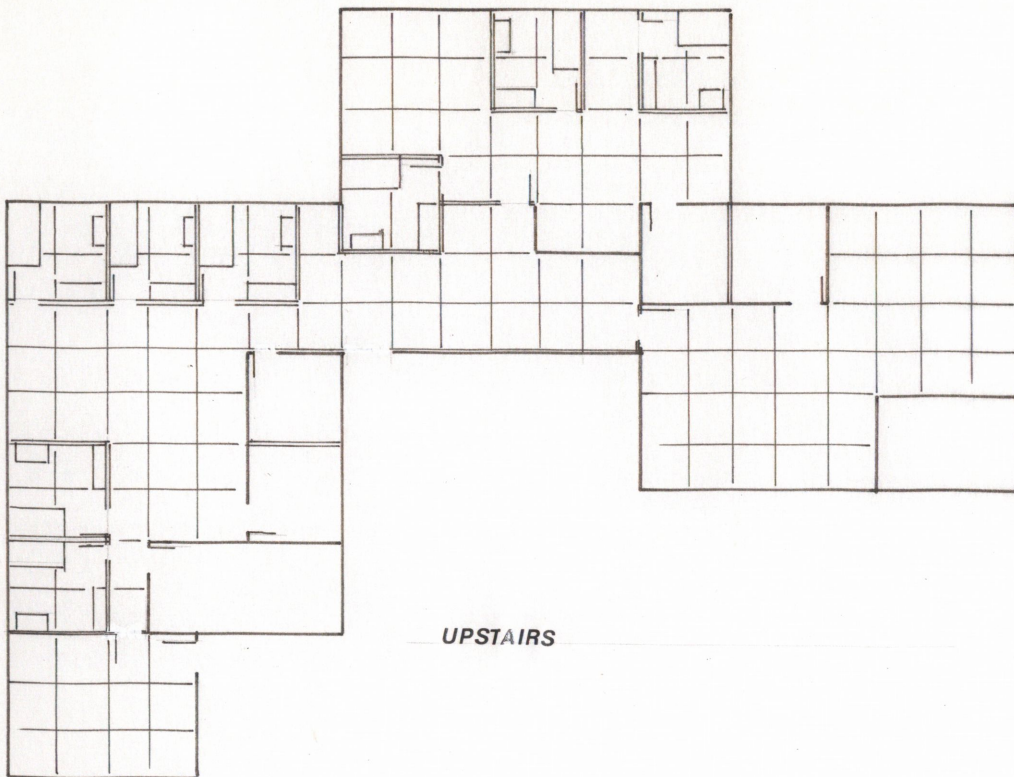
UPSTAIRS



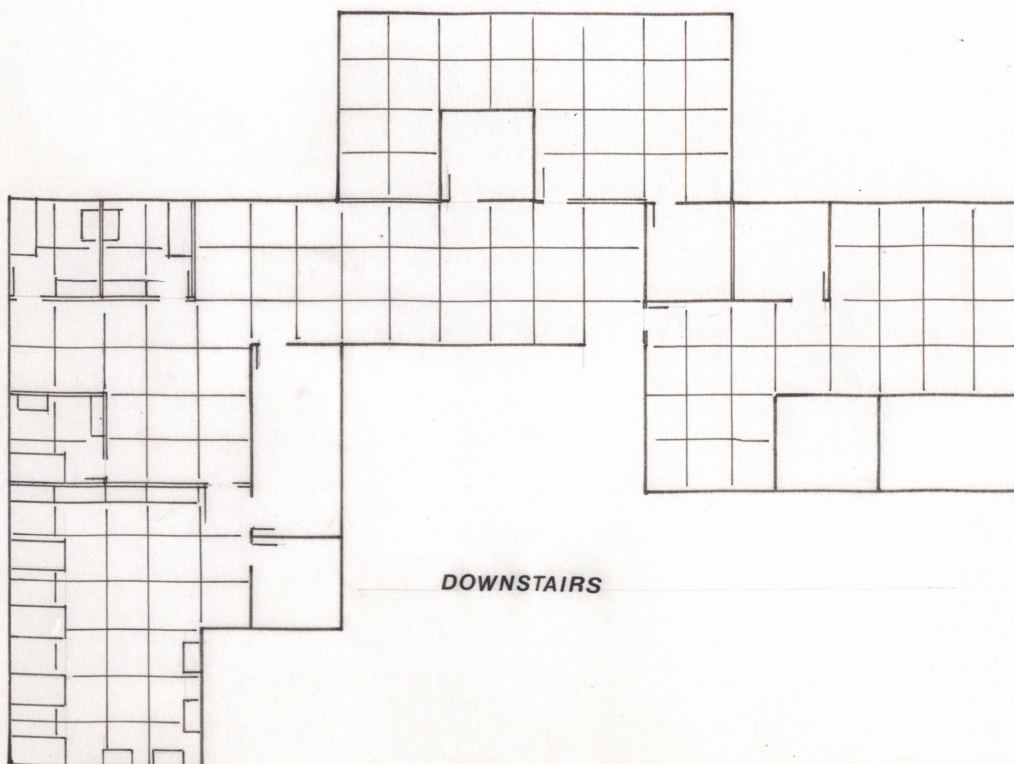
DOWNSTAIRS

DOUBLE ROOM

1" = 30'



UPSTAIRS



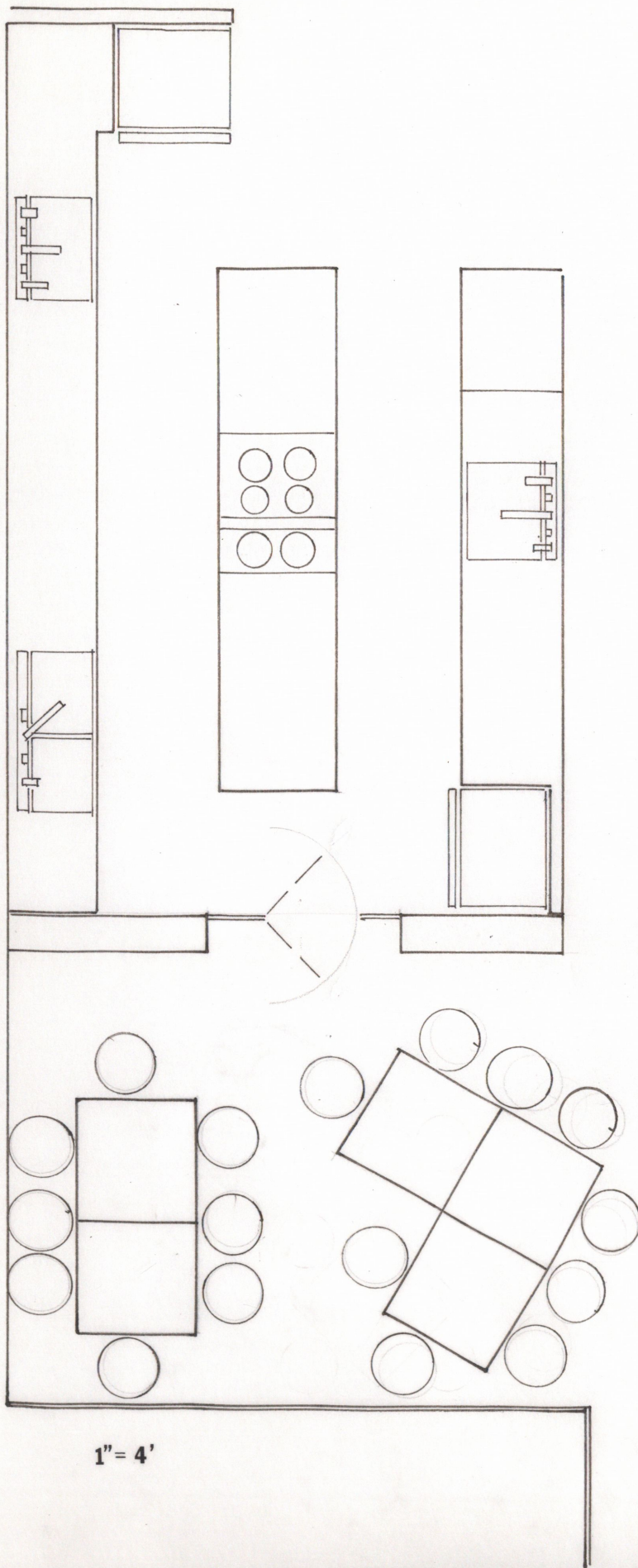
DOWNSTAIRS

BARRACKS

1" = 30'

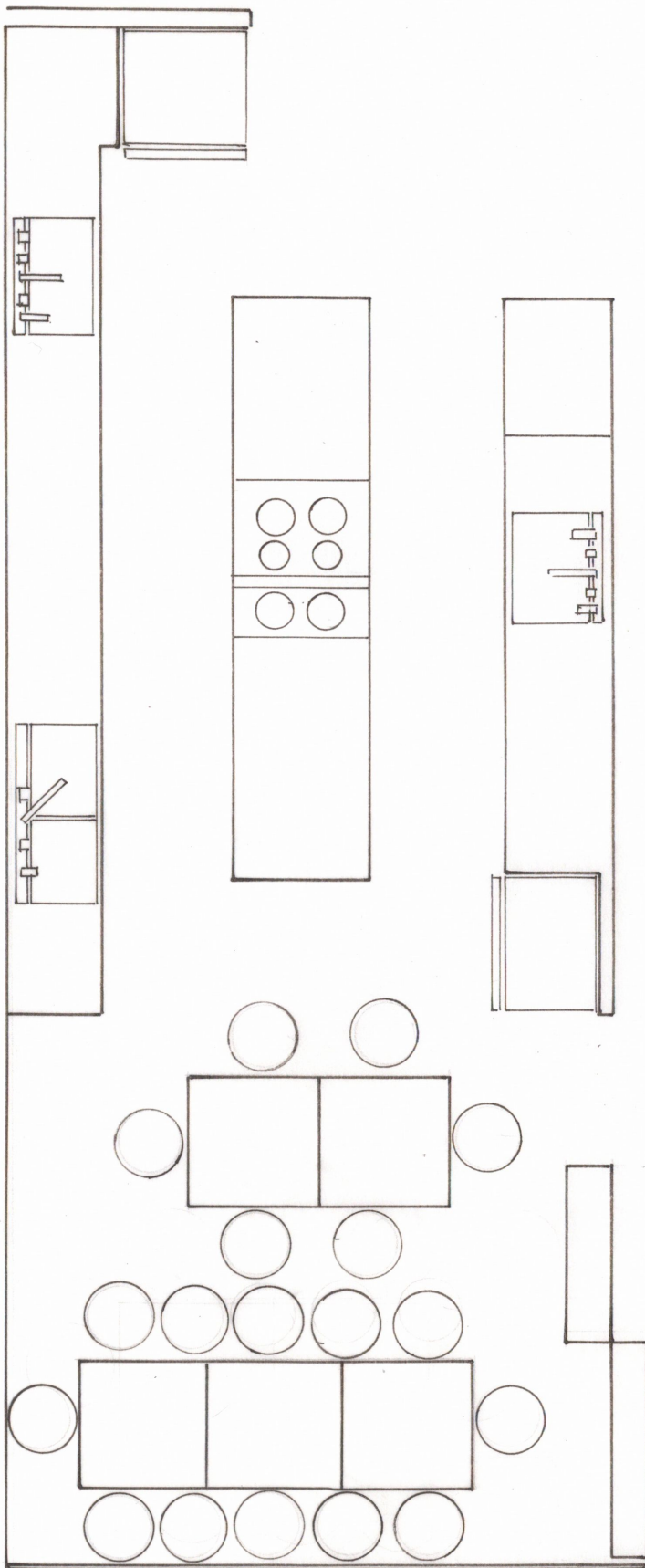
2. dining room inside vs. outside the kitchen

The emphasis of this experiment is the effect of social space on kitchen tasks. When the dining room is part of the kitchen it is also a part of the living room. The kitchen can be separated from the rest by adding a wall at the edge of the refrigerator and the dish area. The wall is added above the storage units which rest along the railing to the ramp when the dining room is part of the kitchen. These storage units are for dishes and other items used in the system for setting the table.



1" = 4'

DINING ROOM OUTSIDE KITCHEN

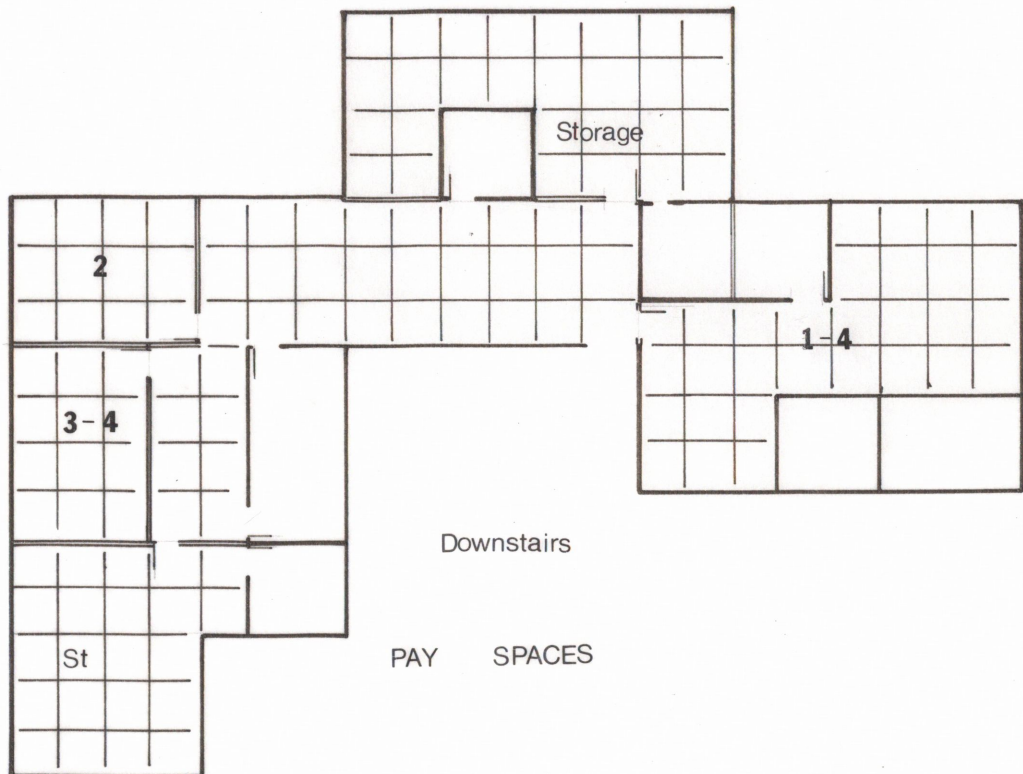
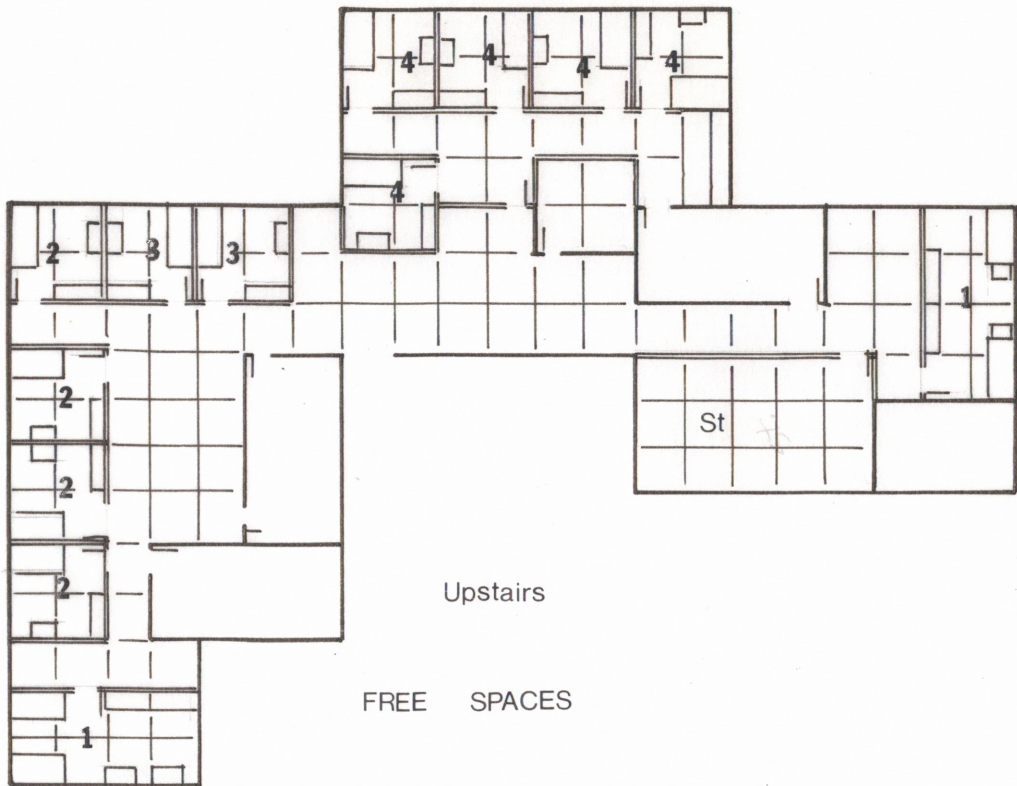


1" = 4'

DINING ROOM INSIDE KITCHEN

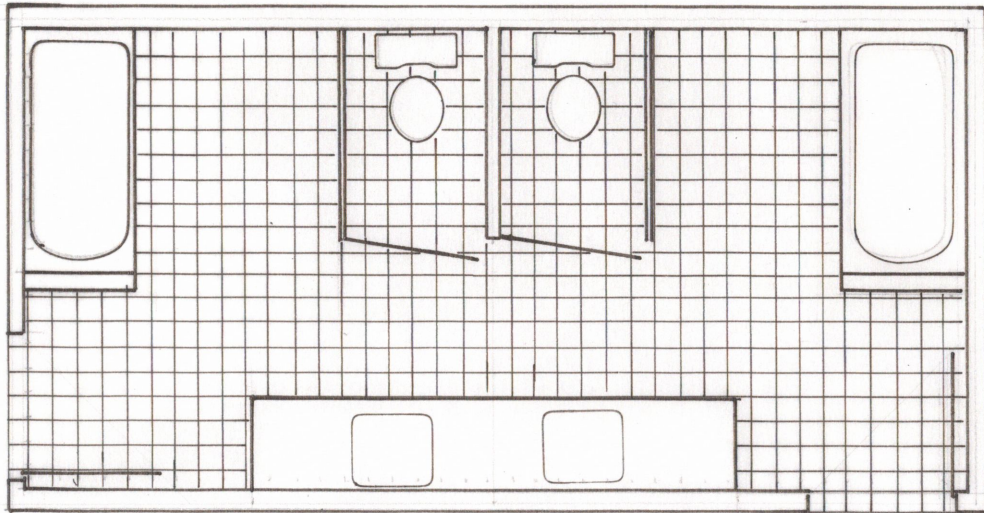
3. payment spaces near vs. far from free spaces

In the initial situation, the recreation spaces (pay spaces) are on the same floor as the bedrooms. The lower floor has both, the second floor has both. In the second situation, all bedrooms move up to the second or upper floor with levels 1 and 2 on the northwest end and levels 3 and 4 in the south and west. The recreation spaces all move to the lower floor with recreation for 3 and 4 only in the southern corner. The upstairs time out space is completed for use by level 1 and perhaps level 2. The lower levels are in the north side because that side has less sunshine. If there are too many girls at levels 1 and 2 some may be moved to the south side.

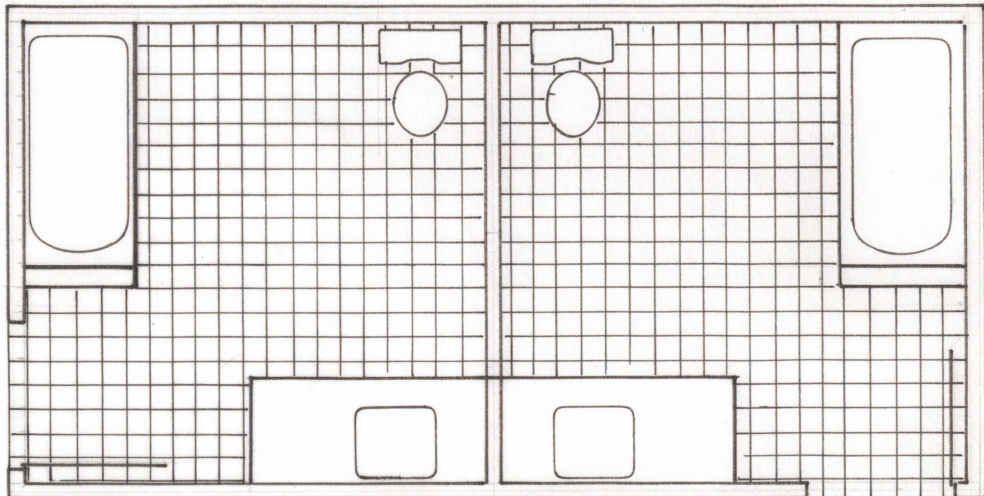


4. residential vs. group bathrooms

The bathrooms are set up so that the center wall between two is movable. When the bathrooms are to be group type, the wall above the sink counter top and the wall between the counter and the toilet wall are removed. Toilet stalls can be left up or removed in either situation. There is no electrical or plumbing connections in any of these walls. There are no plastic shower screens with sliding door. Instead there is a short wall at the end of the tub and a shower curtain so that the tub isn't hidden away. If a bathroom isn't needed it can be closed off with no inconvenience to the other half.



LARGE BATHROOM

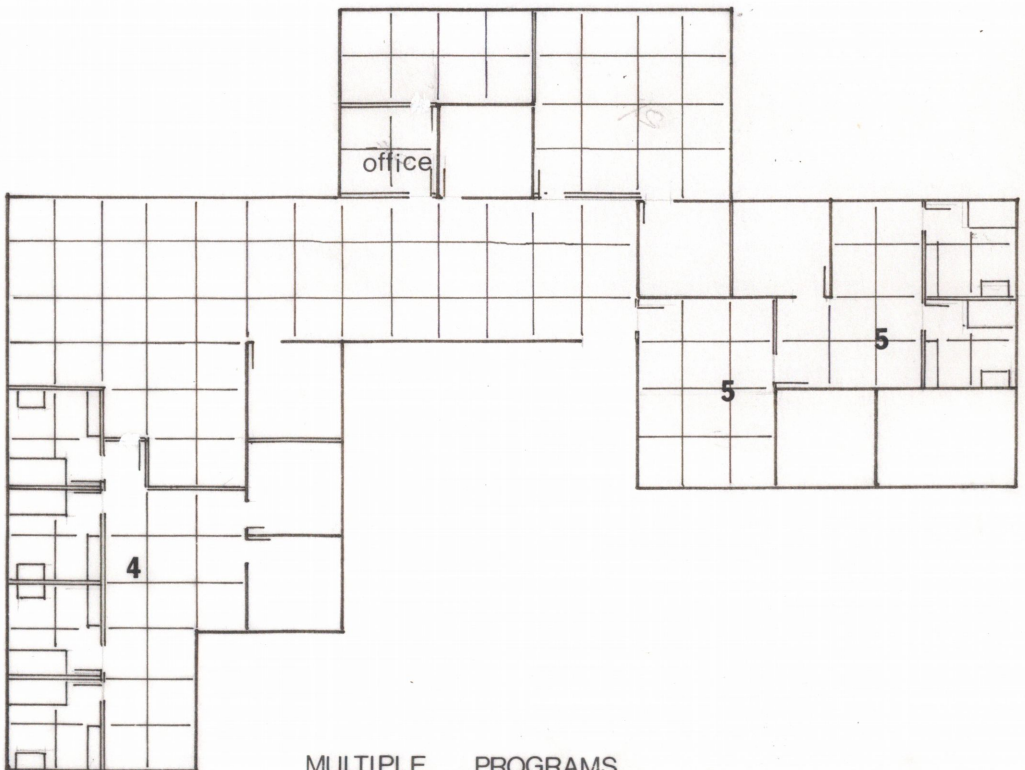
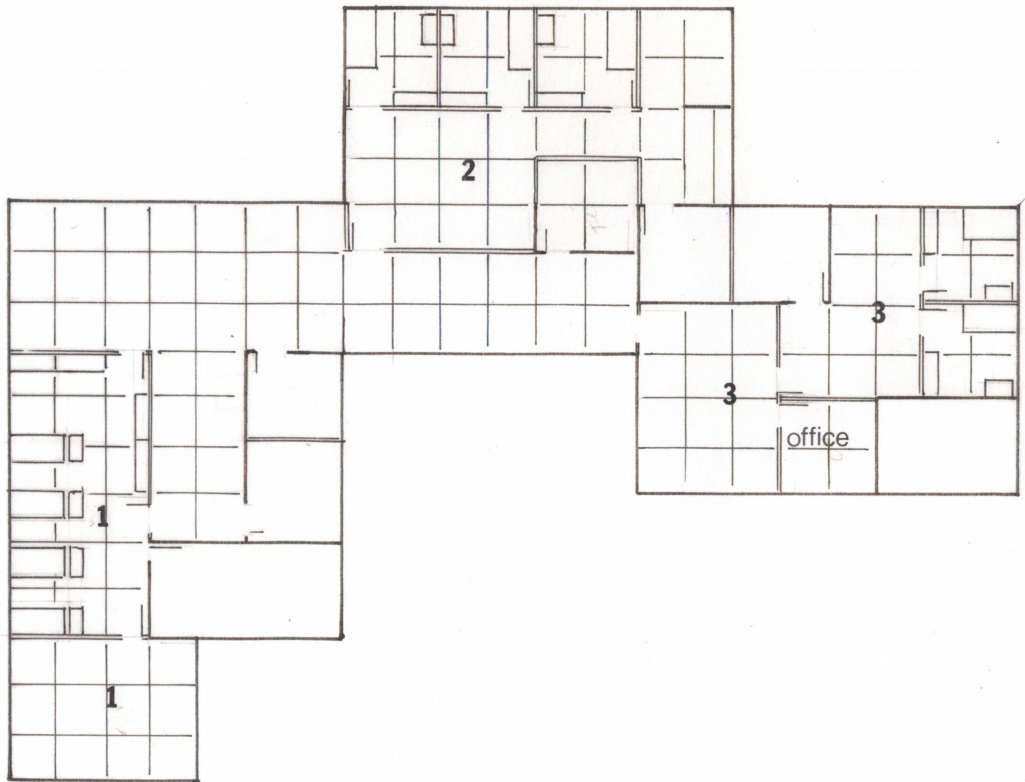


SMALL BATHROOM

1" = 4'

5. single vs. multiple programs

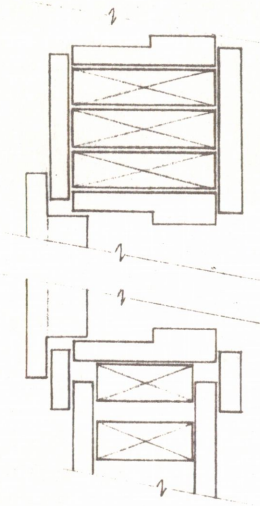
When there is only one program in the house, the only office is near the main entry. The levels can be shifted as is needed. When there are multiple programs, each program has a small office and living area. Depending on required space there are six areas which divide off easily; the study room area, upstairs along the south wall, the projected area containing the small kitchen, upstairs along the north wall, downstairs along the north wall, and downstairs along the south wall. Each area is close to a bathroom and has enough outside wall and window area to have all bedrooms receive natural light and ventilation.



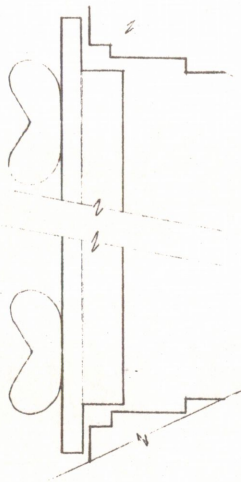
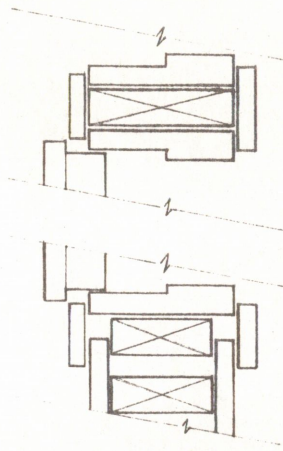
MULTIPLE PROGRAMS

6. natural light as a general reinforcer

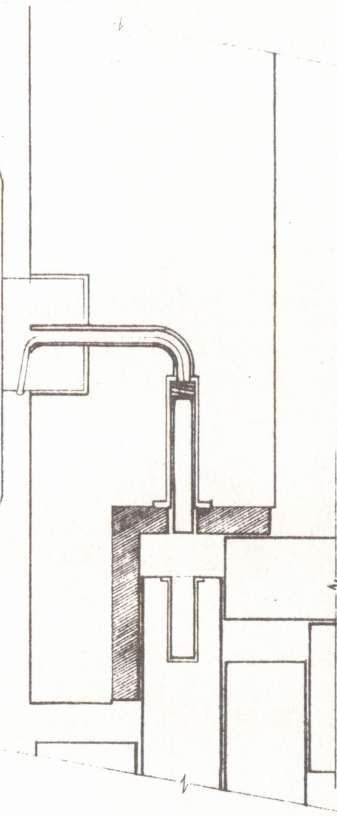
All windows in the bedroom/recreation areas may be covered to seal out light. The cover is a lightweight panel that fits snugly into the window frame and latches into place. The covers are stored in the same area the walls are stored or in the downstairs store room under the ramp, whichever is most convenient. Each window may be open or covered independent of others. They do not interfere with wall panels attaching to the wall.



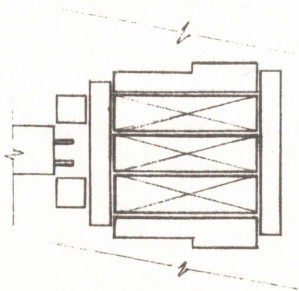
SCALE: $1\frac{1}{2}'' - 1'$



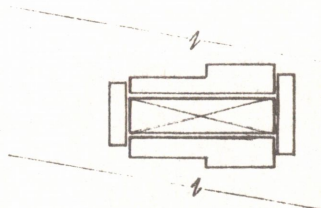
WINDOW COVER
SCALE: $1\frac{1}{2}'' - 1'$



ANCHOR ASSEMBLY
SCALE: $1\frac{1}{2}'' - 1'$



WIDE MULLION
SCALE: $1\frac{1}{2}'' - 1'$

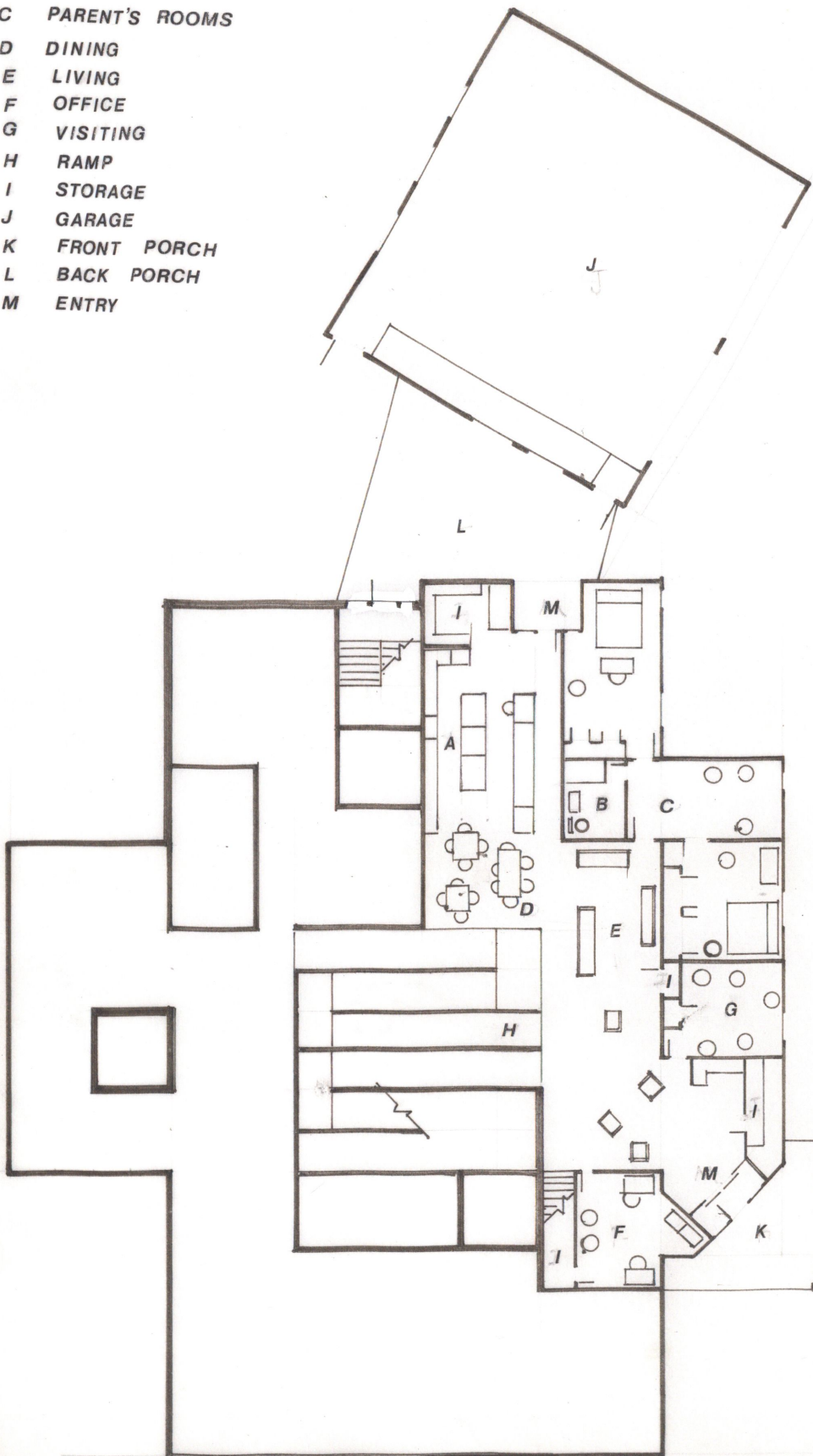


NARROW MULLION
SCALE: $1\frac{1}{2}'' - 1'$

WINDOW DETAILS

GROUND FLOOR

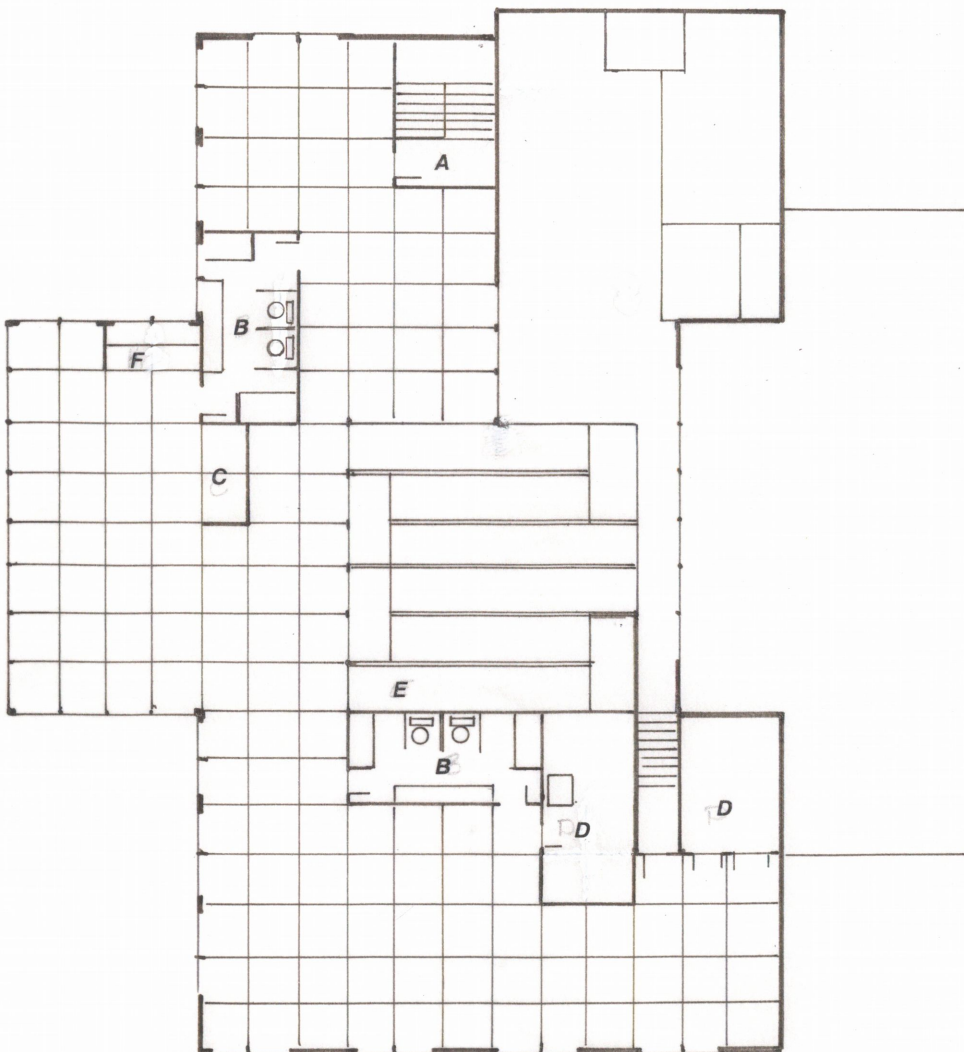
- A KITCHEN
- B BATHROOM
- C PARENT'S ROOMS
- D DINING
- E LIVING
- F OFFICE
- G VISITING
- H RAMP
- I STORAGE
- J GARAGE
- K FRONT PORCH
- L BACK PORCH
- M ENTRY



1" = 30'

UPPER FLOOR PLAN

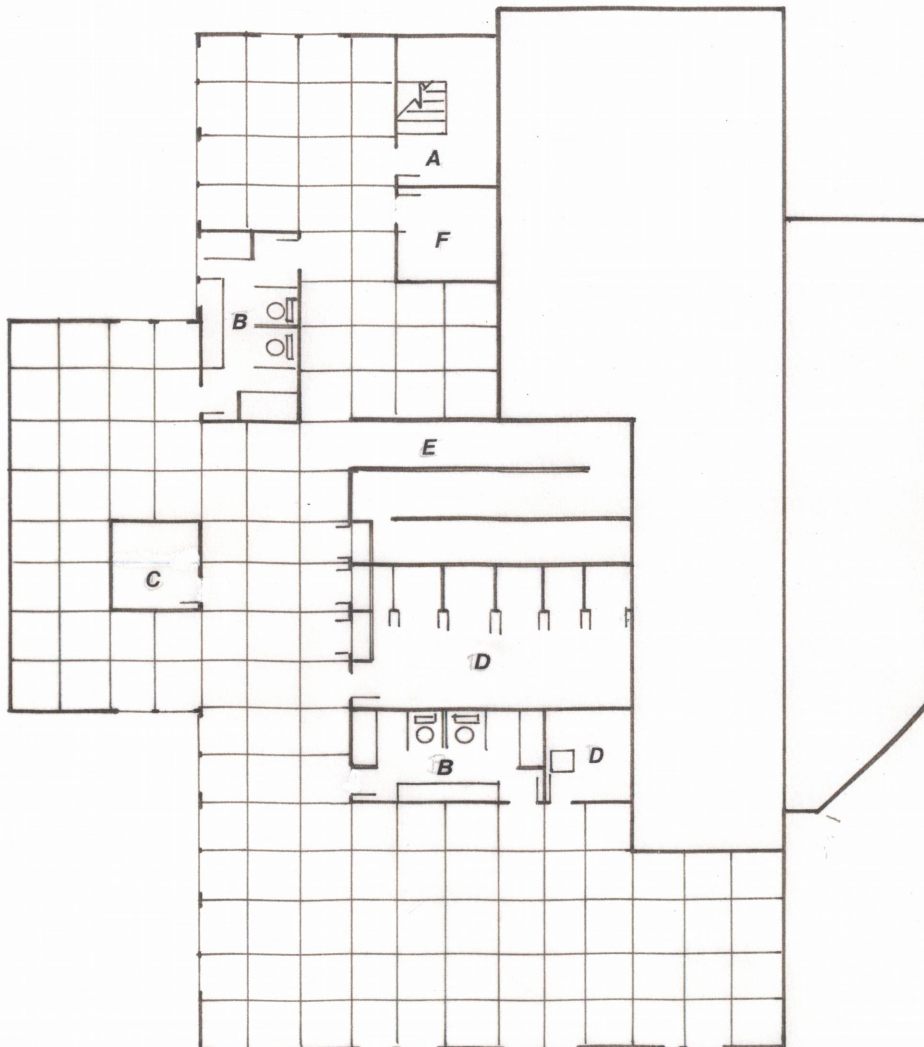
- A FIRE STAIRS
- B BATHROOM
- C TIME OUT SPACE
- D STORAGE
- E RAMP
- F KITCHEN



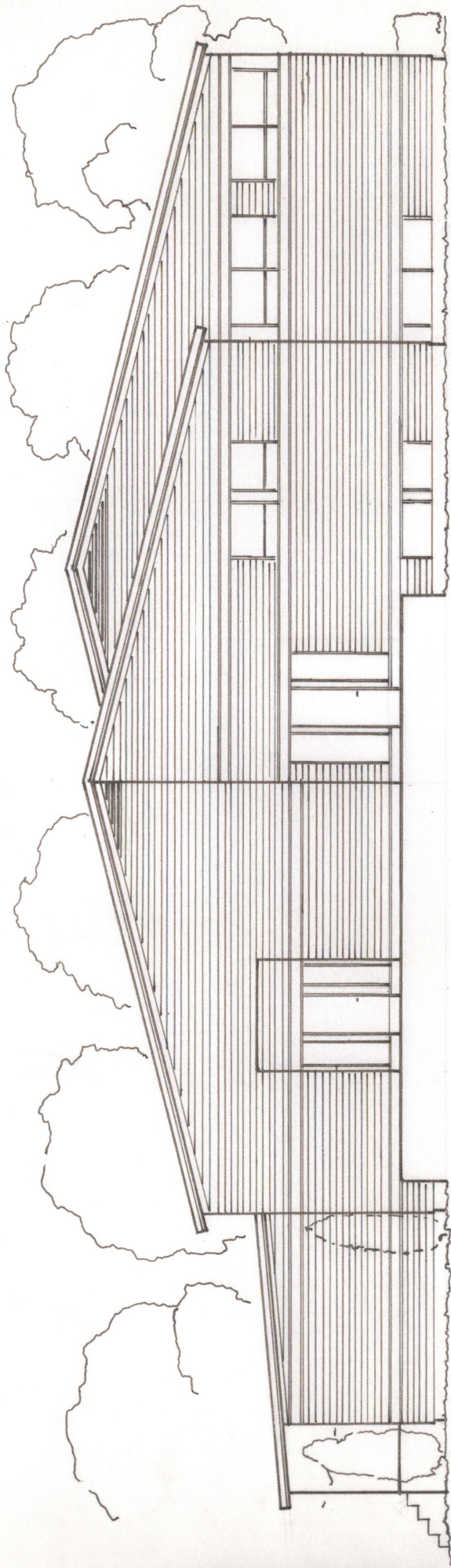
1"=30'

LOWER FLOOR PLAN

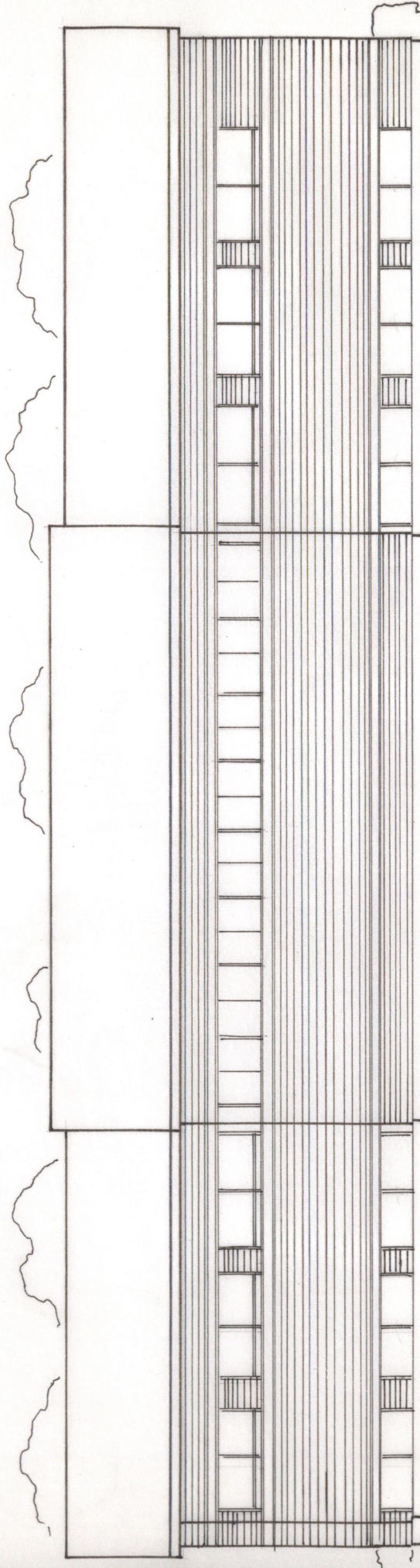
- A FIRE STAIRS
- B BATHROOM
- C TIME OUT SPACE
- D STORAGE
- E RAMP
- F MECHANICAL



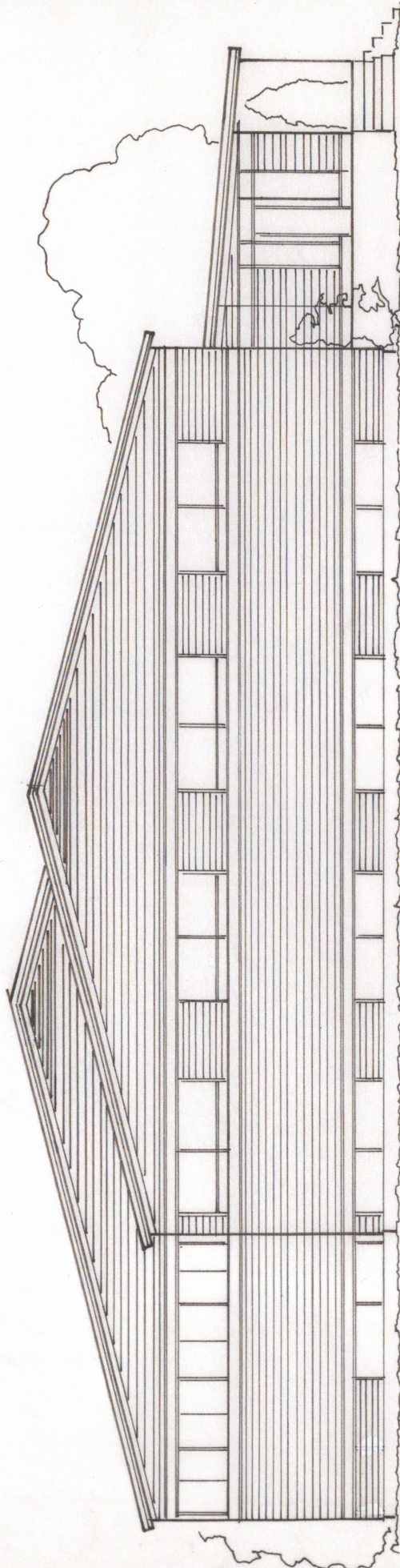
1"= 30'



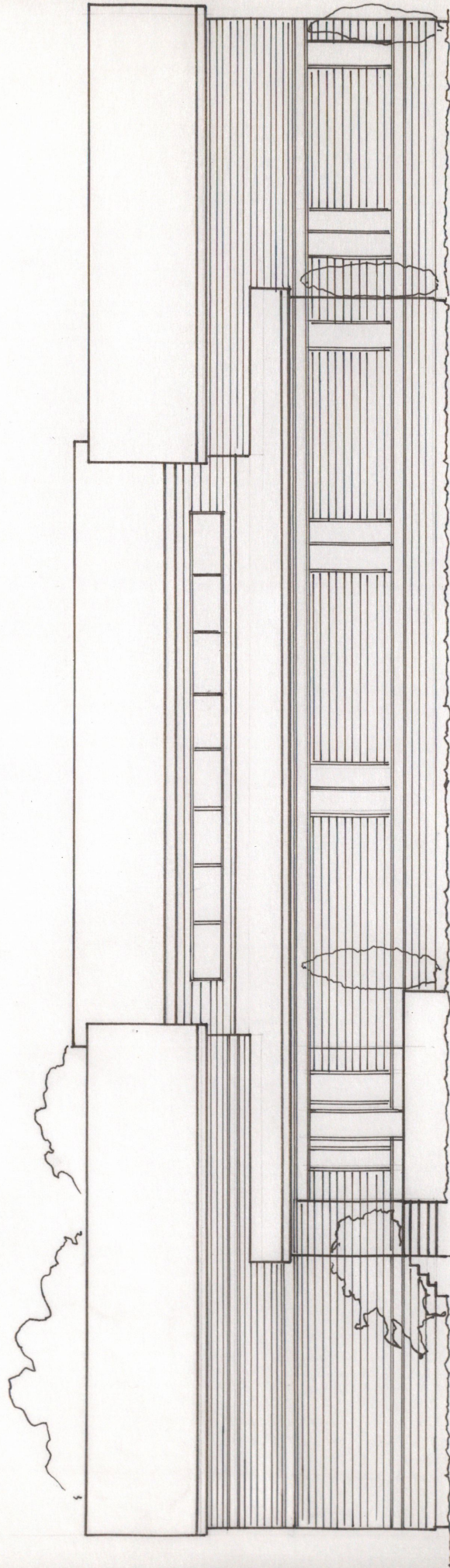
NORTH - WEST ELEVATION



SOUTH - WEST ELEVATION



SOUTH - EAST ELEVATION

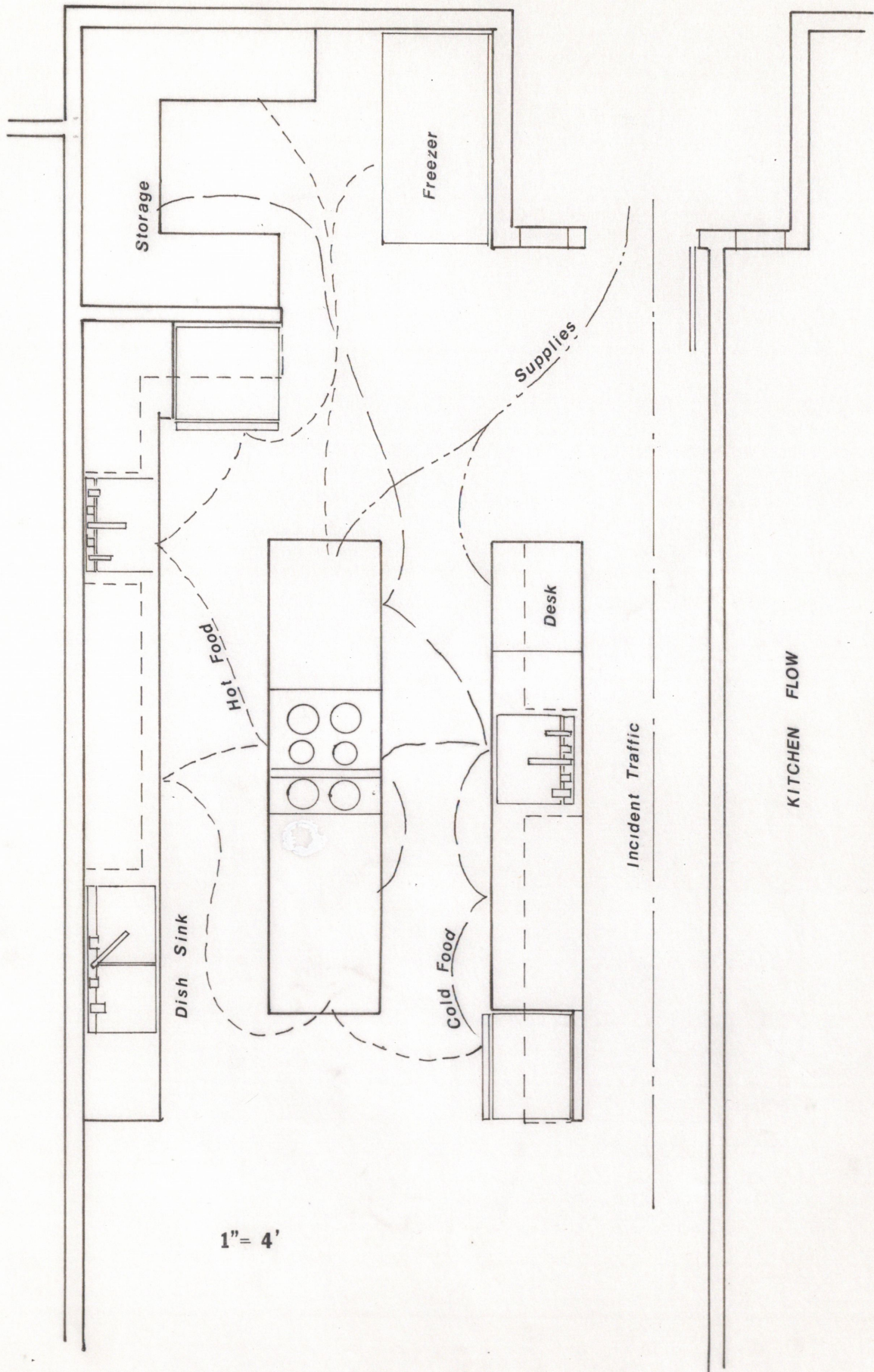


NORTH - EAST ELEVATION

Kitchen

The kitchen is separated into two areas; hot foods and cold foods. The west wall (along the wall) is for preparation of hot foods. It has a refrigerator near the storage room which is used for thawing frozen foods before they are used and foods which are generally used in hot food preparation. The one exception is fresh vegetables. These are kept in the cold food refrigerator to keep them separated from meats. The cold foods refrigerator is located on the dining room end of the east counter (along the rear entry corridor). At this location it can easily be reached without interfering with someone working in that area. The stove is a larger residential counter model. It is between areas since the cold food task would usually include vegetable cooking. The rest of the island is a cutting surface work area with visual connection for sharing of tasks and ingredients. The ovens are located between hot foods and dish washing. There are two residential built-in models to facilitate quantity. The work desk is on the cold food counter opposite the refrigerator. Here is located the records of past meal plans and recipes. The store room and refrigerators are nearby to check supplies and make shopping lists. The dish cleaning area is close to the dining room to facilitate

clearing the table. The cold foods refrigerator is close to the dining room and is to contain any items involved in setting the table which require refrigeration.



MATERIALS

All materials should be chosen on the basis of their ability to show dirt and the ability to be easily cleaned.

Floors

The floors of the kitchen, bathrooms, and entry are tiled in sectional tiles. The living area is carpeted in a tight low pile carpet. Under no circumstances should shag carpet be used. The parent's rooms and office have the same type of carpet as the living room. The upper and lower flexible areas are to be covered in sheet linoleum which is smooth. If it has a pattern which has an abrupt change in height, the wall sections will not seal as good and they will tend to collect dirt up against the ridge.

Bedrooms

The wall panels are covered in a porous surface which is covered with a cloth so that tack and pins can be used to hang objects to the wall. The permanent wall is sheet rock which is not conducive to tacks or pins. The curtains and bedspreads should be of a color to show dirt but more important, they should have a linear pattern such as a plaid or stripe. This will show readily if they are not properly made (or hung).

Furniture

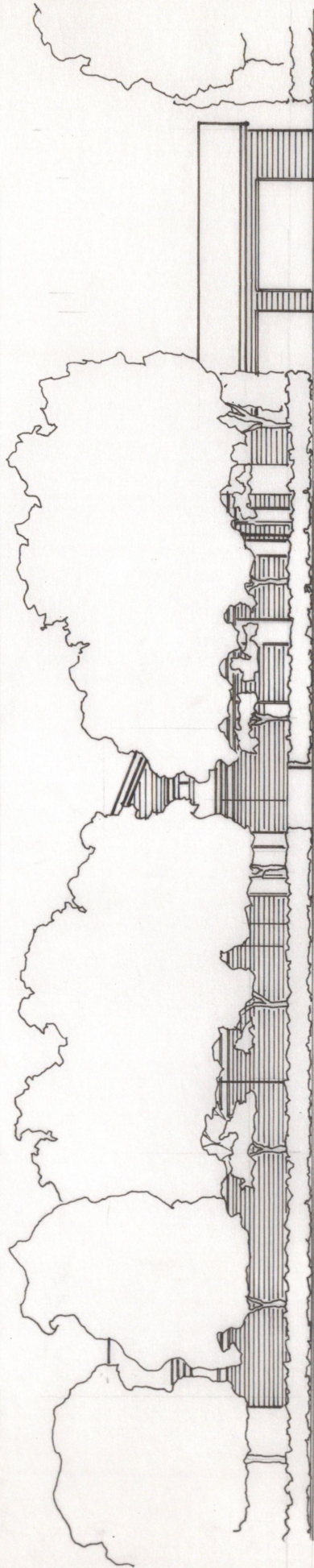
The furniture in the living room should be residential type. They should be movable and comfortable. The furniture in the recreation space for level one should be metal or wood, not very comfortable. The 2nd, 3rd, and 4th level recreation space should be progressively more comfortable.

The bedroom desks are to be of wood. They should have 3 or 4 large drawers to store belongings and have a study light. The bed is a twin bed which can be made into a bunk bed with another bed. The closet unit is the only "built-in" furniture, it is 4'10" long and 2'2" wide. The bottom is 6 drawers, the middle is a closet with shelves occupying the top area.

The study area has tables and individual carrouseles. These are movable. Should be regular library type tables and carrouseles. The chairs should be comfortable enough to sit for several hours, but not enough to put you to sleep. I would advise standard chairs with padded seats.

The dining room tables are to be $3\frac{1}{2}'$ x $3\frac{1}{2}'$. They should be center pedestal tables, all the same height, so they may be used separately or joined to make a long table.

SITE ELEVATION



1" = 30'

Landscaping

The idea behind landscaping choices came from the idea behind the program. Growing plants seem to be a reinforcer for some people. I tried to provide a border to the property without ever putting up a fence. Part of the plants require care, some do not. There is an (A) 8' evergreen hedge (Canadian Hemlock). It requires little or no care other than watering. It is fast growing and high. There is a 3' hedge in the front (B) (Golden Drop). It has bright yellow flowers all summer with little care. It has an irregular mound shape but will not exceed 3' high so does not require trimming.

Along the Golden Drop hedges is a row of (C) Flowering Hawthornes. These reach a height of about 30-40 feet. Each spring they are covered with small red blossoms. They are to be kept trimmed at the bottom so as not to obstruct the walking area. Along the driveway and the parents area of the house are various types of (D) Pfitzer Juniper. These are slow growing and some varieties grow low and spreading while others grow tall and slender. At the interior corners of the lot are groups of fruit trees. On the outside are (E) Sour Cherries (Burpee's Montmorency). The fruit from these are excellent for preserving and do not require cross-pollination. Next to these are (F)

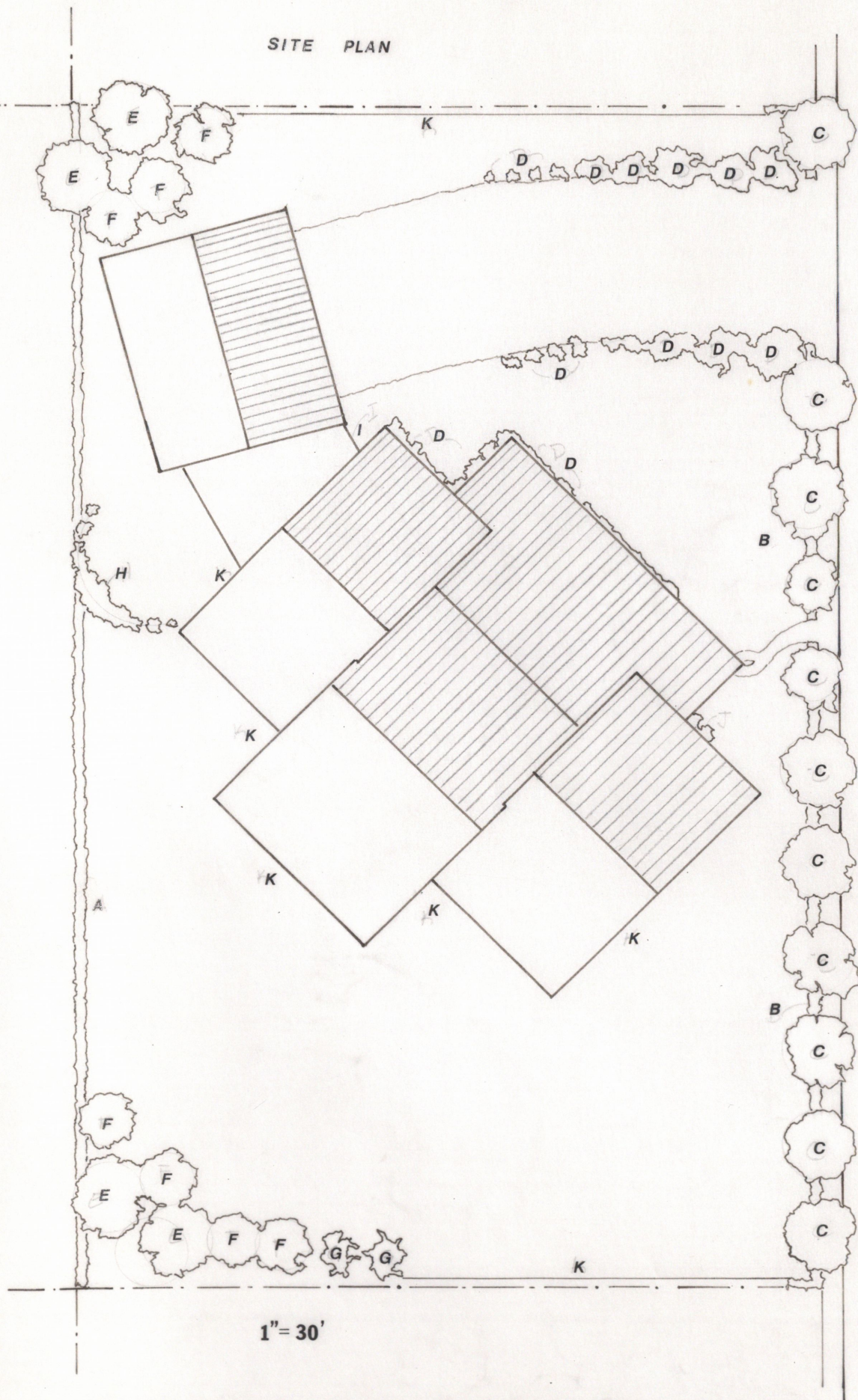
Crabapples (Burpee's Hyslop). Their fruit is less bitter than many crabapples, and are therefore more usable as fruit or preserved. These too are self-pollinating and the fruit ripens 3 to 4 weeks later than the Sour Cherries.

Along the south side are 2 large (G) Persian Lilacs. These are a denser bush than French Lilacs and are more spreading. Behind the house is a 1/3 circle of (H) French Lilacs centered on the back deck. This is to make a small area for privacy. On the opposite side of the deck is a wooden trellis for (I) Clematis vines. These are a beautiful flowering vine, often with blossoms up to 6 inches across. They do not require a lot of sun. I recommend planting 4 to 5 plants each a different variety. Near the front porch is a (J) Bridal Wreath shrub. These grow 5 or 6 feet tall and spread out to a similar width. They will tolerate shade. May through June the long arching branches are covered with small pure white flowers.

Along the south and north borders and around the two-story portion of the house are (K) gardens for the growing of flowers or vegetables by the girls. The beds are 2' deep and therefore can accommodate a large number of plants if all 15 girls wish to grow plants. I suggest that these not be planted by the house but rather, only by the girls.

The rest of the yard has enough color all summer without these gardens. They were designed to supply the girls who like to grow flowers or would like to try their hand at it. If it is a good reinforcer, it will be used.

SITE PLAN



Legend

- A) - Canadian Hemlock Hedge
- B) - Golden Drop Hedge
- C) - Flowering Hawthornes
- D) - Pfitzer Juniper
- E) - Burpee's Montmorecy Sour Cherry Trees
- F) - Burpee's Hyslop Crabapple Tree
- G) - Persian Lilacs
- H) - French Lilacs
- I) - Clematis
- J) - Bridal Wreath
- K) - Unplanted Flower Beds

ENVIRONMENTAL CONTROLS

Mechanical System

The heating and cooling system is a forced air system. The furnace is located in the mechanical room next to the fire stair on the lower floor. The outlets are along the exterior walls every other 5 foot section, and along the perimeter of the ramp wall.

Plumbing

The hot water heater and the water softener are located in the mechanical room. In all bathrooms and kitchens there is a cold water tab which does not go through the water softener. The water softener is located first in the line before the line is taken off into the water heater.

APPENDIX A

Basic Laws of Behavior Modification

Definitions

S^D - discriminative stimulus

S^+ - positive stimulus

S^- - negative stimulus

S^{neut} - neutral stimulus

R - response

1) Positive Reinforcement

$S^D \rightarrow R \rightarrow S^+$ Behavior rate increases

2) Negative Reinforcement

$S^- \rightarrow R \rightarrow \begin{matrix} S^- \\ \text{removed} \end{matrix}$ Behavior rate increases

3) Punishment

$S^D \rightarrow R \rightarrow S^-$ Behavior rate decreases

4) Extinction

$S^D \rightarrow R \rightarrow S^{neut}$ Behavior rate decreases

APPENDIX B

LEVEL	SCHOOL BEHAVIORS	SOCIAL BEHAVIORS	HOUSEKEEPING BEHAVIORS	ACTIVITIES	PRIVILEGES	BONUS POINTS	SUPERVISION
1	INDIVIDUAL PROGRAM 2-3 BEHAVIORS	INDIVIDUAL PROGRAM 2-3 BEHAVIORS	STANDARD PROGRAM	RESTRICTED	NONE		TOTAL
2	MINIMUM STANDARD PROGRAM	MINIMUM STANDARD PROGRAM	STANDARD PROGRAM	RESTRICTED	MUST BID		TOTAL
3	MAXIMUM STANDARD PROGRAM	MAXIMUM STANDARD PROGRAM	STANDARD PROGRAM	ALL ALLOWED	CAN INITIATE		PARTIAL
4	NON - CONTINGENT			OBSERVATION			PARTIAL

TOKEN ECONOMY LEVEL DISCRPTIONS

APPENDIX C

Reinforcers

	levels which can use
small kitchen	4
dating	3-4
eating at a small table	3-4
studying in own room	3-4
visitors come over	1-2-3-4
visiting out	2-3-4
black and white television	1-2-3-4
color television	2-3-4
private bedroom	2-3-4
small bathroom	3-4
driving car	2-3-4
recreation	1-2-3-4
music	1-2-3-4

- Footnotes -

1. Neitzel, Michael T. Behavioral Approaches to Community Psychology, p. 77.
2. Craighead, W. Edward, Behavior Modification, Principles, Issues, and Applications, p. 175
3. Feldman, Ronald A., Contemporary Approaches to Group Treatment. p. 104
4. Morasky, Robert L., Interview, 10/24/77
4. Johnson, Elmer H., Crime, Correction and Society, p. 610
6. Carney, Louis P., Introduction to Correctional Science, p. 368
7. Sullivan, Dennis C., "The Halfway House, Ten Years Later: Reappraisal of Correctional Innovation", p. 193

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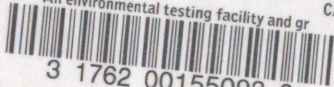
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