

~~#1 Vladimir Ossipoff~~

[June 1971 - 1972]

[2nd year]

Ē MĀLAMA 'IA NA PONO O KA'AINA Ē NA 'OPIO



THE TRADITIONS OF THE LAND
ARE PERPETUATED THROUGH ITS YOUTH

IN-COMMUNITY TREATMENT PROJECT

SECOND YEAR PROGRESS REPORT

JUNE 1971 - 1972

PALAMA SETTLEMENT
810 N. Vineyard Boulevard
Honolulu, Hawaii 96817

TABLE OF CONTENTS

	Page
Staffing.	1
Project Goals & Objectives.	2
In-Community Treatment Capsule.	11
I.I.C. Description.	12
Inter-Personal Interaction by Contracting	14
In-Community Treatment (A project in lieu institutionalization) . .	15
Second Year Summary	18
Project Director's Overview	20
I.I.C. Evaluation	21
Learning Center Summary	23
Parental Involvement.	24
Participants Description	25
Arrest Chart.	30
Learning Center Test Data & Placements/Contacts	34
Progress Report - Phase I	36
Progress Report - Section B	41
Color Tests	42
Tattoo Inventory.	80
I.I.C. Personal Contracts	105

STAFFING

EXECUTIVE DIRECTOR. Robert Higashino

PROGRAM DESIGNER - CONSULTANT Earlene Chambers

PROJECT DIRECTOR. Kenneth Ling

CONSULTANTS. Jack Nagoshi
Director, Social Welfare Development
and Research Institute
University of Hawaii

Bob Omura
Social Welfare Development
and Research Institute
University of Hawaii

Henry Collins
Supervisor, Divisadero Project
California Youth Authority
San Francisco, California

John McKee
Director, Rehabilitation Research Foundation
Elmore, Alabama

GROUP TREATERS. Kenneth Ling
Glenn Ogawa
Karel Ling

GROUP TREATER TRAINEE. Duval Dutro

LEARNING ENGINEERS Joyce Tanji
Carol Ann Koshi

I.I.C. MEDIATOR. Karel Ling

FAMILY COURT LIAISON Mel Tawara

PROJECT GOALS & OBJECTIVES

OBJECTIVE: To change delinquent behavior without removing the client from his personal environment.

A. ASSUMPTIONS:

1. That the stimulus value one presents to the world shapes the responses of that world to him.
2. Delinquency is a product of accumulated experiences in a wide range of social relationships.
3. Membership in a delinquent system develops as an alternate means for acquiring many goals other people achieve through conventional means.
4. Delinquents experience considerable personal strain.

CHANGE ASSUMPTIONS:

1. The delinquent group should be made the target of change.
2. An effective program must develop a unified, cohesive social system in which staff and delinquents have a functional, rather than caste-like relationship, to each other.
3. Legitimate alternatives to delinquent relationships are required.

PROJECT (GENERAL):

This project is intended to utilize the techniques of Guided Group Interaction as demonstrated by Dr. LaMar Empey in the Provo experiment, later at Silverlake, Boys' Republic and, especially, at the San Francisco Divisadero Project (CYA) to change delinquent behavior into socially-acceptable behavior.

Three groups of boys and girls--thirty multiple offenders-- would comprise the population. These youngsters, ages 15 to 17, would be recommended by the Family Court as a condition of probation. It is preferable that these youngsters be out of school.

Their acceptance into the project after group screening would be contingent upon their agreeing to:

1. Attend the Learning Center (and/or other designated academic placement) regularly.
2. Attend group sessions regularly, five days a week, 1½ to 2 hours per day.
3. Participate in the group meetings (talk).

A youngster's successful completion of the project would be determined by the group and would result in a recommendation to the Family Court for early termination of probation.

The decision to so recommend, as well as the decision to dismiss a youngster from the project (which, in effect, advises the Court that this treatment model has failed), is made by a unanimous vote of the group (at appropriate group level development). The group leader has one vote.

The individual length of stay in the project averages six to nine months.

B. FACILITIES (AT PALAMA SETTLEMENT):

Group Meeting Room - Learning Center

C. METHODS AND PROCEDURES:

In this program, person-on-person interaction and the power and influence of peers is being used as the primary instrument of change. Broadly speaking, it is assumed that delinquent adolescents learn motives, attitudes, and techniques relative to delinquency not shared by most members of the dominant culture and, in the process of learning, come to share those in

common with one another. They receive partial psychological rewards and eventually become committed to the delinquent subculture. In other words, the delinquent group begins to function as a primary group, a place of learning and emotional sustenance for the individual boy or girl. Therefore, it is assumed that delinquents have a great deal of influence over one another, and it makes some sense to try and tap or capitalize on this influence. Youngsters may be able to utilize their power of influence on one another toward conventional behavior and individual problem-solving, rather than delinquency.

A group of delinquents does not, however, enter this program (or group meetings) with strong motivations to participate in solving their problems and the problems of other youngsters. They are not immediately open, honest, and confrontive of one another. Quite the contrary, they resist treatment which implies change. They seem to feel they have much to lose and much to give up and for what? Delinquents appear, then, to collectively resist change, and a program must include methods which will lead youngsters to participate in their own rehabilitative process. More specifically, before a group can begin to help individuals, the group itself must be made the target of change; that is, unconcern must be changed to concern, rationalizations of delinquent behavior must be changed to a realistic appraisal of behavior problems, commitment to a new and conventional group, rather than a street group, must occur, etc. Changing a group from a non-therapeutic one to a therapy group becomes a primary

goal. Building a healthy "group culture" and maintaining that culture become critical and all elements of this program are designed to aid or supplement that goal.

One of the key elements of the Guided Group treatment model which promotes making a group the target of change is the treatment system or structure of the program. The structure of the Guided Group design calls for a system wherein youngsters will spend a large block of time together, either at the Center or in some mutually-shared activity outside the Center. The rationale behind this is that youngsters need to be together in order to intensify their interpersonal conflicts, allegiances, etc., which may then be utilized for discussion content in subsequent group meetings. In other words, problems youngsters have in coping with other people should emerge from the treatment system. It is the analysis of "here-and-now", ongoing and commonly-shared relationships that support and reinforce delinquency, which we feel is most productive of change. When this element is absent, total responsibility for group development rests with the workers. This can result in several disadvantages.

1. Participants talk more about out-group behavior, as opposed to here-and-now relationships.
2. Content tends to remain superficial and interaction tends to remain at a stereotypic level, which is dysfunctional.
3. Group decision-making tends to be dysfunctional since decisions are being related to stereotypes and not individuals.

4. If a group becomes preoccupied with out-group behavior, which cannot in many instances be reality-tested, the group is powerless to point out alternative ways of behaving or aiding an individual member.
5. When the worker is responsible for interaction, the group can become a leader-centered group instead of a group-centered group. When this happens, the key treatment mechanism states that when one actively participates in solving the problem of another (patient), the participant receives knowledge about how to solve his own problems. Paradoxically, where member participation as therapist is minimized, as in a leader-centered group, individual problem-solving is reduced.
6. If workers are responsible for most problem-solving, group members can band together to resist his efforts. Motivation for change primarily should come from group members, not the workers.

When this element (large block of time as related to treatment structure) is present, not only can the above disadvantages become treatment allies, but other advantages can occur. For example:

1. Concrete here-and-now problems are observable and available for solution.
2. In-group and out-group behavior can be compared for purposes of determining if a group member is role-playing.
3. The highly individual or idiosyncratic aspects of people and their problems emerge. Participants begin to realize the complexity and "real work" involved in solving their and others' problems.

GROUP MEETING:

A daily group meeting as a major component of the program was instituted as the formula mechanism through which attempts at collaboration and problem-solving were implemented. The population is broken into groups of approximately ten boys, each of which is led by one of the professional staff members and

each of which meets for one and one-half hours.

The form of interaction that is used in these meetings is known as Guided Group Interaction. This approach utilizes techniques which are not commonly associated with traditional group psychotherapy. It is a group-centered approach which attempts to make the whole group the target of change by altering its basic norms, its rationalizations, and points of view. It emphasizes the development of the group itself as being productive of change in its members.

LEARNING CENTER:

The Learning Center will comprise a very underverbalized and unique concept, where the participant can build academic and social skills at his own rate to meet his own requirements, increasing the "options" open to him and the success potential of those options.

The core, or early phase, includes careful diagnosis and evaluation of each person's academic achievement level, attitudinal makeup, aptitudes, wishes and personal goals.

This will be accomplished by using multiple testing devices and joint conferencing by the Learning Engineer and the participant.

Individual programs for each person will be made jointly by this team, a menu or selective road map of options to achieve the goal laid out, and then the attainment of the goals will be given over to the participant to accomplish at his own speed. Each option is programmed to result in success. Weekly monitor-

ing of programs will keep success a continual ingredient of each diet.

The secondary, or applied phase of the Learning Center will involve learning and practice of socio-cultural skills as desired and/or needed, and will be generally of a group nature, although not always necessarily so.

This will include the acquiring of driver's licenses, familiarity with health services, financial and political branches of our community, cultural and physical enrichment, skill and curiosity by "doing"--participating in and with the straight segment of society.

The entire Learning Center will operate by means of operant psychology and a token economy, making it possible for each young man to receive quality goods to meet his needs and wants or, in contrast, to merely survive as a result of little effort, if he so chooses. His acts solely govern his rewards.

PARENT PARTICIPATION:

Parents of boys in the project will be encouraged to participate in group sessions once a month.

The purpose of such sessions includes: awareness of and active concern for the client's problems; communication and lessening of defensiveness, by sharing with people who have similar problems; physical evidence to children that parents are actively trying to help keep their boy from jail, and that they CARE; a sense of sharing in the mature success of their

children; public acceptance and approval (being seen by the community as parents who CARE, and don't shrink from responsibility).

RESEARCH:

A group of similar boys (10) will be held as a control, receiving conventional probation services.

The evaluation of positive behaviors in the project participants and the control group will be measured. Further details and design will be effected by the Social Welfare Development and Research Institute.

TRAINING RESOURCES:

After the development of a "center culture," opportunities will be made available for Family Court workers to receive on-the-site training in the multiple group techniques employed in the project, such as Guided Group Interaction, Rational Therapy, etc.

SELECTION AND COMMUNICATION WITH COURT:

Candidates will be selected and jointly screened by Court workers and Project workers. The H.I.M. Scale will be utilized. Priority will be given to the overt, peer-dependent, multiple-offender with ruptured school affiliation.

The final recommendation for selection of candidates will be contingent upon the agreement of a screening committee (two or three group members and a staff representative).

Duplicates of the individual daily record of each participant will be sent to the Court each week to insure accurate and current knowledge of each youngster's progress. In addition,

Court-Project staff communication sessions will be held regularly to further insure awareness to both groups.

TYPICAL DAY

9:00 a.m. - 11:30 a.m.	Kumu A'O
11:30 a.m. - 12:30 p.m.	Lunch
12:30 p.m. - 1:30 p.m.	Group
1:30 p.m. - 3:00 p.m.	M.W.F. Physical Skills
	T. TH. p.m. Selective Recreation

IN-COMMUNITY TREATMENT CAPSULE

When criminal behavior (law violating) has subsided and the group determines that an individual has changed his actions and can function as a non-law violator, successful termination from the project may be requested. This will be known as "successful completion of Guided Group Interaction," and the group will recommend that the Family Court consider removing his present conditions of probation and placing him on unsupervised probation.

At the completion of the first period, where law violating (criminal) behaviors are the target, if the group feels that, although, the law violating has stopped, the boy has significant social and/or personal problems, they (the group) may suggest that he enter I.I.C. (Inter-personal Interaction by Contracting). The boy may also request entry to I.I.C. at this time. The boy has the choice to accept the further challenge and, if successful, graduate from the project and be released from all court supervision (becomes a free man) or to drop out by successfully completing the G.G.I. phase.

If the boy selects I.I.C., he may return to the group anytime within 30 days and request completion status. After the 30 day period, he has only one successful way out of the project -- graduation.

Completing the first period and entering into the second (I.I.C.) phase would not need Family Court sanction (only notification). Appearances at Court would be for removal from the project, and successful completion of G.G.I. graduation.

I.I.C. DESCRIPTION

Section B.

GOAL: To provide an alternative method of education for severely socio-academically handicapped youngsters 12-18 years of age.

OBJECTIVES:

1. To provide alternatives to conventional methods and styles of acquiring basic academic skills.
2. To facilitate, motivate, and provide individually successful and socially acceptable inter-personal growth experiences.
3. To, after diagnosis, skill building, etc., facilitate the return of the individual to the large academic community in programs he wants and where success is possible.
4. To prevent (diminish) the absolute alienation of specific youngsters from the academic (social) mainstream of society.
5. To demonstrate the feasibility and effectiveness of alternative educational styles.

TARGET:

5 - (?) youngsters 10-18 years of age who have been alienated and separated from the existing school system.

METHOD:

Individual testing and actual skills diagnosis, done in covert with the participant provides the material for programmed instruction and participation in the totally operant engineer environment of Kumu A'O (Learning Center).

Group discussion periods provides media for inter-personal assessment and self-discovery.

Physical skills taught and perfected in conjoint (with staff) experiential learning.

Family visitation and if necessary, conjoint counseling. Finally,

placement back in the academic mainstream, i.e., DOE, Community Colleges, etc., in individually wanted and realistic placement.

TYPICAL DAY

9:00 a.m. - 11:30 a.m.	Kumu A'O
11:30 a.m. - 12:30 p.m.	Lunch
	M.W.F.
12:30 p.m. - 1:30 p.m.	Group
1:30 p.m. - 3:00 p.m.	M.W.F. Physical Skills
	T. TH. p.m. Selective Recreation

INTER-PERSONAL INTERACTION BY CONTRACTING (I.I.C.)
(A Module within the In-Community Treatment Project)

Treatment specific for the cognition and socially rewarding change in defined anti-social acts and attitudes.

The Tertiary Period includes some alternatives. These are selected appropriate to the needs and desires of each individual candidate. One of the components of this period is I.I.C. (Inter-personal Interaction by Contracting).

METHOD

Upon recommendation of the G.G.I. group, candidates are referred to an I.I.C. triad. Here, with a treater, triads of participants will in concert, draw behavioral contracts appropriate for each participant. These contracts will involve the specific anti-social behavior designated by the diagnostic team. When a suitable contract is prepared, one member of the triad will present the contract to the G.G.I. group for sanction. If, in the opinion of the group, (G.G.I.) it is appropriate and appears responsible, they will then request a court hearing for the person.

If after hearing the group's (G.G.I.) presentation, the Court feels it appropriate, the specific contract will be made operational.

Contracts will be in addition to a definite skill program, i.e., school, work, on-the-job training. It may also be in addition to the "Launch Pad."

Contracts will be relevant to a specific behavior, have well defined and clearly measurable objectives and a clearly stated time requisite.

Triads will meet with the treater three times a week for periods of 1 to 1½ hours. At the conclusion of each contract, a report will be made by a triad member to the G.G.I. group. When functioning in the opinion of the triad, with group (G.G.I.) sanction, the candidate may be referred to the Court and graduation from the project recommended.

Typical topic behaviors anticipated include: sexual roles, racial prejudice, use of alcohol, etc., family and religious roles, societal expectations, etc.

IN-COMMUNITY TREATMENT
(A project in lieu of institutionalization)

Palama Settlement's In-Community Treatment project attacks three specific categories of behavior -- each at a specified developmental time clue. The first period is the only period that is the same for all candidates. The technique of change is Guided Group Interaction -- that is the focus of all things for the neophyte. It is the hinge upon which all of his acts (needs) are contingent. The token economy technique is used only as a holding and procedural technique at this time. Although, the person attends Kumu A'O, his use and accomplishment (therefore reward) is very limited -- he is at his maximum, permitted only to earn minimal privileges (lunch, etc.). He is placed in the most undesirable (environmentally) areas -- must have all work checked by an advanced person -- has his learning prescribed -- he is on a "learning prescription" -- not a menu.

He remains in this role until the group decides that he has made a commitment to try and extinguish his criminal behaviors.

Until this time, the pattern is simple, he comes into the project for one reason -- he is a serious law violator with a firmly established "out-law" value commitment. He is of his acts, words, and deeds -- a "criminal." It is this behavior that dominates and commands the reactions of the project to him. At this time, it is made obvious by all implicit and complicit design that he must choose to either remain criminal or declare his choice or change.

When the group sanctions, the movement of the candidate into the second period, he remains in the group but the modification target is broadened. In phase one, he has one goal -- to choose and commit to eliminate his criminal behavior.

In phase two, this continues his behavior -- he is supported -- challenged -- monitored -- and in addition, he is challenged to acquire new skills (in-law) to replace those he is relinquishing (out-law skills).

The actual diagnostic ability of the Learning Engineers is crucial here -- a realistic and desirable program (to the candidate) is selected and is actively pursuing new and positive (in-law) skills.

The Tertiary Period is approached when out-law (criminal) behaviors have been suppressed for demonstratable time and when the candidate has selected and is actively pursuing new and positive (in-law) skills.

When recommended by the group, the person becomes eligible for the third and final project phase.

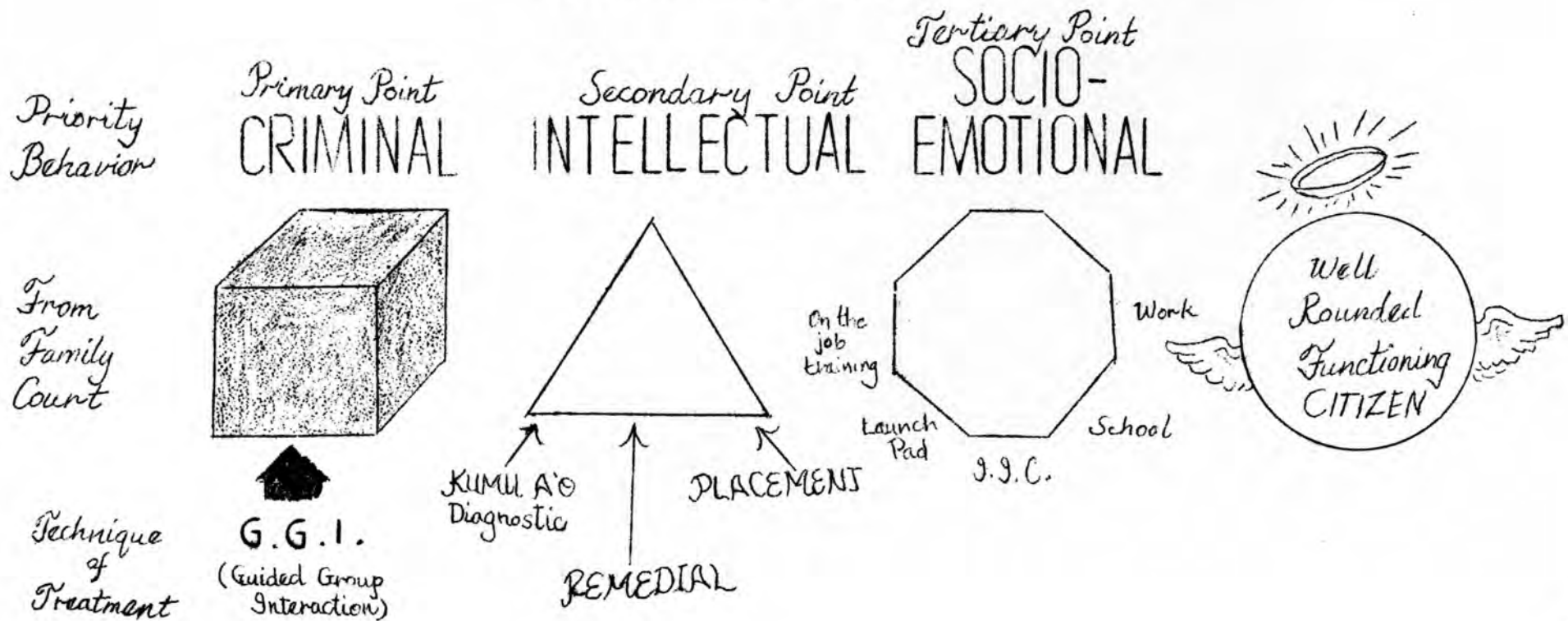
This period is the period where he is given greater freedom -- is challenged as an independent individual and within broad guidelines has a semi-sheltered time to practice his new skills, to acquire a degree of self-confidence in the "in-law" world and to accept and determine his new role.

In this period, regular attendance at GGI sessions are terminated. He submits contracts to the group for approval -- these dealing with the new skill area and/or anti-social behaviors that still may plague him. The treatment method here includes I.I.C. for the problem behaviors; continued skill acquisition (school, work, etc.) and the emancipated living situation (Launch Pad). These to be selected to fit each individual's personal needs.

At the successful conclusion of the Tertiary Period graduation is recommended.

IN-COMMUNITY TREATMENT

PALAMA SETTLEMENT



SECOND YEAR SUMMARY

The 41 young men referred by the court to the Palama Settlement In-Community Treatment project, we assumed only in that they were multiple law violators who had not responded (changed their criminal behavior) to the existing treatments available, have presented another "alikesness." Criminal behavior was not their major problem but rather an obvious symptom intolerable to society, and in these cases, one that fortunately brought them to the attention of society.

The project, as originally proposed, deals singularly and cardinally with modifying, reducing or eliminating law violating behavior.

This has been a relatively easy task to accomplish in all cases (even those who "failed" the project). There was and is a dramatic change in all of the boys' arrest behavior patterns, both during and after participating in the project. (see Arrest Chart)

This fact should make for rejoicing in the streets except for one very disturbing fact.

That "criminal values, life styles and acts" were and are not the cause (root) of their inability to cope satisfactorily and successfully with life.

Each youngster presented a picture (varying only in style and degree) of "human deprivation." Emotional scarring resulting for emotional starvation and inability. The inability to love and be loved. This results in a sort of starvation that makes all future personal relationship unsatisfactory, and in most cases, a disaster. In a simple capsule, "what you don't have you can't give," nor in many cases even understand.

It would be easy if one who had not been loved was just impotent that the urge to love and be loved was absent in him forever; but alas that is not the case, some personal yearning drives him again and again to find and know thus to "Be".

It is our feeling that as long as this condition exists the boy is a high risk failure for himself and for society and that if this is not dealt with, at least confronted and recognized by him as a fact and a hardship to overcome, the modification of his criminal behavior is meaningless, and he appears to change into a neurotic "non-coper," miserable for him but more acceptable to society. The destructive urge merely turns inward. Because of these facts we plan a rewording of the goal of the project to allow a more honest target. And we plan to spend much time in revising the I.I.C. portion (the project's first response to the deprivation mentioned above).

At least two alternate approaches will be derived to help the youngster see and deal with the realities of his development.

The project is divided into three areas which simplistically are described below:

Method

- A. GGI (Guided Group Interaction) - Behavior Target criminality
- B.) Experienced Environment - Anti-social (civilization acts)
- C.) Programmed Instruction - Learning handicaps
- D. I.I.C. (Interpersonal Interaction by Contracting)
Intra and interpersonal needs -- acts -- problems

It is my opinion that items A and B-C can be termed unequivocal successes. The fate of D and its counterparts have yet to be determined and there it seems rests the real success or failure of the project in the lasting picture.

Earlene Chambers
Program Designer

PROJECT DIRECTOR'S OVERVIEW

During the past year of the Palama Settlement In-Community Treatment Program refinements in all areas were done. Attacking the specific category of law violations was in essence relatively quick. This was due primarily of having an open intake which left us with "seeders" which helped group members move faster in their dealing on their law violation behavior.

The G.G.I. (Guided Group Interaction) technique seems to be working with youngsters attempting to make changes in their lives. Much of their work spent in this area was helping the group treaters be more observant of the group process as well as finding new alternatives that can be brought to the group as well as encouraging the group to do much more in terms of problem solving.

The addition of the I.I.C. (Inter-personal Interaction by Contract) has helped immensely with the individual dealing with his personal problems concerning his situation in the community. Since the addition of this portion there have been 5 graduates.

It is our belief that these sessions which last approximately 90 days have helped the young men immensely in terms of dealing with their own situations other than law violations.

The Learning Center has made many refinements which now gives us a more accurate idea of where a young man is. He comes into the project for one reason--he is a serious law violator with a firmly established "outlaw" value commitment.

In the area of working or helping youngsters specifically concerning employment we have one young man in to help youngsters who do not wish to attend school but to seek out employment which they otherwise could not get. This is another door to work with which many young men have upped for.

It is the feeling of the project director that at this time the "honeymoon" period is over. It is now the continual search of the staff to refine the process as well as being innovative with different youngsters. This continual search I feel will prompt the scope of the In-Community Treatment Project and also strengthen our ability to deal with the important goal or help the youngsters see alternatives to outlaw behavior.

I.I.C. EVALUATION

When a young man has shown that his law violations have stopped during his stay in the Guided Group Interaction group, which is a part of the In-Community Treatment Program, he has the option to return to court with the recommendation of unsupervised probation or to go on into I.I.C. (Inter-personal Interaction by Contracting). This is the last phase of the In-Community Treatment Program, where if he graduates from the program, his ultimate reward is being released from probation, and from the Family Court's jurisdiction.

Three things must happen before one becomes a candidate for I.I.C. The first is that all law violations have stopped, second one must be either in school, on-the-job or in training for a job, and third the candidate must be functioning in the In-Community Treatment Program itself.

When one becomes a candidate for I.I.C. the G.G.I. group must unanimously sanction the move to I.I.C. When you become a group member of I.I.C. you are then relieved of all but one negative sanction. The one negative sanction is, if you receive a law violation during your stay in I.I.C. it will automatically send you back to court as a failure of the In-Community Treatment Program.

From the day you enter I.I.C. you have exactly 90 days in which to prove you are a candidate for graduation. During the first 30 days you still have the option to return to court for unsupervised probation. However, after your thirty days are up you will either graduate or fail. You will be advised by the mediator of the group of your probability of making it out as a graduate during the first thirty days, however the decision is still the group members. The group will meet three times a week, and you must have a valid excuse for not attending.

While in I.I.C. you will be expected to write contracts on yourself, which will have to do with things you want to change about yourself, because you see them hanging you up. The group also has the right to ask you to write a contract on yourself if they see a need for it and you don't. You must pass more contracts than fail to become a candidate for graduation. You will find examples of previous contracts which have been written at the end of this report.

During the first month in I.I.C. you will receive a handbook on Transactional Analysis and will be given the Transactional Analysis Life Script. From this you may find things you would like to write contracts on. You will learn the techniques of Transactional Analysis, and learn how to apply it to yourself and others you will be with in your community.

If the situation arises you will also learn role-playing, which can help you see yourself as others see you, and make any changes you feel needs to be made. You will be asked at all times to be as honest with yourself as possible, if the group feels you aren't they will immediately let you know by direct confrontation. If during the time you are in I.I.C. and you should lose your job or be dropped from school or training, you must either find a job or a training program, and be part of this before you can become a candidate for graduation.

While you are in I.I.C., if it becomes a proven fact that you have been lying to the group about the fulfilling of your contracts you will be in danger of being returned to the court by the group as a failure.

After the thirty day trial period in I.I.C. and you have passed most of your contracts, and you feel you don't need the support of the group any longer, you may ask the group to graduate. It is then the group will either suggest to you, the need to change in certain areas or make a unanimous decision to return you to court with the recommendation of being released from probation and from the jurisdiction of the family court.

The mediator of the I.I.C. group will visit at least once the home of all participants in the group. If the worker feels that family counselling is necessary, it will be requested by the worker, however, if the parents refuse this help, it will have no reflection on the participant himself. Sometimes other services might be needed for specific individuals, and these are also set up aside from the I.I.C. group itself for specific needs.

At the time a young man does graduate from the In-Community Treatment Program, there is a big celebration by the total population in our project, to reward the graduate for a feat accomplished.

Since I.I.C. began in August of 1971, there have been three failures and four graduates. Out of the four graduates only one has law violations, which were two curfew violations. Out of the three failures, one is in the Hawaii Youth Correctional Facility, one is in school, and one is doing nothing. Out of the four graduates, two are working, one is in school and working part-time, and one is in-between jobs at the present. There will be a fifth graduate coming up next week which has been sanctioned by the group and is only awaiting his court hearing.

LEARNING CENTER SUMMARY

The following changes and improvements have been made:

a. A basic progress made in the Learning Center during the past year has been the upgrading of the employment area. Boys are more readily identified and goals set according to their interests and abilities. A pre-vocational exploration sequence (including films, talks, interests inventory) is presently in session and will continue throughout as the populace changes.

b. Academic programming for success is more specific based on the following:

1. California Achievement Tests - whole battery
2. Dunn-Rankin Reinforcement schedule
3. M-R Incomplete Blank
4. Personal Interview with Engineer

Thereafter, weekly assessments are made on a regular basis; at times on the spot revision of contracts are made when warranted.

Especially programming in the math area, problem areas are zeroed into (use of the catalog system).

c. A variety of academic learning areas were incorporated such as Hawaiiana, Algebra, typing, etc.

d. The students were exposed to a greater variety of learning experiences such as: lobbying game, Big Island Trip, field trips such as the Wax Museum, Ulu Mau Village, Glassbottom Boat Ride, Kanikapila 1971 at the UH, Kauai Trip, field trips to the research fishery at Kewalo Basin, Weather Bureau, opening of legislature, rapping with House of Representatives, organic farm visit, and seeing "Godfather" movie.

PARENTAL INVOLVEMENT

During the past year, two low-key group meetings for parents were held. The purpose of these gatherings was to inform the parents of the details of the project. During this time it provided the parents a first-hand experience of seeing what the Palama Settlement In-Community Treatment Project was like as well as to ask any questions they had. It also presented the staff with an opportunity to talk with individual parents about what was happening at home as well as to get some indication as to where the parents stood concerning their children in the project.

The participation this year was especially high with approximately 80% of the parents attending.

PARTICIPANTS DESCRIPTION

1

A 16 year old youngster of Hawaiian-Filipino-Chinese ancestry, he resides in the Palolo Valley Housing with his parents. There are a total of seven children in the family. His father is employed as a cook, while his mother is a housewife. The youngster was last in school at Jarrett Intermediate in the 9th grade.

2

Of Hawaiian-Caucasian descent, he is currently 16 years of age and last attended school as a 9th grader at Aiea High School. His parents are divorced and he lives with his mother and an older sister in the Halawa Housing area. His mother remains at home as a housewife.

3

A 16 year old of Hawaiian-Filipino extraction, he was last in school as a 9th grader at Aiea High School. His parents are divorced and he has been legally adopted by his grandparents and resides with them along with his two brothers in the Pearl Ridge area.

4

Currently 17 years old, he is of Hawaiian-Caucasian descent. He last attended the 10th grade at Kailua High School. His parents are married and he resides with them in the Kailua area.

5

A 16 year old youngster of Caucasian-Filipino ancestry, he resides with his mother and stepfather in the Halawa Housing area. He has a younger sister and older brother in the family also. He was last an 8th grade student at Aiea High School.

6

He is of Hawaiian-Chinese-Portuguese ancestry and is 15 years of age. He is one of three children and the family resides in Liliha. His parents are both employed, his father as a steelman and his mother as a maid. He last attended Central Intermediate as an 8th grader.

7

Of Hawaiian-Spanish ancestry, he is a 17 year old youngster who resides with his father and younger brother in the Waikiki area. His parents are divorced, with his mother having remarried. He was last an 8th grade student at Central Intermediate School.

8

He is a 17 year old of Hawaiian-Japanese extraction who last attended McKinley High School as a 10th grader. He resides with his mother and adoptive father in the Kailua area. His stepfather is employed as an airline reservations worker while his mother is employed as a clerk with an airline also.

9

A youngster of Hawaiian-Chinese ancestry he is currently 18 years of age. He last attended Pohukaina School as a 9th grader. His mother passed away when he was 8 years old and currently lives with his father and two brothers in the Palama area.

10

Of Spanish, Puerto Rican and Indian ancestry, he is a 15 year old youngster who lives in the Kalihi area. His parents are divorced and he resides with his mother who is employed as a clerk, two sisters and two brothers. He was last in school as a 9th grader at Kalakaua Intermediate School.

11

A youngster of Japanese ancestry he is presently 16 years old and was last an 8th grader at Aiea Intermediate School. There are a total of 5 children in the family of whom he is the middle child. The parents are both in the home, the father is employed at Hawaiian Electric. The family resides in the Aiea district.

12

A 17 year old youngster of Hawaiian-Filipino ancestry, he was last in Kaimuki High School as a tenth grader. He is the eighth child in a family of nine children. His mother is widowed and resides on the mainland with the youngsters temporary custody being retained by an older sister here in the Kapahulu area.

13

Of Samoan ancestry, he is a 15 year old youngster who was last in school as a 9th grader at Radford High School. The family resides in the Aliamanu area. Both parents are in the home. Father is a mechanic helper by trade and mother works in the laundry department at Tripler Hospital.

14

A 17 year old of Puerto Rican ancestry he was enrolled last as a 9th grade student at Dole Intermediate School. He is the product of divorced parents. The whereabouts of his father is unknown while his mother remains at home. He is the third oldest of six children. The family resides in the Kalihi Valley Housing.

15

Of Japanese ancestry, he is a 16 year old youngster who is the youngest of three children in the family. They are the offspring of a common-law relationship and live with their mother in the Kalihi area. Their father is employed in a local market. The youngster was last an 11th grader at Farrington High School.

16

He is a 16 year old of Hawaiian-Japanese extraction who resides with his parents in the Kailua area. He is the third oldest and only boy of five children in the family. His father is a taxi driver while his mother is a housewife. He was last in Kailua High School as a ninth grader.

17

Of Japanese extraction the youngster is 15 years old. He is the second oldest of four children and the family resides in the Ewa Beach area. His father is presently employed as a draftsman while his mother is a practical nurse. The youngster was last enrolled as an eighth grader at Campbell High School.

18

A 16 year old of Caucasian ancestry, he was last enrolled as a 9th grader at Jarrett Intermediate School. He is the 3rd oldest of six children in the family. His father is in the military and is divorced from his wife. His mother who has custody of the youngster is at home as a housewife.

19

A 17 year old of Hawaiian-Chinese-Portuguese extraction, he was last enrolled as a senior at Campbell High School. He is the third oldest of seven children and resides in the Ewa Beach area. His father is employed as a library technician for the Navy while his mother is a cafeteria helper at an elementary school.

20

Of Negro descent he was last in the 10th grade at the Salvation Army Facilities for Children. He is presently 15 years of age and is the only child in the family. He lives with his mother in the Waikiki area. The whereabouts of his father is unknown.

21

He is presently 16 years of age and was last in school as a 10th grader at the Salvation Army Facilities. Of Chinese-Hawaiian-Japanese ancestry, he is one of seven children in the family. His parents are divorced and the youngster has been shifted from one home to another. His mother has since remarried. He resides with his father who has also remarried in the Nanakuli area.

22

Currently 17 years of age, he was last a sophomore at Kailua High School. The whereabouts of his natural parents, now divorced, are unknown. The youngster has been in the custody of his grandparents, by whom he had been legally adopted since infancy. His grandfather is now deceased and his grandmother remains at home as a housewife in the Kailua area. The youngster is of Hawaiian-Caucasian ancestry.

23

He is a 17 year old of Mexican ancestry who resides with his mother and stepfather in the Kalihi area. His natural parents are divorced and the whereabouts of his father is unknown. His mother is employed as a maid while his stepfather is a carpenter. He is the youngest of five children from his natural parents. There are two other younger children since his mother's remarriage. The youngster was last a 10th grader at Farrington High School

24

A 16 year old youngster of Hawaiian-Chinese-Japanese ancestry, he resides in the Kalihi area with his parents. He is the only child in the family. He last attended Dole Intermediate School as a 9th grader.

25

He is a 15 year old youngster of Hawaiian-Filipino-Chinese descent. He resides with his parents, 4 sisters, and two brothers in the Kalihi area. He last attended Jarrett Intermediate School completing the 9th grade.

26

A 17 year old youngster of Hawaiian-Caucasian-Chinese ancestry, he resides with his parents, an 18 year old sister, and a 13 year old brother in the Kaimuki area.

27

Of Hawaiian-Filipino-Chinese descent, he is currently 16 years of age and last attended Jarrett Intermediate School as a 9th grader. He resides with his parents, 3 sisters, and 2 brothers in the Palolo area.

28

A 16 year old youngster of Samoan-Caucasian ancestry, he resides with his parents and 2 sisters in the McCully area. He last attended Roosevelt Intermediate School as a 9th grader.

29

Of Korean-Chinese-Hawaiian descent, he is a 15 year old youngster who was last enrolled as a sophomore at Kalani High School. He resides with his father and older brother and sister in the Kaimuki area. His mother is deceased. His father is employed as an electrician.

@ Grad. from G.G.I.
 + Grad. from I.I.C.
 * Finished G.G.I., returned
 for unsupervised probation
 - Failures

a - Prior to In-Community Treatment
 b - During In-Community Treatment
 c - After Graduation
 d - After dropped from project

ARREST CHART

CODE NUMBER	PINS	CURFEW	INCORRIGIBLE	RUNAWAY	VAGRANCY	TRAFFIC	AFFRAY	DISORDERLY CONDUCT	JAY WALKING	POSSESSION OF FIREWORK	PROBATION VIOLATION	UNLAWFUL ENTRY ON SCHOOL PREMISES	UNLAWFULLY ON PREMISES	TRESPASSING	GAMBLING	RECEIVING STOLEN GOODS	UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE	UNLAWFUL INHALATION OF VOLATILE SUBSTANCE	ESCAPEE	ATTEMPTED MALICIOUS CONDUCT	DRIVING WITHOUT LICENSE	MALICIOUS CONDUCT	MALICIOUS BURNING	MALICIOUS INJURY	ASSAULT AND BATTERY	LARCENY - 1st	LARCENY - 2nd	ATTEMPTED BURGLARY-1st	ATTEMPTED BURGLARY-2nd	BURGLARY - 1st	BURGLARY - 2nd	ILLEGAL POSSESSION OF DRUGS	POSSESSION OF NARCOTIC	OFFENSIVELY ARMED	UNLAWFULLY ARMED WITH WEAPON	ROBBERY - 1st	ROBBERY - 2nd	INTERFERENCE WITH POLICE DUTIES	FALSE COMPLAINT	PACKING ON A BICYCLE	TOTAL			
+ 1		4a				1b		1a				1a					11a					2a			2a		1a			1a												23a 1b		
2				2a													2a 1b					1a					1a			1a													7a 1b	
* 3														1a			3a					3a	2a								2a												11a	
+ 4	2a	8a				2b					1a									1a		1a		1a	2a 1b		1a				1a	2a	1a											21a 3b
5		1a	1a	1a		1a											3a	1a				4a								1a													13a	
- 6		5a				2a					1a 1b	1a											3a				1a	3a				1a												17a 1b
7		2a				1a					1b	1a					1a					1b			1a		4a			1a 1b									2a					13a 3b
- 8	2a	6a				1a					1a 2b						6a					1a					1a	1a		2a	3a													24a 2b
9		1a		1a		1a					3b		2a		1a		3a					2a			1a	2a	8a	1a		3a							1a				1a			28a 3b

@ Grad. from G.G.I.
 + Grad. from I.I.C.
 * Finished G.G.I., returned
 for unsupervised probation
 - Failures

ARREST CHART

a - Prior to In-Community Treatment
 b - During In-Community Treatment
 c - After Graduation
 d - After dropped from project

CODE NUMBER	PINS	CURFEW	INCORRIGIBLE	RUNAWAY	VAGRANCY	TRAFFIC	AFFRAY	DISORDERLY CONDUCT	JAY WALKING	POSSESSION OF FIREWORK	PROBATION VIOLATION	UNLAWFUL ENTRY ON SCHOOL PREMISES	UNLAWFULLY ON PREMISES	TRESPASSING	GAMBLING	RECEIVING STOLEN GOODS	UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE	UNLAWFUL INHALATION OF VOLATILE SUBSTANCE	ESCAPEE	ATTEMPTED MALICIOUS CONDUCT	DRIVING WITHOUT LICENSE	MALICIOUS CONDUCT	MALICIOUS BURNING	MALICIOUS INJURY	ASSAULT AND BATTERY	LARCENY - 1st	LARCENY - 2nd	ATTEMPTED BURGLARY-1st	ATTEMPTED BURGLARY-2nd	BURGLARY - 1st	BURGLARY - 2nd	ILLEGAL POSSESSION OF DRUGS	POSSESSION OF NARCOTIC	OFFENSIVELY ARMED	UNLAWFULLY ARMED WITH WEAPON	ROBBERY - 1st	ROBBERY - 2nd	INTERFERENCE WITH POLICE DUTIES	FALSE COMPLAINT	PACKING ON BICYCLE	TOTAL
10		1a		3a							1b																			4a	4a			1a							13a 1b
11		2a	1a	3a		1a				1a			4a					1a		1a		5a		2a	1a		5a			1a	4a										32a
12	1a	2a									1a							1a 1b				1a								1a	1a							1a			9a
13																																									--
14	3a	7a		2a						1a	1a	2a					1a	16a				1a					1a			3a									1a		39a
15																																									--
16		1a	1a	4a																						1a	2a														9a
17				1a																		1a				5a				1a	3a										11a 20a 1b
18		4a				1a				1b								5a				2a					3a			2a	2a		1a								

@ Grad. from G.G.I.
 + Grad. from I.I.C.
 * Finished G.G.I., returned
 for unsupervised probation
 - Failures

ARREST CHART

a - Prior to In-Community Treatment
 b - During In-Community Treatment
 c - After Graduation
 d - After dropped from project

CODE NUMBER	PINS		CURFEW		INCORRIGIBLE		RUNAWAY		VAGRANCY		TRAFFIC		AFFRAY		DISORDERLY CONDUCT		JAY WALKING		POSSESSION OF FIREWORK		PROBATION VIOLATION		UNLAWFUL ENTRY ON SCHOOL PREMISES		UNLAWFULLY ON PREMISES		TRESPASSING		GAMBLING		RECEIVING STOLEN GOODS		UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE		UNLAWFUL INHALATION OF VOLATILE SUBSTANCE		ESCAPEE		ATTEMPTED MALICIOUS CONDUCT		DRIVING WITHOUT LICENSE		MALICIOUS CONDUCT		MALICIOUS BURNING		MALICIOUS INJURY		ASSAULT AND BATTERY		LARCENY - 1st		LARCENY - 2nd		ATTEMPTED BURGLARY-1st		ATTEMPTED BURGLARY-2nd		BURGLARY - 1st		BURGLARY - 2nd		ILLEGAL POSSESSION OF DRUGS		POSSESSION OF NARCOTIC		OFFENSIVELY ARMED		UNLAWFULLY ARMED WITH WEAPON		ROBBERY - 1st		ROBBERY - 2nd		INTERFERENCE WITH POLICE DUTIES		FALSE COMPLAINT		PACKING ON BICYCLE		TOTAL																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
19																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					

@ Grad. from G.G.I.
 + Grad. from I.I.C.
 * Finished G.G.I., returned
 for unsupervised probation
 - Failures

ARREST CHART

a - Prior to In-Community Treatment
 b - During In-Community Treatment
 c - After Graduation
 d - After dropped from project

CODE NUMBER	PINS	CURFEW	INCORRIGIBLE	RUNAWAY	VAGRANCY	TRAFFIC	AFRAY	DISORDERLY CONDUCT	JAY WALKING	POSSESSION OF FIREWORK	PROBATION VIOLATION	UNLAWFUL ENTRY ON SCHOOL PREMISES	UNLAWFULLY ON PREMISES	TRESPASSING	GAMBLING	RECEIVING STOLEN GOODS	UNLAWFUL POSSESSION OF VOLATILE SUBSTANCE	UNLAWFUL INHALATION OF VOLATILE SUBSTANCE	ESCAPEE	ATTEMPTED MALICIOUS CONDUCT	DRIVING WITHOUT LICENSE	MALICIOUS CONDUCT	MALICIOUS BURNING	MALICIOUS INJURY	ASSAULT AND BATTERY	LARCENY - 1st	LARCENY - 2nd	ATTEMPTED BURGLARY-1st	ATTEMPTED BURGLARY-2nd	BURGLARY - 1st	BURGLARY - 2nd	ILLEGAL POSSESSION OF DRUGS	POSSESSION OF NARCOTIC	OFFENSIVELY ARMED	UNLAWFULLY ARMED WITH WEAPON	ROBBERY - 1st	ROBBERY - 2nd	INTERFERENCE WITH POLICE DUTIES	FALSE COMPLAINT	PACKING ON A BICYCLE	TOTAL		
28	3a 1b	1a		3a		3a		1a				1a						2a	1a			6a		1a		1a	6a			2a												31a 1b	
29	1a	4a		3a							1a							2a				1a		1a			1a			2a	3a		1a										20a
30		2a				1a																3a				1a	1a					1a											9a
31																																3a											3a
32																																											--
33																																											--
34																																											--

LEARNING CENTER TESTS DATA & PLACEMENTS/CONTACTS

Code	Test No.	Test Date	CAT Test Type	Voc.	Comp.	Tot. Rdg.	Reas.	Fund.	Tot. Math.	Mech.	Spell.	Tot. Lang.	Post Tes. Date	Voc.	Comp.	Tot. Rdg.	Reas.	Fund.	Tot. Math.	Mech.	Spell.	Tot. Lang.	Contacts/Placements	a	b	c	d	e							
1	8/12/71	J	5.9	6.8	6.4	6.4	6.6	6.6	6.6	6.6	10.8	7.5	2/11/72	6.6	7.2	6.9	6.9	7.6	7.4	7.4	9.1	7.8	EOC, Manpower Trng.	2	2		2	1							
2	/20/71	J	4.5	5.3	4.6	6.7	6.9	6.9	5.8	6.4	6.0	2/11/72	5.3	6.8	6.1	7.5	8.8	8.4	6.2	7.0	6.3	Aiea High School			1	3	2								
3	9/20/71	J	5.9	7.5	6.8	7.0	7.6	7.4	7.1	10.1	8.3	2/11/72	7.6	8.7	8.2	8.1	8.9	8.7	10.3	9.4	9.9	EOC			2		1								
4	9/20/71	Jx	4.0	5.9	4.9	6.1	7.0	6.8	5.0	4.8	4.9											EOC	2	1			3								
5	9/20/71	J	8.3	10.8	9.7	8.4	8.2	8.5	9.5	12.4	10.3	2/11/72	9.8	11.0	10.4	9.6	10.9	10.4	10.3	11.3	10.5	EOC, Cannery			2		1								
6	9/20/71	J	-3.0	3.5	-3.0	4.5	4.9	4.3	-3.0	4.3	-3.0	10/8/71	2.3	2.8	2.1	3.0	4.3		1.9	2.0		Dropped - 11/71													
7	9/20/71	J	3.8	4.9	3.9	5.0	5.3	4.8	3.5	5.3	4.3											Dropped - 3/72	1		2		3								
8	9/20/71	J	7.2	7.1	7.1	8.1	7.6	7.8	5.5	7.5	6.1	12/7/71	9.8	10.6	10.2	9.4	9.9	9.7	6.5	7.5	6.7	Dropped - 2/72			1		2								
9	11/3/71											non-reader, non-testable															Dropped - 3/72								
10	12/14/71	J	6.4	6.1	6.2	9.8	8.1	8.9	6.7	5.8	6.5												Dropped - 2/72	2	1	3									
11	12/14/71	J	4.5	5.9	5.1	5.7	6.5	6.1	6.7	7.3	6.8												Dropped - 2/72			3		1							
12	12/27/71	E	7.3	6.6	6.9	6.8	6.2	6.5	5.6	5.9	5.7												Dropped - 4/72	1		2		3							
13	12/27/71	E	5.8	5.4	5.7	5.6	4.8	5.2	4.7	4.6	4.7														1	3									
14	1/10/72	E	2.1	2.9	2.8	2.6	2.4	2.6	unable to complete																					Dropped - 3/72					
15	1/10/72	J	9.8	9.9	9.9	9.8	11.7	10.9	9.5	8.7	9.2	5/9/72	10.5	11.8	11.1	13.9	14.4	14.2	10.0	10.0	10.1				2		2								
16	1/12/71	J	9.8	10.3	10.1	8.6	10.7	9.7	9.9	10.1	9.9	5/9/72	11.5	12.0	12.0	12.3	12.4	12.3	10.5	11.3	10.6		3	1			2								
17	1/19/72	E	4.9	5.2	5.1	4.9	5.5	5.4	6.9	5.2	6.5	5/10/72	5.5	5.8	5.7	6.3	6.4	6.4	4.9	8.2	5.4	Campbell High Sch.	3	1		2									
18	1/19/72	E	2.9	3.3	3.2	3.2	3.6	3.5	3.5	2.0	3.2												Dropped - 4/72			2	2	1							
19	1/25/72	J	8.5	10.6	9.7	8.8	9.1	9.0	8.8	7.8	8.4	5/9/72	9.8	9.8	9.8	8.8	10.4	9.6	9.4	10.1	9.6		1			2									
20	1/31/72	E	3.8	3.5	3.7	4.8	4.8	4.9	4.0	4.2	4.2												Dropped - 2/72			1	2								
21	2/04/72	J	9.8	8.1	8.9	7.4	9.1	8.5	8.0	11.3	8.8												Dropped - 4/72	2	1		3								
22	2/7/72	J	5.2	6.0	5.6	5.3	5.2	5.3	4.7	5.4	4.8												Dropped - 4/72												
23	2/11/72	J	4.8	4.7	4.4	5.5	6.6	6.2	6.0	4.3	5.6												Dropped - 3/72												
24	6/71	CAT	6.0	7.1	6.6	6.1	5.8	5.9	6.5	8.3	6.9	10/71	6.0	7.7	6.6								Farrington High Sch.												
25	8/18/71	J	3.4	4.5	3.4	5.6	4.9	4.8	3.0	5.1	4.0												Dropped - 9/71	2	1	3									
26	6/71	CAT	5.3	7.1	6.6	6.0	6.5	6.3	7.8	8.3	8.0																								
27	7/71	CAT	4.5	5.2	4.5	5.6	6.0	5.7	3.0	5.3	3.8																								

CODE
a-peer
b-adult
c-competitive
d-extrinsic
e-independence

LEARNING CENTER TESTS' DATA & PLACEMENTS / CONTACTS

LEARNING CENTER TESTS DATA & RECORDS																											
Code No.	Test Date	CAT Test Type	Voc.	Comp.	Tot. Rdg.	Reas.	Fund.	Tot. Math	Mech.	Spell.	Tot. Lang.	Post Test Date	Voc.	Comp.	Tot. Rdg.	Reas.	Fund.	Tot. Math	Mech.	Spell.	Tot. Lang.	Contacts/Placements	a	b	c	d	e
																							DUNN-RANKIN REINFORCEMENT				
28	7/71	CAT	4.8	5.4	4.9	6.1	6.7	6.6	5.4	4.3	5.0																
29	'72	JW	9.4	8.1	8.8	7.2	7.3	7.3	7.6	11.3	8.4																
30	'72	JW	6.0	6.0	6.0	7.4	6.0	6.5	5.8	10.4	6.9																
31	'72	J	6.6	6.8	6.6	7.7	8.3	8.2	4.9	5.8	5.2																
32	'72	JW	4.5	6.0	5.2	6.1	6.2	6.2	5.5	5.8	5.6																
34	'72	JW	4.8	6.6	5.7	6.2	6.2	6.2	5.5	5.0	5.4																
41	'72	E	3.6	3.6	3.7	4.8	5.4	5.2	4.6	3.8	4.5																

CODE

a - peer
b - adult
c - competitive
d - extrinsic
e - independence

PROGRESS REPORT
PHASE I

1

Very good attendance - no absence; tardy four times in 5 months. Entered Manpower Training on February 25, 1972 as a cook's helper. Thus far, doing very well for a 16 year old student and will be easy to place on a job according to counselor. Still in the program.

2

Re-entered as a sophomore in Aiea High in April, 1972. Received credits for 4 subject areas in Learning Center: Reading, Math, P.E. and Hawaiiana. Presently in school on $\frac{1}{2}$ day schedule, receiving credits for 2 areas - P.E. and Health by attendance at Palama Settlement.

3

Been in program for 8 months, last 3 months had been involved in seeking employment. Recently decided to return to school. Will attend summer school for next two summers to catch up with class.

4

Re-entered program in September, 1971 after 3 months absence. Work-oriented, moved on to job situation with help of employment counselor, Mrs. Kim.

5

Presently employed at Dole cannery, plans to return to school in September, great potential academically.

6

Very low academically, over 5 grades below level, poor attendance in program, dropped in November, 1971.

7

Low in academic abilities but willing to learn and hopeful of returning to school. Good attendance until February, 1972. No show since, eventually dropped.

8

Poor attendance first 3 weeks in program, made great strides academically in Learning Center, hoped to return to school - preferably McKinley. Returned to court in February, 1972.

9

Non-reader, far below level, could not write his name, address or phone number. Unable to recognize symbols or numbers. Needed special tutoring poor attendance - in DH and Koolau. Returned to court in March, 1972.

10

Last 3 weeks in program, good attendance during this time. Returned to court in February, 1972.

11

Low academically, however, had potential for academic success in school. Dropped from program.

12

Low academically, had great difficulty in reading comprehension. Fairly good attendance for 3 months. (4 tardies, 2 absences) up to end of March, 1972. Now show since April 3, 1972.

13

Academically low, willing to learn but tends to forget easily; temporarily out of program. Good attendance for period from end of December to end of March.

14

Very low academically; unable to complete CAT battery of tests; operating 7 grades below level. Needed close supervision and tutoring; unable to comprehend readily. Dropped from program in March, 1972.

15

High academic abilities; does very well in math area. Will be attending summer school to make up history credits and will re-enter Farrington in fall as a senior. Received credits in Learning Center for the following areas: Guidance, P.E., Math (Algebra), Social Studies, English, and Hawaiiana. Will be continued in Learning Center until June.

16

High academic potential - parents want him to be an engineer; he prefers being a cab driver. May return to school in fall. Fairly good attendance, (absence 4 times, tardy once) in past 4 months. Having difficulty functioning all around -- still in Phase I.

17

Re-entered Campbell High on April 18, 1972 as a freshman. Received credit for Learning Center work in the following areas: English, Social Studies Math and Guidance. Is still in school and doing well.

18

Poor attendance while in program. Very low ability-wise. Dropped from program in April, 1972.

19

Fairly good attendance (absent 4 times because of illness and tardy 2 times) in 4 months. Moved to Phase II in February but was moved back to Phase I because of non-functioning. Hopes to receive his diploma easiest way possible. GED route is too difficult from him, possibilities of returning to school and being back only about one semester; may try the service route to get his diploma. Continues to be in Phase I.

20

Attended Learning Center 5 out of 20 days; was absent or on house arrest rest of the time. Low academic abilities. Dropped from the program.

21

Was tardy 2 times the first week in program; absent 6 days in March. Did minimal work while in the Learning Center, however, good academic potential. Dropped from the program.

22

Poor attendance in Learning Center. Academically at least 5 grades below level. Close friendship with another participant.

23

Returned to program in February, however, lasted less than one month in program. Low academically, especially in reading comprehension. Had difficulty adjusting to academic situation due to previous experience in program.

24

Did very well in Learning Center. Re-entered Farrington High School on October 21, 1971 as a sophomore. Still in school.

25

Left program after 2 weeks. Academically low, operating at least 4 grades below level.

26

Work-oriented; did well in the Learning Center. Returned on group decision to court on December, 1971.

27

Very low in reading and math. Poor attendance, dropped from total program in October, 1971.

28

No progress made in Learning Center. Had great difficulty in reading area, needed constant directions. Dropped from program in September, 1971

29

Started program on May 24, 1972. Is still in Phase I due to non-functioning. In Learning Center; puts on a good show of trying to function, i.e., helping others, completing all paper work, etc. According to CAT, operating at 8.8 in reading, 7.3 in math and 8.4 in language; approximately 2 grades below level.

30

Started June 20, 1972. Completed 9th grade, however, on CAT battery of tests - operating at 6th grade level. Has been doing fine in Learning Center but shows greater talents in woodshop sessions at Kamehameha School. He keeps to himself much of the time.

31

Started on May 23, 1972. Completed 10th grade, however, operating below par in all levels (6.6 in Reading, 8.2 in Math and 5.2 in Language). Has great potential academically. He wants to return to school mainly because he wants to play football -- very adult-oriented according to Dunn-Rankin.

32

Started on June 27, 1972. Completed 9th grade -- operating at 5.2 in Reading, 6.2 in Math, and 5.6 in Language. Job-oriented, seeks adult attention.

33

Started May 2, 1972. No tests administered. Showed up one day, was tardy on the second day and no show thereafter. Was returned to court.

34

Attended Learning Center 4 days and split. Dropped.

PROGRESS REPORT
Section B

35

Very poor attendance in Learning Center. In 3 weeks, absent 10 days and tardy 3 times. Dropped from program in October.

36

Showed up Learning Center 8 days. Made sincere attempts in learning. Dropped from program in October.

37

In program first in September. Returned to Kalakaua School on November 10. Attendance was fair, especially in October (only 2 tardies). Returned to Learning Center on March 23, 1972. Attendance fair thus far - continued to be tardy and/or absent at least 2 times a week. Low in reading comprehension. Is fairly good in math but not up to grade level.

38

Academically 3 grades below level. Attendance in Learning Center fair. Dropped out of program after end of October - returned to school.

39

Attended Learning Center from October 5 to the end of March. Planned on returning to school and therefore felt he needed to upgrade his reading abilities. However, changed mind and decided to work full time therefore dropped from the program. Did make great strides in reading. Attendance in Learning Center was good.

40

Very poor attendance while in program from January to March, 1972.

41

Academically low; attendance fair, talkative behavior needed shaping; has been assigned to Duval Dutro for one-to-one relationship; successful thus far.

42

Slightly low academically; negative attitude toward any learning; went through motions; presently on new contract with family and working fairly well -- attitude changes; asking questions when in doubt; attempting new materials.

COLOR TESTS

1

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Seeks success, stimulation, and a life full of experience. Wants to develop freely and shake off the shackles of self-doubt to win and live intensely. Likes contacts with others and is enthusiastic by nature. Receptive to anything new, modern or intriguing. Has many interests and wants to expand his fields of activity -- optimistic about future.

Tries to escape from his problems, difficulties, and tensions being abrupt, headstrong and ill -- considered decisions or changes of directions.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Orderly methodical and self-contained. Needs the respect, recognition, and understanding of those close to him.

Readily participates in things affording excitement and stimulation. Wants to feel exhilarated.

III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.

Egocentric and therefore, quick to take offense. Able to obtain physical satisfaction from sexual activity but tends to hold himself aloof emotionally.

Feels that he cannot do much about the existing problems and difficulties, and that he must make the best of things as they are. Able to achieve physical satisfaction from sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli, (ANXIOUS).

Psychological Interpretation. Wants to overcome a feeling of emptiness and of separation from others. Believes that life has still more to offer and that he may miss his share of experiences if he fails to make the best use of every opportunity. He therefore, pursues his objectives with fierce intensity.

(INTER-INVOLVEMENT)

Physiological Interpretation. Displays impatience and restlessness inclined to be depressed, (ANXIOUS).

1

Psychological Interpretation. Feels he cannot control the situation to create the sense of belonging he needs so remains unwilling to place himself in another's hands -- is resisting a condition which he regards as a discouraging responsibility. Feels life has more to offer and remains impatient.

Urge to get away from this discouraging responsibility -- is strong and leads to restlessness and instability -- concentration suffers.

V. The Actual Problem or Behavior Resulting from Stress.

Disappointment and the fear that there is no point in formulating fresh goals have lead to stress and anxiety. He wants congenial contact with others and scope for development but feels that his relationships are empty and that his progress is impeded. He reacts with an intense and zealous activity designed to achieve his aims at all costs

The fear that he may be prevented from achieving things he wants may lead to a restless search for satisfaction in the pursuit of illusory or meaningless activities.

Fits of whirl wind like activity. First place -- shows great hope and desire -- implies major conflict from which release is needed.

A strong desire to escape because it accompanies red in first choice -- indicates that sexual excess is the means adopted to escape the sense of inability to effect any change. These facts repeated in second choice.

He rejects now involvement -- feels he has a perfect right to take part in anything he chooses. He rejects lifeless, calm, and boredom.

2

I. Desired Objectives or Behavior Dictated by the Desired Objectives.

Wants to prove to himself and others that nothing can affect him, that he is superior to any kind of weakness. As a result, he acts with harshness or severity and adopts an autocratic and self-willed attitude.

Seeks success. Wants to overcome obstacles and opposition. Wants to make his own decisions. Pursues his objectives with single-minded initiative. Does not want to be dependent on the good will of others.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Works well in cooperation with others but is disinclined to take a leading role. Needs a personal life of mutual understanding and freedom from discord.

Sensitive; needs esthetic surroundings, or an equally sensitive and understanding partner with whom to share a warm intimacy.

III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.

Insists that his hopes and ideas are realistic, but needs reassurance and encouragement. Egocentric and therefore, quick to take offense.

Insists that his goals are reasonable and sticks obstinately to them, even though circumstances dictate a compromise. Very exacting in his choice of friends or sex partner.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics)

Physiological Interpretation. Stress arising from suppression of sexual desires is obvious.

Needs more consideration of bodily needs. (ANXIOUS in regard to sexual needs that are not met).

V. Actual Problem or Behavior Resulting from Stress.

Afraid that he may be prevented from achieving the things he wants and therefore, demands that others should recognize his right to them.

NOTE:

Black is a "no" response (white = virgin page on which nothing is yet written -- black signifies the end beyond which there is nothing).

2

Black in this position represents renunciation and the ultimate surrender or relinquishment. This boy couples black with green which signifies a strong wish to be seen and appreciated and also, with yellow -- it's opposite (white).

It appears second and by this he believes himself willing to renounce everything else providing he can have what is represented by the coupled color (green-white).

Yellow represents the same abrupt catastophic change or action is expected to put an end to his troubles and he is willing to renounce all that interferes.

He feels in revolt against "fate."

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Wants to make a favorable impression and be regarded as a special personality. Is therefore, constantly on the watch to see if he is succeeding, (how others are reacting to him) this makes him feel that he is in control. Uses tactics cleverly in order to obtain influence and special recognition. Susceptible to the esthetic or original.

II. Existing Situation or Behavior Appropriate to the Existing Situation.

Needs warm companionship but is intolerant of anything short of special consideration from those close to him. If this is not forthcoming, is immediately apt to shut himself away.

Disinclined to take a leadership role -- needs personal life response and full of discord.

III. Characteristics Under Restraint or Behavior Inappropriate to the Existing Situation.

Wants to broaden his field of activity and insists that his hopes and desires are realistic. Fearful of failure; needs peaceful environment to restore his confidence.

Circumstances force him to compromise and to forgo pleasures for the time being. Capable of achieving physical satisfaction and security through sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress arising from suppression of sexual desires -- provokes anxiety. VERY ACUTE and ANXIOUS.

Psychological Interpretation. The existing situation is disagreeable. His over restrictive control of sensual instincts forces him into isolation. This disturbs him as such instincts are regarded as weaknesses.

Physiological Interpretation. Uncertainty and worry over missing opportunities have led to a condition of agitated tension (ANXIOUS).

Psychological Interpretation. Feels that life must yield more than it is and that his hopes and desires must somehow be realized -- granted in their entirety. Tries to make sure that he will not be overlooked and badly needs security.

V. Actual Problem or Behavior Resulting from Stress.

Has a fear he may be prevented from achieving the things he wants. ANXIOUS, UNCERTAIN.

4

I. Desired Objectives or Behavior Dictated by Objectives.

Longs for tenderness and for a sensitivity of feelings into which he can blend. Responsive to anything esthetic and tasteful.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Authoritative or in a position of authority but feels revelation of authority impeded because of existing problematical difficulties. Perseveres despite opposition.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Very exacting in standards he applies to his choice of a partner and seeks unrealistic perfection in sex life.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Desires to control his own destiny.

Physiological Interpretation. Pronounced susceptibility to outside stimuli.

Psychological Interpretation. Wants to overcome a feeling of emptiness and separation from others. Believes that life still has more to offer and that he may miss his share of the "goodies" -- that he must, therefore, make use of all opportunities.

Pursues objectives with fierce determination.

Commits himself deeply and readily -- feels himself completely competent in any field he may engage in.

5

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Longs for tender and sympathetic bond and for a situation of idealized harmony. Has an imperative need for tenderness and affection. Susceptible to anything esthetic. * Note

Tries to escape from his problems, difficulties and tensions by abrupt, ill-advised and ill-considered decisions or changes of direction.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Volatile and outgoing. Needs to feel that events are developing along desired lines, otherwise, irritation can change to superficial activities.

III. Characteristics Under Restraint or Behavior Inappropriate to the Existing Situation.

Circumstances are forcing him to compromise, making stability impossible (emotional).

Becomes distressed when his needs are misunderstood and feels he has no one to turn to or rely on. Egocentric and quick to take offense.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Suppression of emotional and nervous requirements (ANXIOUS). Unstable and emotional.

Psychological Interpretation. Wants to overcome a feeling of emptiness and to bridge the gap which separates him from others.

Control of his sensual instincts restricts his ability to give of himself but the isolation leads to the urge to surrender and allow himself to merge with others.

He feels that only by continued self-restraint can he hope to maintain his attitude of superiority. Wants to be loved.

Stress resulting from excessive self-restraint in an attempt to win regard from others is extreme.

V. The Actual Problem or Behavior Resulting from Stress.

Greatly impressed by the unique originality of individual characteristics of outstanding persons. Tries to emulate the characteristics he admires in others.

5

Tensions induced by trying to cope with conditions beyond his capabilities or reserve strength has led to considerable anxiety and a sense of personal (but unadmitted) inadequacy. Blames others -- to shift blame from himself -- prone to compulsive inhibitions and compulsive desires.

* Note

A willingness to try to renounce old ways and a wish to truly achieve a "new" self. (black)

7

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Suffering from those things which are being rejected as disagreeable -- is strongly resisting them. Just wants to be left in peace.

Feels situation is hopeless -- strangely resists those things which he finds disagreeable. Tries to shield himself from anything which might irritate him or make him feel more depressed.

Check item 4

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Readily participates in things affording excitement or stimulation. Wants to be exhilarated.

Hopes to attain an improved position so that he can procure for himself more of the things he has had to do without.

III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.

Feels he is burdened with more than his fair share of problems.

Feels trapped in distressing or uncomfortable situation and is seeking some way of gaining relief. Can achieve relief through sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress arising from suppression of sexual desires and insufficient consideration for bodily needs (sleep, food, etc.) ANXIETY.

Psychological Interpretation. The existing situation is disagreeable. He sees no way out.

Refuses to relax or give in. Holding exhaustion and depression at bay by keeping active (extreme tension).

Existing situation is unsatisfactory but he feels unable to change it without help.

Restless -- wants to run away from the situation physically and mentally. Ability to concentrate impaired.

7

Group badly needed but as noted -- produces only more depression and anxiety.

V. Actual Problem or Behavior Resulting from Stress.

The fear that he may be prevented from asking the things he wants -- drives him to exploit all types of experience so that he may categorically deny that any of them has any value.

This destructive denigration becomes his method of concealing hopelessness and a profound sense of futility.

Anxiety and a restless dissatisfaction has produced extreme stress and resulted in adopting a scornful and deficient attitude.

8

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Longs for tenderness and for a sensitive feeling into which he can blend. Responsive to anything esthetic and tasteful.

Wants interesting and exciting things to happen. Able to make himself well-liked by his obvious interest and by the very openness of his charm. Over imaginative — given to fantasy and daydreams.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Dissatisfied. The need to escape continued involvement with his present circumstances makes it imperative to find solution. The + group suggests that a compensatory method likely to be adopted.

Feels obstructed in his desires and prevented from obtaining the things he regards essential.

* (black - negative feeling about self).

III. Characteristics Under Restraint or Behavior Inappropriate to the Existing Situation.

Physiological Interpretation. Stress resulting from excessive self-restraint.

Psychological Interpretation. Has an unsatisfied need to ally himself with others whose standards are as high as his own and to STAND OUT from the rank and file. This subjects him to much stress, but he sticks to his attitudes despite lack of appreciation. Finds situation uncomfortable and would like to break away from it, BUT refuses to compromise with his opinions.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress resulting from disappointment has led to agitation and anxiety..

Psychological Interpretation. Eager to make good impression, but worried and doubtful about the likelihood of success.

Feels he has the right to anything he hopes for. Feels helpless and depressed when things go against him. Feels the possibility of failure most upsetting. Sees himself the victim misled and abused; tries to convince himself that these miss uses of others are the causes of his failures to achieve his personal desires.

(Unrealistic self-justification).

8

V. Actual Problem or Behavior Resulting from Stress.

Dissapointment at the non-fulfillment of hopes and the fear to formulate fresh goals will only lead to further setbacks have resulted in considerable anxiety. He is trying to escape from this into a peaceful and harmonious relationship, (seeking protection).

Fear of inadequacy leads him to employ great personal charm in all dealings with others.

10

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Longs for tender and sympathetic bond and for ideal harmony. Has imperative need for tenderness and affection.

II. Existing Situation or Behavior Appropriate to the Existing Situation.

Having great difficulty standing up to the demands placed on him. Finds great effort is involved and wishes to have situation eased.

III. Characteristics Under Restraint and Behavior Appropriate to the Existing Situation.

Circumstances are such that he feels forced to compromise for the time being if he is to exist.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stresses resulting from disappointment have led to agitation and anxiety.

Psychological Interpretation. Eager to make good impression but worried and doubtful that he can ever succeed.

Feels that he has a right to anything and feels distressed and helpless when circumstances go against him. Finds the mere possibility of failure most upsetting and this can lead him to nervous prostration. Sees himself as innocent victim. Misled and abused. UNREALISTIC SELF-JUSTIFICATION.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Urgently in need of rest, relaxation, peace and affection. Feels he has been treated with a lack of consideration and is upset and agitated as a result. Regards his situation as intolerable as long as his requirements are not complied with.

II. Existing Situation or Behavior Appropriate to the Existing Situation.

Unable to exert effort to achieve his objectives. Feels neglected, desires greater security -- affection, fewer problems. Needs rest.

III. Characteristics Under Restraint and Behavior Appropriate to the Existing Situation.

Wants to broaden the field of his activity and insists that his hopes and ideas are realistic. Distressed by the fear that he will be prevented what he wants. Needs peaceful condition and quiet reassurance to restore his confidence.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Great stress resulting from the feeling of belittlement and misunderstanding (ANXIETY).

Psychological Interpretation. Feels in an invidious position, that trust, affection, and understanding are being withheld and that he is being treated with a humiliating lack of consideration. Feels he can do nothing. Disheartened by his love struggle against difficulties and with no encouragement. He just wants to escape but cannot find the strength of mind to make the necessary decision.

V. Actual Problem or Behavior Resulting from Stress.

The tensions and stresses induced by trying to cope with conditions which are really beyond his capabilities or reserves of strength have led to maximum anxiety.

The sense of unadmitted personal inadequacy is great. Seeks escape.

13

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Alert and keenly observant. Is seeking fresh avenues offering greater freedom and the chance to make the most of them. Wants to prove himself and to achieve recognition. Striving to bridge the gap he feels separates him from others.

Takes easily and quickly to anything which provides stimulation. Pre-occupied with erotic stimulation. Wants to be regarded as a charming personality. Uses tactics cleverly to avoid losing others confidence in him.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Sensuous inclined to luxuriate in things which give gratification to the senses.

Willing and adaptable. Only at peace when closely attached to a person, group or organization on which reliance can be placed.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Circumstances are such that he feels forced to compromise for the time being if he is to avoid very harsh circumstances.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Suppressed agitation resulting from unsatisfactory or discordant personal relationship. Leading to irritability, angry outbursts or sexual neuroses.

There is possibility of cardiac complaints.

Psychological Interpretation. Considerable distress arising from some unsatisfactory relationship. He feels helpless to restore affinity and any resemblance of mutual trust.

Reset to the point of nervous prostration.

In brief: Helpless and irritable disharmony.

Physiological Interpretation. Stress resulting from excessive self-restraint in the attempt to win the regard of others.

Psychological Interpretation. Has an unsatisfied need to ally himself with those who stand out from the rank and file.

13

Needs esteem of others. Stubborn but ineffectual demand for esteem.

V. Actual or Behavior Resulting from Stress.

Agitation, unpredictability and irritation accompanying depleted vitality and intolerance of further demands have placed him in a position where he feels menaced by his circumstances. Feels powerless to remedy this.

Greatly impressed by the unique, by originality and by individuals of outstanding characteristics. Tries to emulate these traits in his own personality.

14

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Seeks an affectionate relationship, offering fulfillment and happiness. Capable of powerful emotional enthusiasm. Helpful and willing to adapt himself if necessary to realize the bond of affection he desires. Needs the same consideration and understanding he is willing to give.

II. Existing Situation or Behavior Appropriate to the Existing Situation.

Sensuous, inclined to luxuriate in things which give gratification to the senses, but rejects anything tasteless, vulgar or coarse.

Readily participates in things affording excitement or stimulation. Wants to feel exhilarated.

III. Characteristics Under Restraint and Behavior Appropriate to the Existing Situation.

Distressed by obstacles with which he is faced and in no mood for any activity that places strong demands upon him. Needs peace and quiet.

Feels he cannot do much about his existing situation; he is powerless and must accept things as they are. Desire for sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility outside stimuli (ANXIETY).

Psychological Interpretation. Wants to overcome feeling of emptiness and bridge gap that separates him from others. Wants to be accepted as an individual of worth.

Resents limitations -- desires freedom.

Physiological Interpretation. Frustration at unacceptable restrictions on freedom, is producing stress (ANXIETY extreme).

Psychological Interpretation. Seeks independence and freedom from restriction. Avoids obligations that might prove hampering. He is being subjected to considerable pressure and wants to escape from it so that he can obtain what he needs -- but tends to lack the necessary strength of purpose to attempt escape.
(Frustrated desire for independence of action).

15

I. Desired Objectives or Behavior Dictated by the Desired Objectives.

Longs for tenderness and for a sensitivity of feeling into which he can blend. Responsive to anything esthetic and tasteful.

Takes easily and quickly to anything which provide stimulation. Wants exciting things to happen. Able to make himself well-liked by interest and obvious charm. Overly imaginative and given to fantasy or daydreaming.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Active, outgoing and restless. Feels frustrated by slowness with which events are developing. This leads to irritability, changeability and lack of persistence.

Works well with others but is disinclined to take a leading position. Needs personal life of mutual understanding and freedom from discord.

III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.

Unadmitted, lack of self-confidence, makes him careful to avoid open conflict. He feels he must make the best of things as they are.

Feels that he cannot do much about his existing problems and difficulties and that he must make the best of things as they are. Able to achieve satisfaction through sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress resulting from unwelcome restriction or limitation (ANXIETY).

Psychological Interpretation. Wants freedom to follow his own convictions and principles to achieve respect as an individual in his own right. Desire to control his own destiny.

Physiological Interpretation. Pronounced susceptibility to outside stimuli (ANXIETY).

Psychological Interpretation. Wants to overcome a feeling of emptiness and bridge gap which he feels separates him from others.

Anxious to experience life in all its aspects to explore all its possibilities.

15

He resents restriction and limitation. He insists on being free.

V. Actual Problem or Behavior Resulting from Stress.

Does not wish to be involved in differences of opinion or argument.

Seeks to avoid criticism and to prevent restriction of his freedom.
Uses great charm in dealing with others.

16

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Feels too much is being asked of him and is tired out, but still wants to overcome his difficulties and established himself despite the effort would have on him. PROUD, but resigned in his attitude. Needs recognition, security and fewer problems.

Seeks success. Wants to overcome obstacles and make his own decisions. Pursues his objections with single mindedness. Does NOT want to feel dependant.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Works well in cooperation with others. Needs a personal life of mutual understanding and freedom from discord.

Avoids excessive effort and needs roots, security and peaceful companionship. May be physically unwell. Needs gentleness - (URGENT).

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Insists that his hopes and ideas are realistic, but needs reassurance and encouragement. EGOCENTRIC, therefore quick to take offense, often physically.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli (VERY ANXIOUS).

Psychological Interpretation. Wants to overcome feeling of emptiness and bridge the gap between himself and others. Anxious to experience life in all its aspects. Insists on being free.

V. Actual Problem or Behavior Resulting from Stress.

Strongly resists outside influence and interference with his freedom.

17

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Needs recognition. Ambitious, wants to impress and be looked up to (to be both popular and admired). Seeks to bridge the gap which separates him from others.

Wants to make favorable impression and be regarded as a special personality. Is therefore constantly watching to see whether he is succeeding and how others are reacting to him (he feels in control).

II. Existing Situation or Behavior Appropriate to Existing Situation.

Sensitive; needs esthetic surroundings, or an equally sensitive and understanding partner with whom to share a warm intimacy.

Willing and adaptable. Only at peace when closely attached to a person, group or organization (on which reliance can be placed).

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Willing to become emotionally involved and able to achieve satisfaction from sexual activity. But TRIES to avoid conflict.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress arising from the frustration of an unwanted situation (ANXIETY).

Psychological Interpretation. Feels trapped in an unwanted, disagreeable situation and is powerless to remedy it. Angry, disgruntled and doubts that he will be able to achieve his goals. FRUSTRATED almost to the point of nervous prostration.

Stress arising from an unwanted situation.

Feels trapped and is frustrated by the desire for independence.

V. Actual Problem or Behavior Resulting from Stress.

Depleted vitality has created an intolerance for any further stimulation, or demands on his resources. The sense of powerlessness combined with frustration that he cannot control events; subjects him to irritation and acute distress.

Strongly resists outside influence and any interference with his freedom.

19

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Wants to make favorable impression and be regarded as a special personality -- therefore, is constantly on the watch to see if he is succeeding (feels he is in control). Uses tactics cleverly in order to obtain influence and special recognition.

Needs peaceful environment. Wants release from stress, and freedom from stress and conflict.

Takes pains to control the situation and its problems by proceeding cautiously. Has sensitivity of feeling and a fine eye for detail.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Willing and adaptable. Only at peace when closely attached to a person, group or organization on which reliance can be placed.

Imaginative and sensitive; seeking an outlet for these qualities especially, in the company of someone equally sensitive. Interest and enthusiasm are readily aroused by the unusual or the adventurous.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Feels trapped in a distressing or uncomfortable situation and is seeking some way of gaining relief. Able to achieve satisfaction through sexual activity.

IV. Rejected or Suppressed Characteristics (ANXIETY-Laden Characteristics).

Physiological Interpretation. Wants to overcome a feeling of emptiness and of separation from others. Believes that life has far more to offer than what he now sees and he eagerly wants his share of experiences and opportunities. Feels himself completely competent in any field in which he engages. (Can sometimes be considered by others to be meddlesome or interfering).

V. Actual Problem or Behavior Resulting from Stress.

Afraid that he may be prevented from achieving things he wants and therefore, demands that others should recognize his rights to them.

Needs to achieve a stable and peaceful condition, enabling him to free himself of the worry that he may be prevented from achieving all of the things he wants.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Keeps himself under tight control so to protect himself from difficulty. Needs a safer and easier situation where he can feel more secure.

Needs a peaceful environment. Wants release from stress and freedom and from conflict or disagreement. Takes pains to try and control the situation by proceeding cautiously. Has great sensitivity of feeling and a fine eye for detail.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Seeks to share a bond of understanding intimacy in an esthetic atmosphere of peace and tenderness.

Physical illness, over-tension or emotional distress have taken a severe toll. His self-esteem has been reduced and he needs peaceful conditions to permit a recovery.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Insists his goals are realistic and sticks obstinately to them, even though circumstances are forcing him to compromise.

Demanding and particular in relationships with his partners and those close to him, but careful to avoid open conflict since this might reduce his hopes of realizing his goals.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Suppressed agitation resulting from an attempt to resist any form of stimulation or excitement. Can lead to irritability, angry outbursts or even sexual neurosis. There is a possibility of cardiac complaint.

Psychological Interpretation. The situation is regarded as threatening and dangerous. Outraged at the thought that he will be unable to achieve his goals, is distressed at the feeling of helplessness to remedy this. Over extended -- feels beset.

V. Actual Problem or Behavior Resulting from Stress.

Depleted vitality has created an intolerance for any further demands or stimulation.

This sense of powerlessness subjects him to agitation and acute distress.

Depleted vitality has created an intolerance for any further demands on his resources. Wants peace and quiet and a place to regain his strength.

21

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Longs for tenderness and/or a sensitivity of feeling into which he can blend. Responsive to anything esthetic or tasteful.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Active, outgoing and restless. Feels frustrated by the slowness with which things are developing. This leads to irritability, changeability and lack of persistence when pursuing a given objective.

Exercises initiative in over-coming obstacles and difficulties. Either holds or wishes to achieve a position of authority in which control can be exerted over events.

III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.

Feels he cannot do much about the existing problems and that he must make the best of things as they are.

Very exacting in standards he applies to choice of partner (mate). Seeks unrealistic perfection in sex life.

IV. Rejected or Suppressed Characteristics (ANXIETY-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli (ANXIETY).

Psychological Interpretation. Wants to overcome feeling of emptiness -- needs other people to care for him. Wants to care about others, anxious to live all aspects of life - (not just the experiences he knows).

Wants to be free and unhampered.

V. Actual Problem or Behavior Resulting from Stress.

Does not want to be involved with conflict. Desperately wants peace and quiet.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Seeks affectionate, satisfying and harmonious relationships. Desires an intimate union, which there is love, self-sacrifice and mutual trust (LONELY).

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Hopes to attain an improved position and greater prestige, so that he can procure for himself more of the things he has had to do without. Imaginative and sensitive; seeking an outlet for these qualities -- especially in the company of someone equally sensitive. Interest and enthusiasm are easily aroused by the unusual or adventurous.

III. Characteristics Under Restraint or Behavior Inappropriate to the Existing Situation.

Egocentric and therefore, quick to take offense. Able to obtain physical satisfaction from sexual activity but tends to hold aloof emotionally (protective sexuality). Feels he cannot do much about the existing problems and difficulties and that he must make the best of things as they are. He receives satisfaction from sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli (ANXIOUS because of innocence).

Psychological Interpretation. Wants to overcome feeling of emptiness and bridge the gap that he feels separates him from others. Anxious to know life in all aspects. Believes he has the right to share all that life offers.

V. Actual Problem or Behavior Resulting from Stress.

Does not want conflict. Wants to be left in peace.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Seeks success, stimulation, life full of experiences. Wants to develop freely and to shake off the shackles of self-doubt -- to win and live intensely. Likes contacts with others and is enthusiastic by nature. Receptive to anything new, modern or intriguing. Has many interests he wants to expand. Optimistic.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Avoids excessive effort and needs roots, security and peaceful surroundings.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Conditions are such that he will not let himself become intensely involved without making mental reservations.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Ability to withstand pressure has been overtaxed, leading to stress, frustration, impotence and irritability. (ANXIOUS).

Psychological Interpretation. Has lost resilience and strength of will necessary to contend with existing situations. Feels overtaxed, getting nowhere, but is still standing his ground. This subjects him to intolerable pressure from which he wants to escape but he cannot bring himself to make the necessary decision. As a result, he remains firmly involved in the problem and can neither view it objectively nor get rid of it. He cannot leave it alone and feels he will only be at peace when he has reached his objective.

(Unresolved involvement)

V. Actual Problem or Behavior Resulting from Stress.

The fear that he may be prevented from achieving the things he wants leads him to play his part with urgent and hectic intensity.

Wants to encompass everything. Rejects non-involvement.

Sexual drive demands conquests with variety of experiences - sexual experimentation - promiscuity - infidelity - (satyr).

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Wants to make a favorable impression and be regarded as a special personality. Is constantly on the watch to see if he is succeeding and how others are reacting to him. Uses tactics cleverly in order to obtain influence. Susceptible to esthetics or originals.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Active, outgoing, and restless. Feels frustrated by the slowness with which events develop along desired lines. This leads to instability -- changeability and lack of persistence when pursuing a given objective.

Authoritative but liable to feel that further progress is rendered problematical by existing difficulties.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Emotionally inhibited. Feels forced to compromise making it difficult for him to form a stable emotional attachment.

Exacting in his emotional demands and very particular in choice of partner. Finds it almost impossible to get deeply involved with anyone because of inability to reveal himself.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Suppression of the physical and nervous requirements of the body for normal functioning forces extreme ANXIETY.

Stress arising from suppression of physical or sexual desires and insufficient consideration of body needs produces extreme ANXIETY.

Psychological Interpretation. The existing situation is disagreeable. He has an unsatisfied need to ally himself with others whose standards are as high as his own. He restricts his instincts to the point of anxiety. Has need and urge to have sexual relationship that is satisfying.

This disturbs him as he feels instincts (emotion) are signs of weaknesses.

The existing situation is disagreeable. He has unsatisfied needs to ally himself with one whose standards are high as his own.

His control of his sensual instincts restricts his ability to give himself but the resulting isolation leads to the urge to surrender and allow himself to merge with another. Wants to be loved and admired for himself.

V. Actual Problem Behavior Resulting from Stress.

Greatly impressed by the unique -- by originality and by individuals of outstanding characteristics.

TRIES to emulate characteristics he admires.

Anxious, restless, dissatisfied with circumstances and his unfulfilled emotional needs. He tries to escape into an idealized atmosphere of sympathy and understanding.

25

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Seeks an affectionate relationship offering fulfillment and happiness. Capable of powerful emotional enthusiasm. Helpful and willing to adapt himself, if necessary, to realize the bond of affection he desires. Needs the same consideration and understanding from others.

Needs a peaceful environment. Wants release from stress and freedom from conflicts and disagreements. Takes pains to control the situation and its problems by proceeding cautiously. Has sensitivity of feeling and a fine eye for detail.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Working to improve his image in the eyes of others in order to obtain their compliance and agreement with his needs and wishes.

Imaginative and sensitive seeking an outlet for these qualities -- especially in the company of someone; equally sensitive. Interest and enthusiasm are easily aroused by the unusual or adventurous.

III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.

Feels trapped in an uncomfortable distressing situation and seeking some way of gaining relief. Able to achieve satisfaction through sexual activity providing no turmoil or agitation is involved.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli (ANXIOUS).

Psychological Interpretation. Wants to overcome a feeling of emptiness and separation from others. Believes that life still has more to offer and that he may miss his share of experiences. Pursues objectives with fierce intensity.

V. The Actual Problem or Behavior Resulting from Stress.

Needs to achieve a stable and peaceful condition enabling him to free himself from worry and the feeling that what he wants is not possible.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Takes easily and quickly to anything that provides stimulation. Preoccupied with things of intrinsically exciting nature either erotically stimulating or otherwise, wants to be regarded as an exciting and interesting personality with an altogether charming and impressive influence on others. Uses tactics closely so as to avoid endangering the chances of success or undermining others' confidence in him.

Wants interesting and exciting things to happen. Able to make himself well-liked by his obvious interests and by the very openness of his charm. Over imaginative and given to fantasy.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Avoids excessive effort and needs more security -- peaceful companionship.

Exercises initiative in overcoming obstacles or difficulties. Either holds or rushes to achieve a position of authority in which control can be exerted over events.

III. Characteristics Under Restraint or Behavior Inappropriate to Existing Situation.

Feels he is burdened with more than his fair share of problems. However, he sticks to his goals and tries to overcome his difficulties by being flexible and accommodating.

Able to achieve physical satisfaction from sexual activity but restless and inclined to be emotionally with-drawn, which prevents him from becoming deeply involved.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Pronounced susceptibility to outside stimuli (ANXIOUS).

Psychological Interpretation. Wants to overcome a feeling of emptiness and to bridge the gap which he feels separates him from others. Anxious to experience life in all its aspects to explore all its possibilities and to live it to the fullest. He therefore, resists any restrictions or limitations being imposed on him and insists on being free and unhampered.

Physiological Interpretation. Pronounced susceptibility to outside stimuli. He pursues objectives with fierce intensity and commits himself deeply and readily. Feels himself completely competent in any field -- can be considered meddlesome.

V. The Actual Problem or Behavior Resulting from Stress.

Seeks to avoid criticism and to prevent restriction of his freedom to act and to decide for himself by the exercise of great personal charm in his dealings with others.

Has fear that he may be prevented from asking the things he wants. This leads him to imply great personal charm in his dealings with others hoping that this will make it easier for him to reach his objectives.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Has imperative need for some bond or fusion with another which will prove sensually fulfilling, but which will not conflict with his convictions or sense of fitness.

Wants to make favorable impression and to be regarded as a special personality, is therefore, constantly on the watch to see whether he is succeeding and how others are reacting to him. This makes him feel he is in control. Uses tactics cleverly in order to esthetics or originals.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Easily affected by his environment. Readily moved by the emotions of others. Seeks congenial relationships and an occupation which will promote them.

Relatively inactive -- in a static condition while conflict of some sort or another prevents peace of mind. Unable to achieve relationships of the desired degree of mutual affection and understanding (the group is an attempt to compensate).

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Unhappy at the resistance he feels whenever he tries to assert himself. However, he believes that there is little he can do and that he must make the best of the situation.

Feels trapped in a distressing or uncomfortable situation and seeking some way of relief. Able to achieve satisfaction through sexual activity providing no turmoil or emotional agitation is involved.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress arising from suppression of physical (SEXUAL) desires and insufficient consideration of body pleasure (ANXIOUS).

Stress resulting from disappointment and watchful self-probation.

Psychological Interpretation. The existing situation is disagreeable. He has unsatisfied needs to ally himself with others whose standards are as high as his own and to stand out from the common herd. His control of his instincts restricts his ability to give

himself -- this resulting isolation leads to the urge to surrender and allow himself to merge with others. This disturbs him as these instincts are regarded by him as weaknesses to be overcome. He feels that only by continued self-restraint can he hope to maintain his attitude of individual superiority. Wants to be loved and admired for himself alone. Needs attention, recognition and the esteem of actions.

Unfulfilled hopes have led to uncertainty and tense watchfulness. Resents outside control. Doubts that things will get any better -- watchful.

V. Actual Problem Behavior Resulting from Stress.

Disappointment and the fear that there is no point in formulating fresh goals, home lead to great anxiety -- he is PANICKED by lack of any close and understanding relationship. He attempts to escape into a substitute world in where these disappointments are submerged and things are more nearly as he desires them to do.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Wants interesting and exciting things to happen. Able to make himself well-liked by his obvious interest and by the very openness of his charm. Over imaginative given to fantasy and daydreaming.

II. The Existing Situation or Behavior Appropriate to the Existing Situation.

Acts in an orderly, methodical, self-contained manner. Needs the sympathetic understanding of someone who will give him recognition and approval.

Orderly methodical self-contained. Needs the respect, recognition, and understanding of those close to him.

III. Characteristics Under Restraint and Behavior Inappropriate to the Existing Situation.

Feels trapped in an uncomfortable distressing situation and seeking some way of gaining relief. Able to achieve satisfaction through sexual activity providing no turmoil or emotional agitation is involved.

Feels trapped in distressing situation. Able to find satisfaction in sexual activity.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Susceptible to outside stimuli (ANXIOUS).

Psychological Interpretation. Wants to overcome a feeling of emptiness and to bridge the gap which he feels separates him from others. Anxious to experience life in all its aspects, anxious to explore all possibilities. Resists all efforts to limit or restrict him. Reacts against all limitations that hamper him. ANXIOUS, self-determination.

V. Actual Problem or Behavior Resulting from Stress.

Seeks to avoid criticism and to prevent any restriction of his freedom to act and decide for himself.

NOTES

The black issue indicates an anxiety -- fear of being deprived of something -- a conflict that demands relinquishing too much.

Emotional and mental immaturity indicated. The violet choice indicates a desire for the "magical" erotic or fantasy world. Violet can be found a first choice of South American-Indians, certain African tribes, hypothroid sufferers, pregnant women and homosexuals.

I. Desired Objectives or Behavior Dictated by Desired Objectives.

Seeks affectionate, satisfying and harmonious relationships. Desires an intimate union in which there is love, self-sacrifice and mutual trust.

Desires a conflict-free haven offering security and physical ease. Is in need of considerate treatment and loving care. Fears emptiness and solitude of separation.

II. Existing Situation or Behavior Appropriate to Existing Situation.

Having difficulty in standing up to demands imposed on him. Finds the effort great and wishes to have it eased.

Hopes to obtain an improved position and greater prestige/standing so that he can procure from himself some of things he has had to do without.

III. Characteristics Under Restraint and Behavior Inappropriate to Existing Situation.

Insists that his goals are realistic and sticks obstinately to them, even though circumstances are forcing him to compromise. Very exacting in standards regarding choice of a partner.

Becomes distressed when his needs or desires are misunderstood and feels he has no one to turn to. Egocentric and therefore quick to take offense.

IV. Rejected or Suppressed Characteristics (Anxiety-Laden Characteristics).

Physiological Interpretation. Stress due to suppressed sensitivity (ANXIETY-dangerous).

Psychological Interpretation. Delights in the tasteful, the gracious and sensitive surroundings. Maintains an attitude of critical appraisal and refuses to be swept off his feet unless genuineness and integrity can be vouched for.

Keeps strict control of his emotions and emotional relationships. Demands complete sincerity as he tries to protect against his own tendency to be too trusting.

Physiological Interpretation. Pronounced susceptibility to outside stimuli.

Psychological Interpretation. Wants to overcome feeling of emptiness and bridge the gap that separates him from others.

Anxious to experience life in its fullest. Resents restrictions and limitation. Wants to be free and unhampered.

V. Actual Problem or Behavior Resulting from Stress.

Needs to protect himself against his tendency to be too trusting. He finds he is liable to be misunderstood and/or exploited by others. Seeks a relationship he can trust.

Does not wish to be involved with differences of opinion or argument -- needs peace.

TATTOO INVENTORY

1

TATTOOSLeft hand:

- Web thumb - index - "DIANE"
- Left shin bone (above joint) - P.V.B.
(Palolo Valley Boy)
- Right arm bicep - G.C.
(own initials)

All put on by "friend." First one P.V.B., age 12 years done during summer - in "tunnel" in "park" at housing area.

TATTOOS

- Right bicep: K ("Devil, hot stuff")

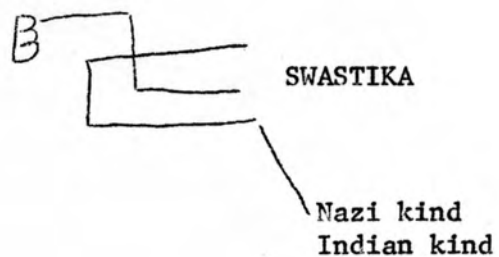


- Left bicep: "MEL"
- Right hand: between thumb and index - M (own initial)
- Between shoulder blades - MOMMY

First tattoo self-inflicted at age 13. Doesn't remember where he was at the time.

TATTOOS


- Right hand - middle finger first phlange (cross) - +
- Back of left hand - A I E A
- Right leg - inside ankle - FATSO (own nickname)
- Right leg - inside ankle - Hawaii



TATTOOS

- Right hand web between thumb and index - (cross) +
- Right bicep - "Hawaii"
- Right deltoid - "R" (girl's initial)

TATTOOS

- Right hand: web between thumb and index - 
- Left hand: web between thumb and index finger - //
(2 parallel vertical lines)
- Right great toe: first phlange - + (cross)
- Left leg: inside ankle - (name) (name above heart)






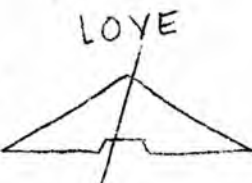

First tattoo at the age of 14 -- put on by friend.

TATTOOS

- Right deltoid - KEOLA (own Hawaiian name)
- Left deltoid - MA (mother)
- Left hand: web between thumb and index finger - K (Keola)
- Back of fingers on left hand - H A T E

First tattoo put on by friend at age 15 - "Keola"

TATTOOS

- Right hand: web between thumb and index finger - W + N
(girl's name "N")
- Left hand: web between thumb and index - HOT
- Right leg: thigh -  (picture of flower)
- Right leg: calf -  (flower)
-  (old English "T" own former name)
- Left leg: calf  (no explanation)
- Right deltoid - W (own initial)
- Left bicep -  (flower)
- Left arm: outside of wrist - PEACE (partially burned out by cigarette scars)

10

TATTOOS

- Left deltoid - Bob (own nick name)

12

TATTOOS

Left deltoid - JUNE B
(intended to be JUNE BUG)

Done by girl friend; age 14; in the park.

13

TATTOOS

None

14

TATTOOS

- Left deltoid - + (cross)

- Left bicep - $\begin{matrix} L \\ \leq M O M \geq \\ V \\ E \end{matrix}$

- Right hand - H.F. (own initials)
(web between thumb and first finger)

First tattoo at age 14 (H.F.); done by girl friend while cutting out of school (Kaneohe).

15

TATTOOS

None

16

TATTOOS

- Left bicep - KANE
(lower began K)
- Web between thumb and index finger - C
(left hand)

First tattoo "Kane" Summer '71 on Molokai

17

TATTOOS

None

TATTOOS

Left hand:

- Web between thumb and index finger - "Hawaii"
- Right forearm (inside) - . . . (three dots)

Put "Hawaii" tattoo on when he was 15 while on Molokai to pick pineapples.

TATTOOS

- Left bicep - H
A
T
E

FUCK
YOU
- Inside left forearm - HAT (HATE unfinished)
- Outside left forearm - Z
Hate
- Right leg (thigh) - AL (girl's name)
↑
cigarette burn
- Inside right calf - LOU
- Inside left calf - Lo (Love unfinished)
- Right arm - SABH
- Inside right forearm - SOUL
HELL
(his first name)
- Right arm deltoid - B.
- Right shoulder blade (scapula) - SABH
KAL (Kalihi)

First tattoo B. A friend put it on at age 12 (at friends home in Aiea).

TATTOOSRight arm:

- Deltoid - "PEPE" (own nick name)
- Outside forearm - Hawaii
- Inside forearm - "H"
- Above wrist - (his first name)
- Hand (back of thumb) - "Charlotte"
- Web (thumb and index) - +

Right leg:

- Inside above ankle - "Debbie"
- Inside calf - K.B. (Kalihi Boy)

Left arm:

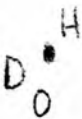
- Deltoid - brother

Had "GOD BLESS MY FAMILY" removed from back (done by brothers). First tattoo at the age of 8, K.B. done by himself when at the T. Nobriga home in KUH.

TATTOOSLeft arm:


- Web between thumb and forefinger - "R"
- Wrist outside -



- Elbow - 
- Bicep - Peace
- Deltoid - R
K (girl's name)

Inside forearm

Right side:

- Back of thumb - Love
- Outside forearm - 
- Above elbow - RUSS
- Deltoid - H (Hawaii)
- Left ankle (inside) - Hawaii
- Calf - +
- Left inside calf - ?

This (left inside calf - ?) was the first tattoo at the of 8. It was done by a friend in Kalihi at a friend's house.

23

TATTOOS

None

TATTOOSLeft hand:

- Base of thumb - +
- Index finger knuckle - ●
- Second finger knuckle - V

Right hand:

- Right bicep -


Love

- Web between thumb and index - purple large
keloid scar

Letter P removed with vinegar and clorox -- infection resulted -- had to go to doctor because of the infection.

P - for penguin

TATTOOS

Right bicep - three dimensional cross with the words "LOVE" and "MOM"



Right hand web between thumb & index (cross) - +

Right ankle (inside) - + (cross)

Left deltoid - "A"

Left bicep - "Catherine" (girl's name)

Left hand web between thumb & index - "B" (for boy)



Left index finger -(first phlange)(cross) - +

Left chest above breast picture of a spider with 5 legs



Left ankle (inside) - H (Helen - girl's name)

TATTOOS

- . Right hand (back of) - 
- . Right forearm - "HELL"
- . Left wrist (outside) - girl's name
- . Web index finger and thumb - (his first name)
- . Left ankle - 

He put on his first tattoo while in the 5th grade.

TATTOOS

Back on left knuckles - L-O-V-E

Left wrist - Love

Left hand web between thumb and index - Hawaii

Inside left wrist - BAR

Inside left forearm - picture of a bird

Right deltoid - picture of a rose

Right leg above ankle side of calf - P.V.B.
(Palolo Valley Boy)

Left leg above ankle - LSD and picture of a
spider with 4 legs



First tattoo at the age of twelve (LSD). Put it on while cutting out of school -- hiding under bridge.

TATTOOS

Base of left middle finger (cross) - +

Base of left index finger (dot) -

Web between left thumb and index finger (dot) -

Left deltoid (script) - Hawaii

Inside left forearm - (his incomplete first name) J A R

Inside left ankle (cross) - +

Web between right thumb and index finger - L
(initial of a girl's name)

Right bicep - LOVE

Inside right ankle (his own initial) - J AK

First tattoos put on by himself on inside ankles (+) and J done at a church yard after school -- age 14.

TATTOOS

Left middle finger - +

Left forearm (inside) - D
(started to do his own name)

Base of left thumb - "D" "screwed up D"

Inside left ankle - (his first name)
(cross) +

First one at the age of 12 years (+ on ankle).

S A M P L EI.I.C.
PERSONAL CONTRACT

I, PARTICIPANT am willing to change and agree

to do the following:

1. Take responsibility's at home:
 - a) Fixing my bed in the morning;
 - b) Empty the garbage (when needed);
 - c) Cleaning up after dinner.

So I can show myself that I can take responsibilities at home, and don't make my parents mad.

Specified time it will take to make this change is:

Every day for one week.

Contractor's Signature PARTICIPANT

Witness GROUP MEMBER

Witness GROUP MEMBER

Witness MEDIATOR

S A M P L EI.I.C.
PERSONAL CONTRACT

I, PARTICIPANT am willing to change and agree to do

the following:

I will go out twice a week from home to meet friends or get to know new people.

Specified time it will take to make this change is:

For two weeks.

Contractor's Signature PARTICIPANT

Witness GROUP MEMBER

Witness GROUP MEMBER

Witness MEDIATOR