INDIAN BOARDING SCHOOLS AND
THE THERAPEUTIC RESIDENTIAL MODEL PROJECT

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Henderson, Kunitz, Gabriel, McCright, and Levy reviewed research on Indian boarding schools in 1998, concluding that the literature comes to a wide range of conclusions as to the positive or negative impact of boarding schools. Operating since the 1800s, boarding schools, some funded by an array of religious groups and others by the Federal government under treaty obligations, have reflected an ongoing evolution in practices designed to serve the needs of Indian children and to shape their lives. The Federal system of Bureau of Indian Affairs (BIA) schools currently encompasses over 185 day and boarding schools on and off reservations, responsibility for which has, over the past decades, increasingly come under control of tribes or tribal consortiums. Although boarding schools were originally designed to stamp out traditional culture and to mainstream Indian children, there is now an increasing emphasis on melding traditional culture into programs which maximize individual development and academic success. Each BIA school now provides a unique environment reflecting its historical development; the cultures of the tribes it serves; and the current configuration of staff, administration, and resources. Students attend BIA boarding schools for a number of reasons, including problems in the home environment, school failure, or their parents' belief that the boarding school environment provides a safer or better educational climate for their children.

Many students entering boarding schools are children or youth at risk. According to Erikson's (1950) psychosocial conceptualization of development, human beings progress through consecutive stages of social development (Trust, Autonomy, Initiative, Industry, Identity, Intimacy) which build on each other. Whether previous stages have primarily a positive or negative resolution will influence whether future stages have optimal outcomes. Many students who enter boarding schools have already learned that survival requires mistrust. Many have had to grow up too fast, take too much responsibility too early, and have acquired significant burdens of shame, doubt, and guilt related to situations over which they have had no control. Introduction to school has sometimes brought the experience of failure rather than success in the preadolescent stage, damping initiative and industry, and creating negative self-esteem. In order to survive emotionally, many students have erected emotional and behavioral barriers, cutting themselves off from connections with others. Early victimization may have created lasting effects on brain development and function as a result of stress response systems, which require cognitive therapy to reprogram and may require short- or long-term medication (Teicher, 2000; DeJong & Roy, 1990; McCullough, 2005). In their seminal work *Reclaiming Youth at Risk: Our Hope for the Future* (2002), Brendtro, Brokenleg, and VanBockern describe the effects of high-risk factors on the development of children and youth. Brendtro et al. conceptualize ecological hazards for at-risk youth into four dimensions which reflect negative resolution of Erikson's stages:

> (1) DESTRUCTIVE RELATIONSHIPS, as experienced by the rejected or unclaimed child, hungry for love but unable to trust, expecting to be hurt again. (2) CLIMATES OF FUTILITY, as encountered by the insecure youngster, crippled by feelings of inadequacy and a fear of failure. (3) LEARNED IRRESPONSIBILITY,

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as seen in the youth whose sense of powerlessness may be masked by indifference or defiant, rebellious behavior. (4) LOSS OF PURPOSE, as portrayed by a generation of self-centered youth, desperately searching for meaning in a world of confusing values. (p.8)

Staff at Indian boarding schools, who must deal with many students coming from such backgrounds, face a formidable challenge. The ecological hazards described by Brendtro et al. can be seen from a psychosocial analysis as interlocking barriers which require a unified and balanced approach to address and rectify. Four dimensions corresponding to the ecological hazards they defined can be placed in a developmental context:

1. Social Bonding. Relationships with other human beings are the foundation for human development.   In ideal circumstances, children grow up surrounded by nurturing adults, and refine social skills through interactions with peers.   Youniss's (1980) description of the complementary contributions of parents and peers, summarized in Table 1, emphasizes the foundational role these relationships have in personal, social, and moral or character development.

Table 1
Contributions of Adults and Peers to Social Development
(Youniss, 1980)

Vector	Contribution
Adults – Unilateral Relations	(1) Role modeling appropriate behavior
	(2) Balancing protection of the child from dangerous environments and the consequences of his or her behavior with expanding developmental experiences which encourage learning
	(3) Providing a structure which sensitively rewards appropriate behavior and discourages inappropriate behavior
	(4) Assisting the child to interpret and absorb social and moral norms
	(5) Providing consistent respect, acceptance and support
Peers – Mutual Reciprocity/Voluntary Association	(1) Principles of voluntary association
	(2) Reciprocity – both members of the relationship must contribute
	(3) Negotiation and compromise between peers
	(4) Empathy
	(5) Social support and affirmation
	(6) Cognitive co-construction, equal exchange of ideas
	(7) Cooperation

Brendtro et al. (2002) describe the impact on social relationships when the foundational social environment of family is inadequate:

When caretakers fail to meet a child's most basic needs, the child learns that they are unpredictable or unreliable. Some children reach beyond their families in search of substitute attachments with other adults or peers. Those more

seriously damaged become "relationship-resistant," viewing even friendly, helpful adults with deep distrust. Expecting rejection, they employ protective behaviors learned in prior encounters with threatening persons. (p.9)

If these children are labeled as having negative traits, and it is not recognized that their actions reflect a "rejected or unclaimed child, hungry for love but unable to trust, expecting to be hurt again," (p.8) the pattern is set for a continuing cycle of destructive relationships. In order to reclaim these children, the focus must be on restructuring the social environment around them, making it so supportive and healing that the children can develop the trust necessary to break out of the cycle.

2. Achievement: Autonomy, Initiative, Industry. Autonomy and initiative are solidly based on the early relationship with a caring adult. Without that social structure and support, the insecure youngster lacks the self-confidence and, often, the skills needed to succeed in the broader environment. A fearful child has not been encouraged to explore, understand, and experiment with his or her environment – an activity necessary for mastery and creativity (Piaget, 1973).   In one of the earliest attempts to quantify the dynamics of relational psychology, Lewin (1935) used field theory to map out the function of parents in controlling parameters of the life space of a child, balancing allowance for the maximum degree of freedom to explore and exercise mastery with protection from harm and failure. In addition to providing a supportive social environment, it is often necessary for the boarding school to help children gain the skills and self-confidence necessary to succeed and experience mastery. Careful assessment of each child to identify and highlight abilities, as well as developing a plan for addressing areas in need of remediation, is essential to ensuring self-confidence and future achievement. An optimal school environment would need to focus on the child and maximizing individual outcomes, rather than on programs which provide generic services. When the child experiences accomplishment, this in turn reinforces social bonding as the individual perceives that he or she is worthy of being cared about.

3. Responsibility and Discipline. Both adult and peer relationships contribute to moral or pro-social development. While clear and consistent messages from adults lay down the pattern for pre-moral and conventional stages of moral development, development of appropriate peer relationships is critical to internalizing and developing independent moral reasoning (see Table 2 showing Kohlberg's stages of moral development).

Table 2
Stages of Moral Development (Kohlberg, 1969)

I. Pre-Moral Level	Stage 1. Obedience to rules so as to avoid punishment.
	Stage 2. Obedience to rules so that rewards or favors may be obtained.
II. Morality of Conventional Role Conformity	Stage 3. Seeking and maintaining the approval of others. Adhering to a "good-boy" morality.
	Stage 4. Conforming to Norms so as to avoid censure or reprimands by authority figures.
III. Morality of Self-Accepted Moral Principles	Stage 5. Obedience to democratically accepted laws and contracts.
	Stage 6. Morality of individual conscience.

Crider, A.B., Kavanaugh, R.D., & Goethals, G.R. (1986). *Psychology* (2nd ed., p. 317). Glenview, IL: Scott Foresman.

Boarding schools walk a delicate line in fostering pro-social behavior through use of discipline. The structure of rules, administration of discipline, and maintenance of norms in the school must be adequate to protect students from harmful behavior, yet avoid punishment which will reinforce feelings of rejection, distrust, and worthlessness. The configuration of rules, discipline, and norms needs to be such that it can move students, who may come in operating at a pre-moral stage, into higher stages of moral development. In order to make such a move, individuals must have made progress on the previous two areas (i.e., social bonding has advanced to where approval from others is of primary importance; students understand and accept the structure of rules, and have the self-confidence and behavioral skills which allow them to operate within that structure). In every boarding school environment, there are proactive systems which attempt to meet these needs, encourage healthy social development, stimulate moral development, and encourage pro-social behavior. There are also reactive discipline systems in place to discourage behavior which does not conform to norms.

4. Meaning and Identity. This fourth dimension, most broadly conceptualized as spiritual or values, is dependent upon the other elements. This vector includes both the elements at the site which are related to transmission of cultural/spiritual values and the behavioral component which stems from internalization of those values.   The behavioral component is broadly referred to by educators as "character education"; it has been traditionally referred to in terms such as "walking in beauty/harmony," "walking the red road," Midewewin Code, etc. As such it encompasses life skills and social and moral development of children. Meaning and identity rest on social bonding, self-efficacy, and social responsibility, and in turn give direction to them.

Brendtro et al. (2002) recommend creation of environments which take into account and utilize survival skills developed by at-risk youth, redirecting them to maximize emotional and pro-social development. Such environments have the following characteristics:

> (1) Experiencing belonging in a supportive community, rather than being lost in a depersonalized bureaucracy. (2) Meeting one's needs for mastery, rather than enduring inflexible systems designed for the convenience of adults. (3) Involving youth in determining their own future, while recognizing society's need to control harmful behavior.   (4) Expecting youth to be caregivers, not just helpless recipients overly dependent on the care of adults. (p. 4)

Disrupted development of at-risk youth on multiple interlocking vectors is not the only challenge faced by boarding schools. While day schools generally have homogeneous populations, off-reservation boarding schools may have students from scores of different tribes, whose different social patterns may complicate peer relationships between students who may have limited social skills or mental health issues. Distance from home and community may further stress students with limited adaptation skills, and require a strong focus on the transition stage where youth acclimate to the residential environment. Aggregation of students with behavioral problems may generate negative peer influences (Poulin, Dishion, & Burraston, 2001). In addition, teachers often face the challenge of dealing with students whose performance is years behind their age or grade level. In the past several years, boarding schools have reported a flood of special education students as public schools, caught between declining resources and the demands of No Child Left Behind, jettison students who require expensive resources and bring down proficiency ratings. The following chapters utilize evaluation results from a five-year demonstration project funded by the Office of Indian Education Programs (OIEP) of the BIA to study five schools involved in the project and to document outcomes of different environments.

History of the Therapeutic Residential Model Project

The BIA has historically been charged with the responsibility of providing educational opportunities to American Indian children as a result of treaty agreements made between the United States government and numerous tribes. For some time, it has been apparent that the resources and approaches of Bureau residential programs are not satisfactorily meeting the needs of the Indian children and youth of today.   Due to historical, economic, and other factors particular to the American Indian situation, barriers to healthy development are exacerbated for many Indian children. Bureau boarding schools are often the last resort for American Indian children who have experienced psychological trauma, grief, abuse, neglect, or school failure. This need was addressed by Public Law 103-382 (Improving America's Schools Act of 1994) which authorized the creation of the Therapeutic Residential Model (TRM) program.   The legislation creating the TRM did not specify strategies to be implemented, requiring only "services necessary to achieve positive changes in attitudes, behavior and academic performance of Indian youth attending boarding schools." As further stated in the legislation,

> The purpose of the therapeutic model demonstration schools is – "(A) to provide a program, based on an annual written plan, linking clinicians, counselors, and mental health professionals with academic program personnel in a culturally sensitive residential program tailored to the particular needs of Indian students; (B) to provide for a continued evaluation of the planning and implementation of the therapeutic model in the designated schools; and (C) to determine what steps the Bureau of Indian Affairs must take and what resources are required to transform existing off-reservation boarding schools to meet the needs of chemically dependent, emotionally disturbed, socially troubled or other at-risk Indian youth who attend such schools."

The OIEP was charged with implementing this legislation. At a planning meeting prior to funding, selected and potential sites agreed that their programs would focus on strengthening students in four areas: Mind (academic), Emotions (mental health), Body (physical health), and Spirit (social and cultural). Funded programs were asked to develop a three-level triage system in each of these areas: Level One, a basic level of services in a safe and secure environment provided to all students; Level Two, services provided to students such as academic tutoring and in-house counseling for identified problems; and Level Three, professional-level services, such as medical and psychiatric care for severe or incapacitating problems.   These broad parameters were further delineated in a meeting of sites in 2004 where six correlates deemed necessary to a therapeutic model were selected:

1. <u>Comprehensive Mental Health Substance Abuse Services</u>
   Increase the capability of residential schools to develop and maximize the spiritual, physical and mental health of all students as a pre-requisite for enhancing life-long learning.

2. <u>Comprehensive Student Screening/Assessment</u>
   Provide each residential school student with an appropriate education; physical, mental health and psychosocial screening assessment for staff to develop an individual residential and education plan for every student.

3. Professional Development of Staff
   Provide intensive, on-going staff training in mental health and therapeutic community principles and practices to all residential, academic and support staff by trained and accredited professionals for the purpose of increasing capacity of all staff to act as therapeutic agents.

4. Safe and Secure Environment
   Provide a physically safe and nurturing Therapeutic Community environment, supported with sufficient and appropriate human/facility resources conducive to growth and learning, where every member of the staff is devoted to the total well-being of the students, where there is coordination of all staff and students and where there is an opportunity to grow and learn together.

5. Cultural Relevance
   Integrate culture into all school areas to encourage and raise students' self-esteem, respect, and success by providing opportunities and experiences that allow students to explore their cultural identities/practices and to become aware of their connection and responsibility to Indian people.

6. Home, School, Community and Tribal Interaction
   Integrate home, school, community and Tribe to foster understanding of the school's mission through open and active communication. This includes active involvement of the community and home in the school and of the school in home and community.

The OIEP implemented the Therapeutic Residential Model program in 2001, providing sites with funding ranging from approximately $0.5 million to $1.5 million, depending on number of students, demonstrated need, and elements proposed to bolster their programs. Demonstration sites had been selected on the basis of their proposals for implementing research-based strategies for addressing student needs. In school year (SY) 2001-2002, three sites were funded: a day school serving over 1000 students in grades 1-12, with dormitory facilities used Monday through Thursday by a small percentage of students living in remote areas of the reservation served; an off-reservation boarding school serving over 500 students in grades 4-12; and a peripheral dormitory housing approximately 200 students in grades 1-12, most of whom attended local public schools. At the beginning of SY 2002-2003, funding to only one of these three sites – the peripheral dormitory – was continued, while funding for the other two sites was shifted to two boarding schools, one serving 250 children in grades 1-8, and the other serving 200 children in grades 5-8. Funding of these three sites continued through the end of SY 2005-2006.

Research Methodology

The legislation mandated evaluation. An independent external evaluator was contracted to conduct a cross-site evaluation. Methodology used in the evaluation was patterned after a multifaceted approach used in assessments of prevention demonstration projects (DeJong, 1995). The cross-site evaluation included gathering of *quantitative* data using spring and fall collection of paper-and-pencil student surveys providing yearly baseline and outcome data; analysis of information contained in school and academy records such as academic performance measures, retention-related information, and student conduct violations; staff questionnaires

collected at the beginning and end of each school year; and records of services received by students. *Qualitative* data were gathered in the course of site visits through discussions or focus groups with staff and students, review of handbooks and other school information on policies and practices, and direct observations of the social environment and activities. Administrators and staff members were brought into the process of analysis by discussing the results of surveys and findings with them and soliciting their feedback to interpret the findings. Funding to sites also included support for internal evaluation to complement this process and to build internal capacity. Each site provided information to parents regarding the TRM program and allowed them the opportunity to withdraw their student from the evaluation process. Students were also informed prior to each survey that their participation was voluntary. Schools were allowed to select what incentives were given to participants to reward their participation. Incentives ranged from providing a variety of snacks from which students could make selections, to cash payments up to three dollars per student for each round of questionnaires. The incentive for staff surveys was entry into a raffle for a prize worth approximately $100.

Instruments

Student surveys agreed upon by the initial cohort of sites included the short version of the BarOn Emotional Quotient Inventory: Youth Version (BarOn EQI; Bar-On & Parker, 2000), the American Drug and Alcohol Survey (ADAS), the five-item version of the Jessor Alienation Scale (Jessor, Donovan, & Costa Frances, 1992), and a cultural pride inventory. In the first year, all student surveys were anonymous. The need for comprehensive screening and assessment of students became apparent during that period. At the request of an education line officer in the second year, all surveys other than the ADAS were collected with identifiers so that profiles of individual students could be provided to mental health professionals at each site for use in developing individual plans to address student needs. At a meeting in spring 2005, sites selected two additional screening instruments: the Children's Depression Inventory (CDI; Kovacs, 2003) and the Multidimensional Anxiety Scale for Children (MASC; March, 1997), which were administered to students at two of the sites in fall 2005. Grades 4-12 were included in surveys, with grades 4-6 using the simplified C form version of the ADAS. All sites served grades 5-8 and had adequate numbers of students in grades 7-8 for analysis, so while analysis of data within sites utilized the range of data collected, cross-site analysis focused on grades 7-8 for comparison purposes. The staff survey, also administered in fall and spring, was modified into its final form (see Appendix A) after input from second-cohort sites in 2002.

Environmental Assessments

Qualitative information and quantitative data from staff surveys and student surveys were used to characterize the physical environment and resources at each site; the staffing and social support system available to the students; transition, screening and assessment of incoming students; programming designed to foster development and achievement in a range of areas including academic, cultural, life skills, and mental and physical health; structure, including rules, operative norms, discipline, and safety issues; and the relationship of the school with outside entities, families, governing board, funding agencies, the local community, and home communities from which students originated. Changes in the resources, approach, and philosophy of each site were tracked over the span of funding.

Group and Individual Outcome Measures

Retention was considered to be the major outcome measure indicating site success. As boarding schools have a captive population, their attendance rate exceeds the 90% target in all schools. The goal for boarding schools is, therefore, an increase in retention rather than attendance. Retention is the clearest and most global indicator of success in TRM projects. Retention represents the convergence of a number of factors: ability of the system to meet the particular needs of each child, the capacity of the system to stabilize children emotionally and to socialize them into acceptable behavior patterns, comfort level of children with the environment provided, and parents' perception that staying in the system is in the best interests of their children. Major reasons why children leave the system include homesickness, belief that they are needed at home, failure to adjust to the demands of the system, perturbation of the system to the extent that it rejects them, and removal by parents who need them at home or are either unhappy with or unimpressed by what the system has to offer. There are many ways retention can be calculated, including:

- A head count at the beginning and end of the school year. This does not take into account whether or not the heads are the same at both time points. This calculation can be manipulated by schools which bring in replacement students throughout the year. It discriminates against a school which retains the majority of its initial cohort and declines to disrupt them by adding new students later in the year.
- A comparison of students present at beginning and ending count weeks, which has been traditionally used to determine funding. This does not take into account the large number of students who drop out in the first few weeks of school when they fail to make initial adjustments.
- Tracking outcomes for a cohort of all individuals enrolling in the school up through count week. This approach, the most stringent, is used in analyzing retention for TRM projects.

In addition to retention, a number of other indicators of developmental success were tracked. These included: school bonding, peer and social bonding, adaptability and stress management, meaning and identity, and academic achievement.

Description of Sites

The funding parameters and research design allowed sites unusual freedom of choice in strategies, creating a collaborative relationship which allowed sites to experiment and evolve, while providing them with evaluation feedback and recommendations to balance or strengthen their programs.

No Treatment Day School. This site received TRM funding in SY 2001-2002. The site is a day school with less than 20% of students using its dormitories during the school week. Located in the heart of the reservation it serves, the school enrolls over 1,000 students in grades 1-12. There was no substantial implementation of a TRM program; however, data gathered in the cross-site evaluation could be utilized as representing a naturally occurring control or minimal treatment site. This publication will designate this site as No Treatment Day School (NTDS).

Academic Enhancement Site.   This site received TRM funding in SY 2001-2002. This off-reservation boarding school serves over 600 students in grades 4-12, 80% of whom reside in campus dormitories. TRM strategies proposed for the year of funding were not implemented, as the site chose to shift TRM funds to an intensive academic enhancement effort. This enhanced the research design by providing a naturally occurring placebo condition which highlighted issues related to current Federal educational policies. This site will be designated Academic Enhancement (AE) throughout this publication.

Level One Site. This site was funded from SY 2002-2003 through SY 2005-2006. This intertribal residential grant school enrolls over 250 students in grades 1-8. Over the past decade, under a school administration dedicated to a child-centered philosophy, the school implemented strategies designed to reach therapeutic goals. Using developmental strategies which centered on respect for children, this site had implemented a structured schedule, paid attention to the quality of the physical environment around children, emphasized a belief in each child's capacity for academic achievement, provided appropriate mental health care, and enforced an admissions policy that focused on younger students in need of a safe and supportive environment. This site used TRM funding to refine a basic, highly structured program which emphasized the responsibility of every adult on campus to provide a safe and supportive environment for children. As it concentrated on Level One of triage, this site will be designated L1 throughout this publication.

Level Two Site. This site was funded from SY 2001-2002 through SY 2005-2006. The site is operated by a single tribe as a peripheral dormitory caring for approximately 200 students from a variety of tribes in grades 1-12, who attend either local public schools or a small alternative school on campus. This site presented an outstanding proposal which identified gaps in services and presented a reasonable budget to address those gaps. This site took a proactive stance centering its strategy on Level Two interventions, focusing on use of an in-house counseling center to provide proactive mental health services to all students and a multifaceted, residentially-based academic enhancement program to boost academic success. This site is designated L2 throughout this publication.
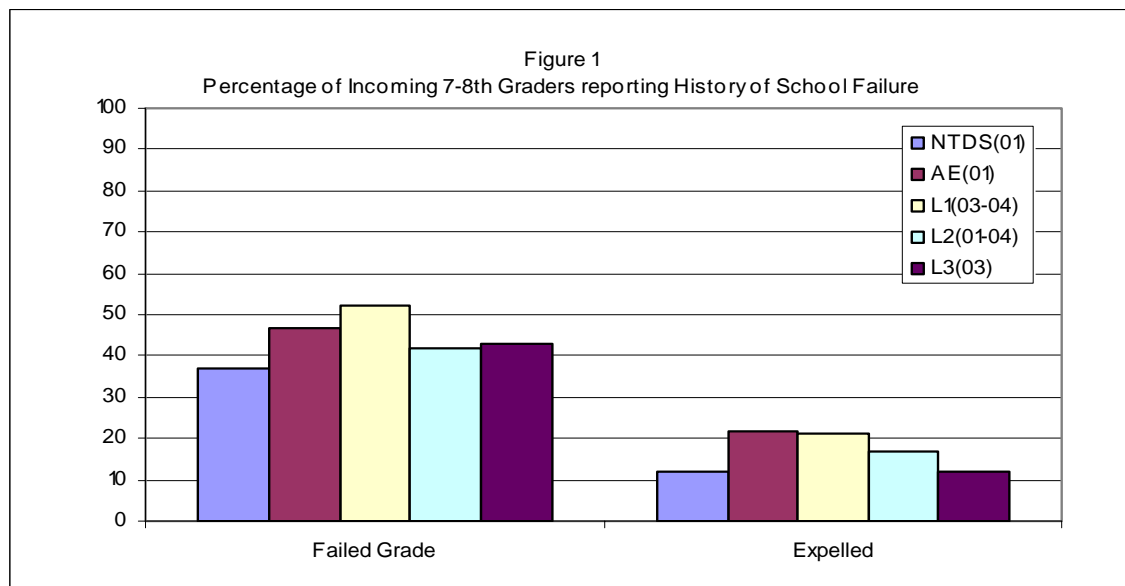
Level Three Site. This site was funded from SY 2002-2003 through SY 2005-2006. An intertribal residential grant school, this site enrolls approximately 200 students in grades 5-8 from more than 18 tribes. This site had been successful in the past at obtaining funding from a variety of sources, which resulted in an eclectic configuration of services, an abundance of professional staff, and a highly advantageous ratio of staff to students. Strongly focused on Level Three services which segregated students by behavioral, academic, and mental health criteria and placed approximately one-half of the population under professional mental health care, this site is designated L3 throughout this publication.
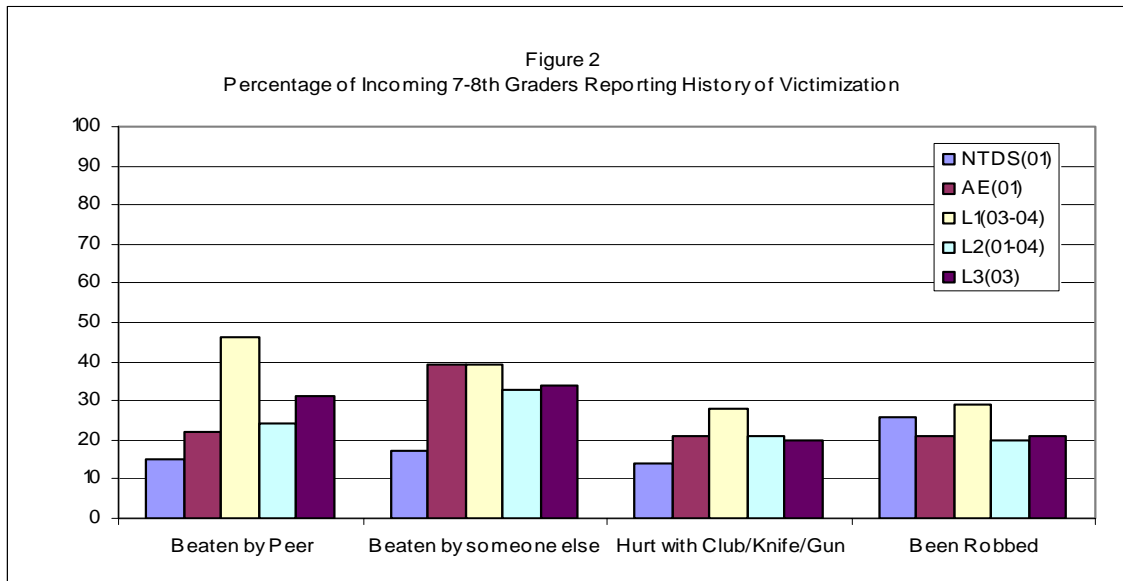
Characteristics of Incoming Students at TRM Sites

The Bureau's boarding schools enroll a large population of students, many of whom are considered high risk. Many of these students have been exposed to abuse and neglect, have abused drugs and/or alcohol, and have engaged in unsafe behaviors. The following data, based on student self-reports in fall 2003 on the Youth Risk Behavior Survey, Children's Depression Inventory (CDI) in fall 2005, and cross-sectional fall responses on the Prevention Planning Survey section of the American Drug and Alcohol Survey (ADAS) over multiple years, indicate the

majority of students coming into these TRM programs have had experiences which place them at risk and are in need of therapeutic services to address academic and mental health needs. As different sites were involved for different lengths of time and included different grade levels, the information presented collapses multiple years of data for those sites which were involved for a number of years. For comparison purposes, data on grades 7-8, which all sites had in common, are presented in this overview. Each fall during the course of funding at their sites, seventh and eighth grade students filled out the ADAS questionnaire. Data were available from fall 2001 from NTDS and AE. L1 provided fall data in 2003 and 2004, L2 provided data fall data yearly from 2001-2004, and L3 provided fall data only in 2003.
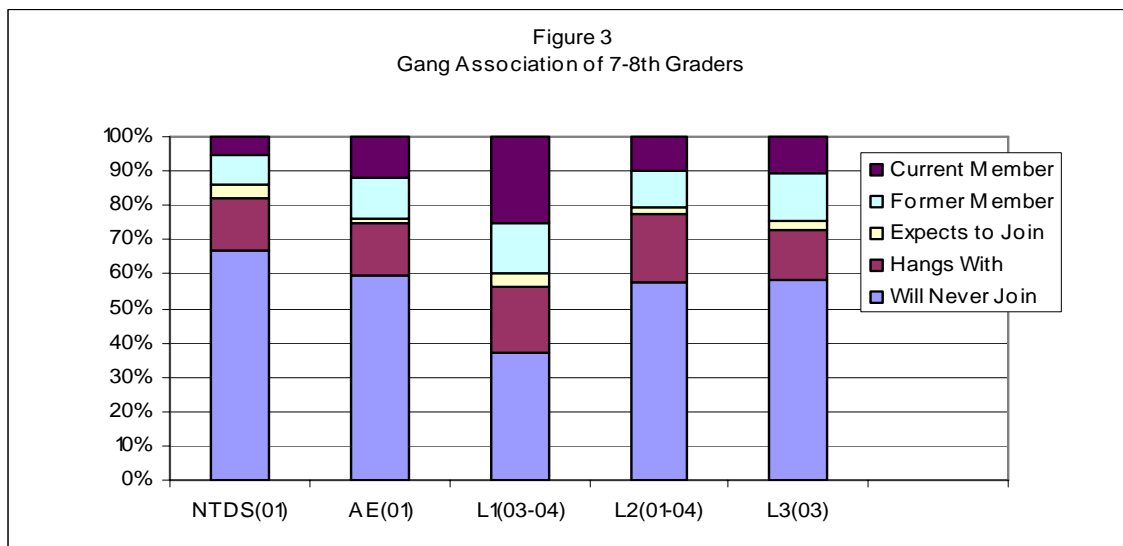
School failure. Failure in the academic area was self-reported by incoming students. As shown in Figure 1, the percentage of seventh and eighth grade students who reported having failed a grade ranged from 37% at NTDS to 52% at L1. Twelve percent of these incoming students at NTDS and L3 had a history of being expelled from school, compared with 17% at L2, 21% at L1 and 22% at AE.

Figure 1
Percentage of Incoming 7-8th Graders reporting History of School Failure

Victimization. Students in boarding schools were more likely to have a history of victimization than students attending day schools (Figure 2). Students were asked on the ADAS whether they had ever been "beaten up by someone your age"; "beaten up by someone else"; "hurt with a club, knife or gun"; or "robbed." L1 had the highest percentage of seventh and eighth grade students (46%) reporting having been beaten up by an age peer, followed by L3 with 31%, L2 with 24%, AE with 22%, and NTDS with 15%. Percentages of students reporting having been "beaten up by someone else" were twice as high at boarding schools (39% at L1 and AE, 33% at L2, and 34% at L3) than at NTDS (17%). L1 had the largest percentage of students (28%) reporting having been hurt by a club, knife or gun, followed by AE and L2 at 21%, L3 at 20%, and NTDS at 14%. Having been robbed was reported by 29% of seventh and eighth graders at L1, 26% at NTDS, 21% at L3 and AE, and 20% at L2. Based on these statistics, L1 appeared to be taking in the highest percentage of battered students.

**Figure 2
Percentage of Incoming 7-8th Graders Reporting History of Victimization**
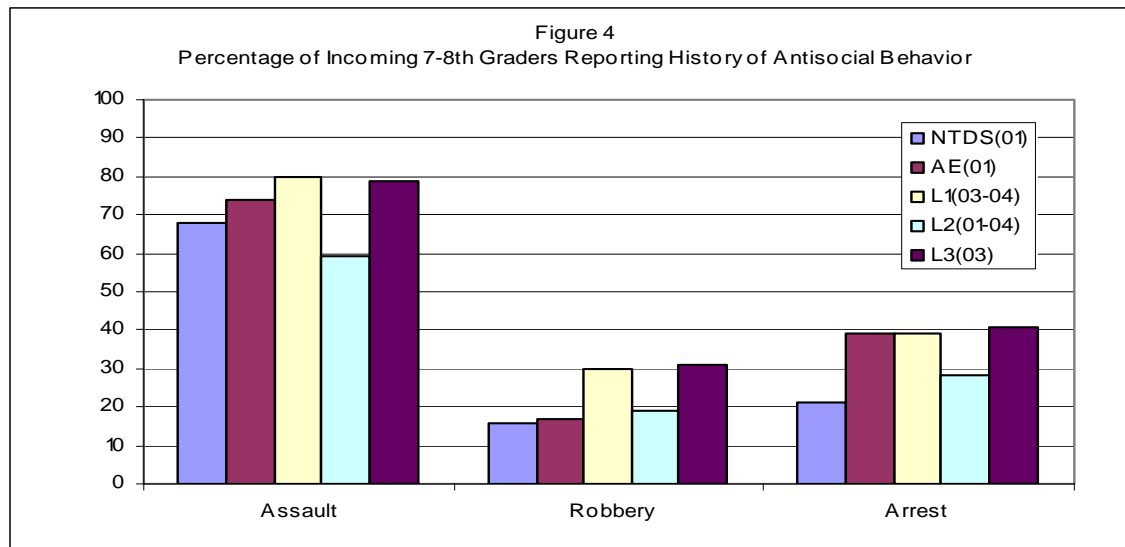

Gang membership.   Students in grades 7-8 were asked about their involvement with gangs and asked to choose from a selection of answers.   Figure 3 shows responses for each site, with statistics combined across years for sites gathering multiple data points.

**Figure 3
Gang Association of 7-8th Graders**

The No Treatment Day School had the lowest number of reported gang members, with only 14% (10/72) claiming current or former membership in a gang. L1 had the largest percentage of incoming students who reported being current (15%) or former (25%) gang members, for a total of 40% (62/156). Staff reported that the home communities of some L1 students were overrun by gang activity, to the extent that some parents sent their children to boarding school for their safety.

Antisocial behavior. Students were asked on the ADAS whether they had ever "beaten up someone," "robbed someone," or "been arrested."   Figure 4 shows the percentage of seventh and eighth grader respondents at each site who replied "yes" to these items.

Figure 4
Percentage of Incoming 7-8th Graders Reporting History of Antisocial Behavior

Over one-half of the respondents at each site admitted having assaulted (beaten up) someone, with the highest rates reported by L1 (80%) and L3 (79%). The AE site was somewhat lower at 74%, while NTDS (68%) and L2 (59%) reported the lowest percentages of students who admitted to assaulting someone. The highest percentages of respondents admitting to having "robbed someone" were at L1 (30%) and L3(31%); L2 reported 19%, and NTDS and AE reported 16% and 17% respectively. L3 (41%), L1 (39%) and AE (39%) had the highest number of students reporting they had been arrested; L2 had 28%, and NTDS was the lowest with 21%.

Suicidal Ideation. Data were available from the Youth Risk Behavior Survey from fall 2003 for L1 and L3. According to results from this survey, 32% of students in grades 7 and 8 at L1, and 30% at L3, admitted to having thought seriously about killing themselves. In fall of 2005, the Children's Depression Inventory was administered at L1 and L2. Table 3 shows results on the suicide item which asks about feelings in the past two weeks.

Table 3
Distribution of Student Responses on CDI Suicide Item by Grade

Responses	L1 (n=149)		L2 (n=143)			
	5th-6th	7th-8th	5th-6th	7th-8th	9th-10th	11th-12th
I do not think about killing myself.	53.5%	66.7%	66.7%	50.0%	50.0%	62.5%
I think about killing myself but I would not do it.	40.8%	30.8%	27.3%	38.9%	38.2%	32.5%
I want to kill myself.	5.6%	2.6%	6.1%	11.1%	11.8%	5.0%

Case Studies and Discussion of TRM Sites

The articles following describe each of the sites which were funded during the TRM initiative.   The methodology used for the cross-site evaluation has been described in this introductory article. The next five articles provide case studies of each site and vary in format and analysis of the data governed by environmental factors found at each site, the nature of problems identified and addressed by each system, and level of statistical power determined by sample sizes.   Case studies of L1, L2, and L3, the sites funded for multiple years, include contributions from both the cross-site and internal site evaluations.   The case study of AE is enhanced by data gathered in the course of a multiyear prevention demonstration project which had preceded TRM funding and had laid the groundwork for change at this site.   The final article draws conclusions across sites, and discusses both best practices and barriers to success found in these sites.

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Appendix A
Staff Survey

[Name of Site] Survey – [Month and Year administered]

This survey is part of the school reform effort that funds TM initiatives at [Name of Site]. The purpose of this effort is to reduce any barriers which stand in the way of students becoming more healthy, happy and academically successful. You, as a member of the staff, are in the best position to assess what these barriers are. The purpose of the attached survey is to have you help to identify problems in the environment at [Name of Site] that may be creating barriers. All staff at [Name of Site] are being asked to give their opinions, so that we will get a broad perspective on the issues. Please fill out both front and back pages of the survey.

After you have filled out the survey, please seal it in the stamped envelope addressed to Dr. DeJong. Before sealing and mailing the envelope, take out your half of the raffle ticket and leave the other half in with your questionnaire. **Do not lose your half of the raffle ticket as the raffle ticket is for a $100 WalMart gift card, the winning number for which will be drawn two weeks after Dr. DeJong's site visit the second week in March.** Please mail your survey as soon as possible to make sure your ticket is included in the drawing.   If you have any questions or wish to discuss the survey or any other issues, please feel free to call Dr. DeJong at (301) 552-0259 or talk to her during her during her visit here.

Your answers to this survey are confidential, and will be viewed only by the researcher, Dr. DeJong, so feel free to write any additional comments on the survey. Any analyses of the results that are produced will be pooled to protect respondents.   In order to group your responses, it would help if we had the following information about your position and experience:

Your position (Circle one):	Teaching	Maintenance	Counseling
	Administration	Transportation	Student services
	Dorm staff	Cafeteria	Tutoring
Number of years in this position (circle one):	first year	second year	third or more
Please list three (or more if you wish) of the strengths of [Name of Site]:			

There are many reasons why children fail to perform up to their potential. Here are some common problems that may be creating barriers to students fulfilling their potential. For each item, please circle the number that indicates your opinion of the current level of the problem at your institution and its effect on students. Ratings go from 0 = not a problem here, to 4 = a major problem. If you are not in a position to judge on that item, please check the "Don't know" column instead of choosing a number.

Possible Problems	Seriousness of the Problem						Don't know
1. Lack of access to computer resources.	0	1	2	3	4		
2. Lack of other teaching resources (books, videos, etc.)	0	1	2	3	4		
3. Not enough teaching staff at the school.	0	1	2	3	4		
4. Quality of teaching staff at the school.	0	1	2	3	4		
5. Staff burnout.	0	1	2	3	4		
6. Low staff expectations of the students.	0	1	2	3	4		
7. Shortage of therapeutic services for students with problems.	0	1	2	3	4		
8. Administration policies.	0	1	2	3	4		
9. Quality of facilities and physical resources.	0	1	2	3	4		
10. Quality of food service.	0	1	2	3	4		
11. School board policies.	0	1	2	3	4		
12. Transportation problems or limitations.	0	1	2	3	4		
13. Lack of after school and weekend activities.	0	1	2	3	4		
14. Low parental expectations of their children.	0	1	2	3	4		
15. Lack of support from the home.	0	1	2	3	4		
16. Crowded living conditions in the dorm.	0	1	2	3	4		
17. Quality of dorm staff.	0	1	2	3	4		
18. Not enough dorm staff.	0	1	2	3	4		
19. Drug and alcohol problems of students	0	1	2	3	4		
20. Drug and alcohol problems of staff.	0	1	2	3	4		
21. Family problems in the student's home.	0	1	2	3	4		
22. Emotional problems of students.	0	1	2	3	4		
23. Students come in academically unprepared.	0	1	2	3	4		
24. Low student expectations of themselves.	0	1	2	3	4		
25. Students need more discipline in the dorm.	0	1	2	3	4		
26. Students need more discipline in the schoolroom.	0	1	2	3	4		
27. Students need more consistency in the dorm.	0	1	2	3	4		
28. Students need more consistency in the schoolroom.	0	1	2	3	4		
29. Discipline is inconsistent, not all students are treated equally.	0	1	2	3	4		
30. Outside political pressures.	0	1	2	3	4		
31. Staff dissention.	0	1	2	3	4		
32. Management is inconsistent, not all staff are treated equally.	0	1	2	3	4		
33. Low staff morale.	0	1	2	3	4		
Other problems (please describe):	0	1	2	3	4		

Thank You!