6-1-1963

Assessment of social functioning at friends association for children, Richmond, Virginia

Robert Gene Walker

Atlanta University
ASSESSMENT OF SOCIAL FUNCTIONING AT FRIENDS ASSOCIATION FOR CHILDREN, RICHMOND, VIRGINIA

A THESIS SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY

ROBERT GENE WALKER

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA

JUNE 1963
ACKNOWLEDGMENTS

I would like to express my appreciation to the Atlanta University School of Social Work faculty and staff for their understanding and cooperation throughout the completion of this thesis. I would like to specifically thank Miss Barbara Baskerville, my thesis advisor, for her kindness and guidance from the beginning to the end of the thesis. I would also like to thank Mrs. Amanda Watts and Mrs. Naomi Goldberg, my liaison for field work placement and casework supervisor respectively, for their support and encouragement.

Finally, I would like to express my appreciation to my fellow classmates, friends and relatives for their patience and help while I attempted to attain this goal; and to Mrs. Mary Ellen James for the final typing of this thesis.
DEDICATION

I would like to dedicate this study to the memory of my father, the late Reverend Jack Bobby Walker and to my mother Mrs. Eva Beatrice Walker, and also to my wife Martha and my two lovely children, Stephen Van Buren and Cynthia Gail.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>v</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>6</td>
</tr>
<tr>
<td>Method of Procedure</td>
<td>7</td>
</tr>
<tr>
<td>Scope and Limitations</td>
<td>11</td>
</tr>
<tr>
<td>Resume of Nature of Problem</td>
<td>11</td>
</tr>
<tr>
<td>II. DESCRIPTION OF THE AGENCY</td>
<td>16</td>
</tr>
<tr>
<td>Services Offered and Assessment Practices</td>
<td>27</td>
</tr>
<tr>
<td>III. CONTENT ANALYSIS</td>
<td>35</td>
</tr>
<tr>
<td>Personality Factors</td>
<td>35</td>
</tr>
<tr>
<td>Innate or Genetic Potential</td>
<td>35</td>
</tr>
<tr>
<td>Physiological Functioning</td>
<td>39</td>
</tr>
<tr>
<td>Ego Functioning</td>
<td>40</td>
</tr>
<tr>
<td>Degree of Maturity</td>
<td>41</td>
</tr>
<tr>
<td>Self-Image</td>
<td>42</td>
</tr>
<tr>
<td>Patterns of Interpersonal Relationships</td>
<td>43</td>
</tr>
<tr>
<td>Internalization of Culturally Derived</td>
<td>45</td>
</tr>
<tr>
<td>Beliefs, Values, Activity-Patterns and Norms</td>
<td>45</td>
</tr>
<tr>
<td>Socio-Cultural Factors</td>
<td>45</td>
</tr>
<tr>
<td>Cultural Derivations</td>
<td>45</td>
</tr>
<tr>
<td>Social Structures and Dynamics</td>
<td>47</td>
</tr>
<tr>
<td>IV. TABULATION AND INTERPRETATION</td>
<td>53</td>
</tr>
<tr>
<td>Incidence of Data</td>
<td>53</td>
</tr>
<tr>
<td>Person Discussed</td>
<td>57</td>
</tr>
<tr>
<td>Location of Excerpt in Record</td>
<td>60</td>
</tr>
<tr>
<td>Stage in Agency Contact When Information Obtained</td>
<td>63</td>
</tr>
<tr>
<td>Origin of Data</td>
<td>65</td>
</tr>
<tr>
<td>Source of Data</td>
<td>68</td>
</tr>
<tr>
<td>Breadth of Data</td>
<td>73</td>
</tr>
<tr>
<td>Datum or Interpretation</td>
<td>73</td>
</tr>
<tr>
<td>V. SUMMARY AND CONCLUSIONS</td>
<td>77</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>81</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td></td>
</tr>
<tr>
<td>A. Assessment Model</td>
<td>85</td>
</tr>
<tr>
<td>B. Assessment Schedule</td>
<td>86</td>
</tr>
<tr>
<td>C. Instructions for Analysis of Schedule Content</td>
<td>88</td>
</tr>
<tr>
<td>D. General Schedule Instructions</td>
<td>90</td>
</tr>
<tr>
<td>E. Assessment Factors</td>
<td>92</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Incidence of Data</td>
</tr>
<tr>
<td>2</td>
<td>Person Discussed</td>
</tr>
<tr>
<td>3</td>
<td>Location of Excerpt in Record</td>
</tr>
<tr>
<td>4</td>
<td>Stage in Agency Contact</td>
</tr>
<tr>
<td>5</td>
<td>Origin of Data</td>
</tr>
<tr>
<td>6</td>
<td>Source of Data</td>
</tr>
<tr>
<td>7</td>
<td>Breadth of Data</td>
</tr>
<tr>
<td>8</td>
<td>Datum or Interpretation</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Significance of Study

This study, executed by twenty-seven social work students of the Atlanta University School of Social Work, class of 1963, is the second in a series of such studies designed to test the model for the assessment of social functioning. The assessment model was prepared by the Human Growth and Behavior and Research Committees of the Atlanta University School of Social Work.

Perlman states that implicit in the literature is the agreement among social work writers that assessment is important because it requires the worker to sift out pertinent factors from a mass of data and to organize these facts in such a way that he can develop an understanding of the phenomena with which he is working. There is a recognized need for a conceptual scheme or model to be used in practice as one attempts to understand the individual.¹ Werner Boehm has pointed up the importance of assessment by including it as one of the four core activities of all social work.²

A review of the literature indicates that there are a variety of terms used to describe what we refer to in this study as assessment. Elements of assessment are utilized by each of the social work methods. One of the most commonly used terms in casework is

---


"diagnosis," which has been defined by Mary Richmond as an attempt to arrive at as exact a definition of the social situation as possible. Investigation, or the gathering of evidence, begins the process. She concludes that critical examination and comparison of evidence is the basis for interpreting and defining the social difficulty.

Helen Perlman defines diagnosis as:

...the mental work of examining the parts of a problem for the import of their particular nature and organization, for the interrelationship among them, for the relation between them and the means to their solution.

The argument for diagnosis in casework, then, to be precise, is simply an argument for making conscious and systematic that which already is operating in us half-consciously and loosely. It is nothing more or less than bringing into conscious recognition that veritable swarm of intuitions, hunches, insights, and half-formed ideas that we call "impressions;" then scrutinizing them in the light of what knowledge we hold, selecting some as important, casting off others or placing them in our mental filing system for future scrutiny; then putting the pieces together into some pattern that seems to make sense...in explaining the nature of what we are dealing with and relating it to what should and can be done.

From these two authors, of different generations, we can see that the basic idea remains the same, only the manner of expression varies.

From Werner Boehm's book, included in the curriculum studies, we can see how the term assessment is emerging into use in the casework method. Here he refers to assessment as one of the four core activities in social casework method, and defines it as the identification and evaluation of those social and individual

---


4 Helen Perlman, Social Casework (Chicago, 1957), pp. 164-166.
factors in the client's role performance which make for dysfunction, as well as those which constitute assets and potentialities.\textsuperscript{5}

Evaluation, as used in group work, is a term which, though not identical, contains essential elements of assessment, namely the evaluation of the problem.

...evaluation is that part of social group work in which the worker attempts to measure the quality of a group's experience in relation to the objectives and functions of the agency.... It calls for the gathering of comprehensive evidence of individual members' growth. Evaluation begins with the formulation of specific objectives for individuals and groups. It is then necessary to clarify the objectives by identifying individual and group behavior which can be properly interpreted as representing growth for the person involved.\textsuperscript{6}

This definition implies that it is necessary to study the individual who is part of the group in order to assess growth properly. We recognize study as a basic component of assessment.

In community organization there are several terms which contain elements of assessment, but the term itself is used infrequently in this particular method of practice.

To date, careful recording of community organization activities has been limited. Consequently there is no sound basis for an adequate scientific analysis of the methods in community organization; however, a study of a considerable volume of material in various settings suggests that there are several distinct major methods in community organization. These include programming,


fact-finding, analysis, evaluation and planning,\textsuperscript{7} all of which are elements of assessment.

"Community diagnosis" is another term, used in community organization, which has an element of assessment. It is a process of analysis, synthesis and interpretation in which the worker seeks, through a careful review of a body of factual material, to identify evidence of the existence of unmet social needs.\textsuperscript{8}

Mildred C. Barry sees diagnosis in community organization as involving a clear understanding of the problem, the collection and utilization of facts, and consideration of possible approaches and solutions.\textsuperscript{9}

Other terms that are utilized in social work which include components of assessment are:

- Study
- Study-diagnosis
- Social history
- Family diagnosis
- Psycho-social diagnosis
- Analysis
- Programming
- Fact-finding
- Psycho-dynamic formulation

Thus, the variety of terms used in social work to describe the same process reflects the need for a theoretical frame of reference or model for making an assessment of social functioning.


In order to work effectively in a particular method, social work must command a considerable and growing body of specific knowledge. It is the responsibility of practitioners and teachers to identify the additional knowledge and theory essential for practice. Some of this specific knowledge is derived from other disciplines but social workers must select from the total body of knowledge what is relevant for their use and test it out in their practice.10

Social work knowledge is drawn from two sources: (1) social work experience and (2) the contribution of other theories and disciplines. This makes for added difficulty in social work assessment. The compartmental lines in social work education are accentuated by the diverse behavioral science roots to which each segment attaches itself.11 This diversity is compounded by the variety of concepts used and the vagueness of the language. Fuzzy thinking and poor communication are inevitable with such ill-defined concepts.

There is no universal agreement in the field of social work as to what factors should be included in assessment. Abrams and Dana include certain assessment factors in their discussion of social work rehabilitation.12 Ruth Butler suggests that some of


the components which are more readily accepted are motivation, competence in inter-personal relationships and patterns of adaptation. She emphasizes that the task of social work is to select the component which it sees as important to assess when evaluating one's potential for social functioning. Authorities and practitioners are continuously attempting to identify elements in assessment. Harriett M. Bartlett has recently constructed a model which sets forth the elements in assessment in medical social work. The model used in this study is another such attempt to identify the specific components in assessment (see model in appendix, p. 85).

In conclusion we can say that there is still a great deal of confusion in the field as to the nature of assessment. We can say, however, that the process is used in all three social work methods. From the literature we found that the process is not called "assessment" as such across the board, but other terms are used. These terms seem to be defined differently in the three methods. Still further, there is no set procedure even within a method. Despite all of this, assessment is a definite process in giving social work help, and it requires further investigation.

Purpose

The purpose of this study was to test the model of assessment of social functioning prepared by the Human Growth and Behavior and

---


the Research Committees of the Atlanta University School of Social Work by finding out what data are included in social work assessment of social functioning. It was attempted to accomplish this purpose by studying agency records.

More specifically, this study was designed to ascertain to what extent there is correspondence between assessment information obtained by various agencies, fields of practice and core methods, and the factors in the model.

**Method of Procedure**

The beginning phase of this project was carried out through the participation of twenty-seven second-year students of this school, during their six-month block field placement, starting September 4, 1962 and ending February 27, 1963.

Each student obtained information for writing a chapter on the history and description of the agency. This chapter focused on the agency's philosophy and practice of assessment as it developed historically. It included materials on the type, size, and location of the agency, and the development of its services.

15 The kind of model referred to in this study involves the construction of a symbolic record for reaching decisions. It may be seen as "a way of stating a theory in relation to specific observations rather than hypotheses...the model structures the problem. It states (or demonstrates) what variables are expected to be involved." Martin Leob, "The Backdrop for Social Research," Social Science Theory and Social Work Research (New York, 1960), p. 4.

16 "Model" does not imply the correct, approved, or ideal way of carrying on social work assessment. It is expected that assessment may vary according to agency, field of practice, core method, mode of recording, and other variables. Therefore no evaluation of agency records is intended, nor could such an evaluation be an outcome of this study.
The data used in this research project were gathered in most cases from the records of the agencies in which the students were placed for advanced field work during that period of time. When the kind of sample which was required could not be obtained in the placement agency, the records of other agencies were used.

To allow the student time to become sufficiently oriented to the agency's policies and procedures, and to allow for a thorough examination, the sample number for each student was ten records of cases which had been accepted for social work service. This was based on the assumption that this number of cases would give an idea of the agency's current method of assessing social functioning for a given year. It may be noted that since the sample is small, it is more representative of social functioning assessment in small agencies than in agencies with larger loads.

Since this is a social work project, the data selected were taken from agency records dealing with the rendering of social services. So that the data gathered would be characteristic of the agency's present records, the study utilized primarily records that were closed within a one-year span (June 1, 1961 - May 31, 1962). This lessened the number of records to be considered, and gave a sample of the way in which assessment was currently being performed by the agency. In addition, closed records were more easily accessible to students, more complete, and therefore more useful. The closed records were out of general use by the agency; this made the study less likely to interfere with agency functioning.

In this study, the random sample was selected in reverse,
that is instead of $K = N$, the formula $K = \frac{N}{n}$. This was done because of the small size of the total population (17).

As a result of the above mentioned small universe, the writer felt that by selecting the two cases to be eliminated by use of the interval sampling method, the randomization of the sampling would be greatly improved. The interval turned out to be $8\frac{1}{2}$ and was considered to be nine for interval sampling purposes. Case #1 was the starting point and was therefore eliminated and Case #10, being 9 intervals away was the other.

The fifteen remaining cases were to be used for the pilot and schedule study. The five cases to be selected for the pilot study were selected by the formula $K = \frac{N}{n}$ with $N = 15$ and $n = 5$. The interval being 3, every third case beginning at the top of the alphabetical list, was selected for the pilot study. The remaining ten cases were used for the actual study.

There was some question as to whether or not assessment was complete in some of the records, particularly the unwed mothers being counseled with while in a maternity home. In discussing this with the casework supervisor, it was brought out that the girls were seen on a weekly basis with intensive service given, although many came only six weeks or two months prior to delivery. Many were referred from other localities with very incomplete social histories, and quite often the girls left the maternity home within a week after delivery. Also in some other cases, community resources being limited caused a breakdown in assessment material. In some or most cases, "a lot more has gone on" than the record shows, the supervisor stated.
The entire social work record was used to gather data and the work of all social workers in the sample records was used since material found in records was representative of how the agency assesses social functioning; therefore, in keeping with the study, the extent of professional training on the part of the worker was not a factor. 17

All schedules were completed in accordance with the "General Schedule Instructions," and "Instructions for Analysis of Schedule Content." Each student did a pilot study by completing schedules for five (5) records which were not included as a part of this study. This was done to familiarize the student with the methods and procedures to be used in conducting the actual study. On both the pilot and study schedules, all applicable excerpts for each item up to a total of three were entered.

When the writer completed the 10 schedules to be included in the study and returned to the School in March, the writer, in conjunction with twenty-six other class members, worked out the classifications for the content of the data obtained under the various factors on the schedule. This material was then tabulated and analyzed in a designated manner. The data were tabulated and analyzed further by use of tables as previously prescribed in the classification of content. Each student worked out his own classifications of the data. The tabulated data were interpreted in terms of significant findings and the relationship of these

17 The standard of the agency is for all workers to have a masters degree in social work, and for the year from which the research material was taken, the training background of workers involved ranged from one with a masters to one with a year and a half training toward completing her masters requirements.
findings to the setting and how the factors related to each other. Finally, each student wrote a summary of his entire study, and the conclusions he reached.

Scope and Limitations
Records to be analyzed were drawn from the records of agencies used for second-year placement by the School. This meant that the number of agencies sampled was minute, compared with all agencies in the United States. Furthermore, the sample of agencies is not a randomly selected one. Another limitation is found in the nature of agency records which have not been written for research purposes. Their content probably reflect not only the agencies' practice of assessment but also their policies and practices in regard to recording.

Assessment material was possibly de-emphasized by the fact that the rate of turnover for unmarried mothers cases is much faster than the counseling, adoption and foster care cases and therefore does not show the assessment material as fully and also weights the study tremendously in favor of the short contact cases. Also, the fact that the researcher is a student, inexperienced in research, and particularly in assessment, has had a tremendous negative effect on the authenticity and practical use of the material.

Resume of Nature of Problems
The kinds of problems presented in the study may be broken down into three general categories. They are: counseling, adoption and casework service to unwed mothers. There may be
overlapping aspects in each of the categories, however, they are classified according to the primary reason for being accepted. The unwed mothers may be subdivided into two groups. Those who are in the maternity home that the agency offers its service to and those who are not. There were six unmarried mothers in the study, one adoption record and three counseling cases.

The adoption case was referred to this agency by an out-of-town Bureau of Public Welfare, for placement and adoption of three brothers as it was felt that the possibilities may be better in Richmond for adoption, than in the home community. The clients had been placed under the protection and supervision of the Bureau of Public Welfare because the parents had deserted them and had not been in the family picture for a long time. There were no responsible relatives.

The children were placed in a pre-adoptive foster home and remained there for almost five years. While there they were tested psychologically and found to be in the normal intelligence range. They made a good adjustment in the home but were becoming concerned about their future. The agency's lack of a proper prospective adoptive home and the fact that the clients needed permanent planning which this agency does not offer in foster care, caused the clients to be returned to their home community for further planning of a permanent or long range nature.

With one of the two unwed mothers, not in the maternity home, the agency was asked to give temporary foster care to the baby of a sister who had formerly made use of the agency's adoptive services by adopting two children. The mother of the baby
had been a widow for sixteen years and had become pregnant illegitimately. After delivery, the baby was kept hidden from the community. At the time of writing, the mother's sister planned to adopt the baby and the mother decided to bring the baby back home and keep her.

With the other of the two, it was more or less counseling with the mother around plans for her baby. Initially the mother came to request that her baby be placed for adoption. She, while living in Washington, D.C., vacillated about what she really wanted and finally her emotional attachment to the baby prompted her to keep her. The mother did say that she would like temporary foster care, but she did not follow through as she chose to remain in Washington, D.C. and plan for the baby herself.

The four cases from the maternity home all had one thing in common aside from being unmarried mothers, they were all referrals from North Carolina. The first one was accepted with the stipulation that the agency would not be responsible for placing the baby. The mother delivered the baby two months after her arrival. Although the mother had said before the birth, she thought she might like to place her baby for adoption, she vacillated about it during the latter days of the pregnancy and after the birth she knew she wanted to keep her child. She said it was because her father couldn't pay for the foster care of the child. Counseling revealed the real reason to be the love and attachment she had developed for the child.

The second one was referred to the agency after the girl's grandmother had forbidden her to remain in the home. The mother
came to Richmond and said that she wanted to place her child in a foster home until she became strong enough to care for it herself. The baby was born, but died of jaundice only four days later. The mother remained in the hospital ill and depressed after the death. She rationalized the death by saying she "guessed that things worked out for the best"... She returned to her grandmother's and stated she later planned to go to New York to live with an aunt.

The third girl expressed the desire to give her baby up for adoption so that she could carry out her plans to complete college. The referring Department of Public Welfare came for the baby and the mother returned alone later. The mother had plans for her baby but left with mixed feelings about her own future.

The final maternity home case involved a fourteen year-old girl who came from a home that was deemed unfit, by the Department of Public Welfare, for the girl and her baby to return to. Although the unwed mother rejected it, she and her baby were returned to North Carolina for foster home placement.

The three counseling cases were all distinctly different. One involved a child who had been taken to Juvenile Court for stealing a bicycle and was referred to Friends Association for counseling. After accepting the case, it was found that the child was severely retarded and was not receiving any kind of help. The mother did not cooperate with the Staff's efforts too much at first. Later, after psychiatric consultation and recommendation, the mother was able to accept institutional care for the child who had become explosive and disorganized. He was placed in Central State Hospital.
Another of the counseling cases involved a boy who was taken to court for defiant behavior. After the case was received, it was found that this child was living with two full siblings and a half-sister with a step-mother. The father was deceased recently and the real mother had died eight years earlier. The whole problem was centered around the child's desire to reside in New York with maternal grandparents. His defiance was directed at making life so unbearable for the stepmother that she would gladly let him go. On one occasion the child and siblings went to New York to visit and had to be returned by a court order. After returning to Richmond, their grandparents continued their attempts to regain them. Finally, the stepmother consented to giving the child up. In court this was done and an older brother chose to go with them while their younger sister remained with the stepmother.

The third one concerns a mother who came to the agency for help in making special plans for her son. The child was mentally retarded as the result of congenital neuro-syphilis and at the time of request was ready for discharge from the National Institute of Health. He was in need of community resources in keeping with his potential. The client and mother were counseled with and also referred to two special schools for brain damaged children. The case was referred by the mother's employer.
CHAPTER II

DESCRIPTION OF THE AGENCY

As a matter of necessity in any dynamic social organization or situation, the Friends Association for Children has maintained the desire, academically and in practice, to meet the needs of a dynamic community within the scope of their program. As one views the historical movement of the agency, it is quite noticeable how its changes are correlated to the contemporary components of the total community.

The basic and underlying principles upon which this agency operates is service to children and to the community. As the history shows, the individual and the community, have always been the prime factors in giving service to a client. Therefore, the agency has used some form of social functioning assessment from its beginning, even though it may have been coincidental to meeting social needs or consciously applied as a part of an organized process.

So we can see from this that Friends Association for Children is a social agency, with certain areas of responsibility, including close work with and understanding of the total community, aimed at the total welfare of its children. This includes the psycho-social, spiritual and physical aspects of the personality and the family. The current slogan "unto the least of these...." has literal meaning in the practice of the agency, dates back to 1871 when it was an institution known as Friends Orphan Asylum. The need for such an institution grew out of the fact that after the
War Between the States, many children were left without parents, responsible relatives or guardians. The idea of an orphanage developed within a group of Negro women, known as "The Ladies Sewing Circle for Charitable Work," while they worked on clothing for themselves and for the needy.¹

The members of the circle solicited the sympathy and financial support of the Society of Friends because of their general good will toward all oppressed human beings. Rev. John Bacon Crenshaw, minister of the local Society of Friends, presented the matter to his congregation. They became interested and raised money to erect the building which is now standing at the corner of St. Paul and Charity Streets (and now houses the Friends Association for Children and its Community Day Nursery). The City of Richmond donated the use of the land for the building which was to be used for Negro children. The Friends Asylum for Colored Orphans, usually referred to as Friends Orphan Asylum, was incorporated March 26, 1872.² Thus, the progenitor of the present day agency was established.

Until 1889, the Orphanage was operated by the Board of Trustees of the Society of Friends. Afterwards it became inter-racial. Support for the orphanage came from churches and interested persons. However, this support was not constant and therefore inadequate. Hard times were experienced in providing the basic needs for the children. The orphanage accommodated 30 children, in addition

² Ibid., pp. 1-2.
to a small nursery for children between the ages of 2 and 12. In all fairness to the community welfare minded persons during this time, it should be pointed out that the "hard times" mentioned, occurred during and after the Reconstruction period, at which time the total community area and section as well as the country was in a severe economic and social struggle for survival. More will be said on this in the next paragraph.

In 1926 a Civic Committee reported conditions at the Orphanage to the Richmond Community Fund. A study was made with the help of the Child Welfare League of America. The building, living conditions and care of children were said to be deplorable. Here again we see the constant struggle of the agency to keep pace and if possible go ahead of the times. The Child Welfare League of America had just been founded in 1920, yet it was called upon to assist in the improvement of services. Probably without the study by the Child Welfare League of America, and its subsequent recommendation, the agency's growth would have been stymied greatly if not stopped. It must be kept in mind that these were times when the whole nation was searching for answers to the social problems and Friends Association made itself a part of that search. There were virtually as many approaches to the social problems as there were agencies, and what was seen as deplorable conditions may have been an advance over the original problem conditions.

---

3 Ibid., p. 2.

4 Ibid., pp. 2-3.
The League's study opened up new avenues of thinking as to how the current needs of the Negro community, in regard to other forms of caring for dependent children, could be met. The basic recommendations were stated as:

...A new building should be provided as soon as possible so that the children requiring institutional care may be cared for in accordance with decent standards of living and may have the opportunity of becoming acquainted with something that is akin to a normal home life.5

Separation of Colored children from their families or relatives did not seem to be as prevalent as in the case with White families. The institution should no doubt continue to provide for both boys and girls, and since it was the only institution for this race at that time it needed to provide for the care of very young children who could be placed in family homes and another type of provision for older boys and girls who may need special training and could be given educational opportunities. It was felt that if placing children in family homes breaks up family groups, then institutional care under proper conditions might be found preferable.6

The present work for dependent and neglected children was principally in the form of institutional care. Some boarding home care had been undertaken and some free homes were found for a few


6 Ibid., pp. 4-5.
Richmond children. 7

As a result of the study that indicated these deplorable conditions, the Richmond Community Fund, founded only two years earlier in 1924, gave financial support to the agency and conditions were greatly improved. However, a close look at the findings mentioned, reveals that a refocusing of the services was inevitable.

In 1929, a survey was made by the Negro Welfare Council. It was concluded on the basis of this study that foster home care would best meet the needs of children who must live away from their own families. The Richmond Children's Aid Society was asked to place the children then remaining in the Orphanage in foster homes. In May 1931, the Friends Asylum for Colored Orphans became a foster care agency under the supervision of Children's Aid Society. A caseworker, and part time office secretary were employed and office was set up at 803 1/2 East Main Street. The building at 112 West Charity Street was leased to the Colored Playground and Recreation Association, later known as the Mary V. Binga Center. In May, 1932 amendment to the Charter was granted and the name of Friends Asylum for Colored Children was changed to Friends Association for Colored Children. 8

The agency became an independent unit of the Community Chest in 1935. The caseworker was made executive secretary and another

7 Ibid., p. 5.
caseworker was employed. The office secretary was then employed full time. The budget which had remained the same for four years was greatly increased. The Friends Association gained National recognition through membership in the Child Welfare League of America in October 1935, thus becoming the first Negro agency to be admitted to membership in the League.

The Child Welfare League of America made another study in 1939. This study revealed that the agency had a total of 153 children in its care. Nearly half of these children (71) were in foster homes, twenty-five were in boarding homes, one in a wage home and the others in free homes or in relatives' homes that were classified as foster homes. In addition to the supervision of these children, there were home-finding studies and other studies connected with new applications for care.

Because of weaknesses pointed out in the service, such as (1) meager and inadequate record material, (2) children who needed boarding home care placed in free homes due to financial stress, and also (3) the agency executive caught up in a conflict around giving minimum service to a large number needing or to give adequate service to a few and refusing the others, it was recommended that Friends Association for Colored Children should assume a

---

9 Ibid., p. 4.


11 Ibid., p. 4.
similar role in the community as the Children's Aid Society for White children. That is, it should offer foster care only to children with special problems or in situations, particularly temporary ones, in which intensive casework was indicated, as well as service for parents who can pay a portion of the board.\textsuperscript{12}

In 1946, there was another Child Welfare League of America study made, at which time the agency's intake program read as follows: 4 foster home placements at request of Juvenile Court, 3 supervision of adoptive homes at request of State Department of Public Welfare, 1 foster home placement at the request of parents, 1 boarding home investigation, 1 investigation of relatives at request of Juvenile Court to determine which relative has custody of the child, 1 investigation of adoptive home at request of a Washington agency, and 1 neglect referral by the community. It was stated that a long term placement of children over a period of years was needed. Other needs of the agency, as recommended were (1) provision of a salary scale comparable with other agencies; (2) steps to be taken dealing with understaffing; (3) adequate salary scale provided, and staff increased so that an expanded program would be possible, and (4) provision of working tools which are time saving and would therefore, tend to increase the efficiency of the agency.\textsuperscript{13}

\textsuperscript{12} Ibid., p. 5.

\textsuperscript{13} "Evaluation of the Friends Association for Colored Children, June 24, 1946." Written by Margaret Barrett, Child Welfare League of America's Casework Secretary, pp. 2-3.
Following this evaluation, casework service to unmarried mothers was offered as an added service of the agency. After World War II, it was noticed that there was a high percentage of illegitimate births among Negro girls, half of whom were under eighteen years of age. It was felt that casework services to these unwed mothers would be helpful to them in working through their problems of an illegitimate pregnancy and also in planning for their babies. Most of these girls were from the lower middle or lower socio-economic group; with the agency already engaged in adoption services, it was felt that it could offer a good and well integrated service to the unmarried mother.14

In 1947, a day care program was instituted at the agency. During the war, the nursery had operated under the Lanham Act, but at the end of the war, the United States Government withdrew these funds causing the nursery to have to seek funds elsewhere. The nursery operated for about two or three years as an independent unit, getting its funds from fees and private fund raising affairs. When this kind of support could not sustain the nursery properly, the Richmond Area Community Chest agreed to incorporate it into its program as the need of such a service was so prevalent in the Negro community. With this decision, the Chest asked that Friend Association take on the nursery as a part of its program and administer its operation.15

14 The 1957 Study made by the Richmond Area Community Council, p. 8.

15 Conference with Marie H. Brown, Executive Secretary, on the history of the Friends Association for Children. (1-25-63)
In 1955, Friends Association moved to 10 West Leigh Street. This move was prompted by the fact that the Community Chest was moving all of its operations to Branch Memorial House and it seemed necessary for the Association to seek larger and more modern office space. In 1959, when the afore mentioned lease had expired, the offices at St. Paul and Charity Streets were redecorated and the Association returned to its original location.

The Child Welfare League of America as well as the Richmond Area Community Council made a study in 1957 in which the findings were virtually the same. That is, in the last year, particularly the last quarter, there was a decline in foster home care services and a markedly increased demand for services in counseling in their own homes and to children outside their homes but not in foster homes. This shifting trend reflected the agency's existing philosophy that a child's own home is best for him and it showed the community's readiness to accept the casework process in solving its problems.

These studies also expressed the need for a day care program in the Negro community. Present nursery facilities were not nearly adequate and of course, the nursery's location was most inconvenient for some. With the large number of working mothers and their tendency toward, either, make shift plans or receiving public assistance, agency supervised day care homes would be of great

---

16 Marie H. Brown, "Growth and Progress of Friends Association for Children," (A paper prepared by Mrs. Brown, Executive Secretary, for the 90th Annual Meeting of the Association.)
benefit. This service has not yet been undertaken by the agency. It appears that because this service would be more expensive than foster care, it is not feasible as yet.

The most recent study of Friends Association for Children by Child Welfare League of America was conducted June 4-7, 1962. From this study, the agency was reaccredited for continued membership in the League. The studies by the League in 1957 and 1962 were routine for reaccreditation.

The League made some recommendations as well as criticisms and remarks. It was felt that less than fifty per cent attendance at the regular quarterly meeting of the board was much too low. They also recommended that the salary scale be raised, first, to provide a more attractive salary for a prospective executive secretary, as the one at the time had announced retirement, second, to bring the supervisor and caseworker nearer the NASW scale if the agency wishes to maintain the high calibre of service being offered the community.

The report further showed that during 1961, the agency served 178 different children and this number does not show the number of parents and other members of the family who also received casework services nor does it include the foster parents in whose homes the

---

17 The 1957 Study made by the Richmond Area Community Council and the 1957 Evaluation Report made by the Child Welfare League of America, p. 46.

children were placed. Eighty-one of the children and their families used the day care service, but 44 children who needed this service could not be accepted because of lack of facilities.\textsuperscript{19}

During this period, there were 35 requests for counseling, accepted. Thirty-four unmarried mothers received service. Most of these girls were at a local maternity home. In 1961, 10 children were placed for adoption as compared to 11 in 1960 and 11 in 1959. All of these children were under two years of age. The League recommended that the information furnished the adoptive parents concerning the child's background be documented in the records exactly as the information was given. This, they felt, may be useful in the future for adopted children and their families. They also recommended that snapshots of adoptive couples should be in the case record to alleviate the worker's need to give detailed descriptions. There were 18 children in 15 foster boarding homes during 1961. Their ages ranged from 2 days to pre-teen age.\textsuperscript{20}

The study revealed deficiencies in services for children for mental health and medical care, limited day care services, practically no homemaker services and very limited service to non-resident unmarried mothers. These deficiencies were due primarily to the lack of community resources. The consultant felt that, with a concerted effort, more older children could be placed for adoption. This, she felt, would require additional staff. It was added that

\textsuperscript{19} \textit{Ibid.}, p. 12.

\textsuperscript{20} \textit{Ibid.}, pp. 13, 14, 15, 16.
there is need for family day care homes for children under three years of age.21

In her summary, the consultant suggested that the board study the pros and cons of merging the Friends Association for Children and the Children's Aid Society. She went on saying, the time has come to consider what is best for all children and how we can bring to them the services they need. This kind of merger, she felt, would lay the foundation for a stronger child welfare future throughout the City of Richmond and surrounding areas.22

"The agency has come a long way since it was first organized in 1871 as the Friends Asylum for Colored Orphans, but the basic principles upon which it was founded are the same. As times and conditions changed, the policies have changed accordingly."23

Services Offered

Briefly stated, the agency serves children from infancy to eighteen years of age, whose parents or guardians have legal residence in the City of Richmond, and who indicate a desire to cooperate with the agency in using the service it has to offer. Intake is limited to children whose intellectual level is normal or near normal and who are physically sound.24

21 Ibid., p. 18.
22 Ibid., p. 19.
24 Ibid., pp. 4-5.
During more recent years there have been trends in the agency toward (1) reaching out to the hard to reach cases, and (2) decreasing the tendency to place a child in a foster care home too soon, and, if placed, not keeping the child there for a long length of time.

Foster home care is one of the agency's primary functions. Children are placed in foster care who need a short term placement. The agency does not believe that children should remain in foster care indefinitely without any planning to place them in a home situation where they can form permanent ties to a family. 25

The agency tries to select foster parents who are happily married; who maintain normal wholesome living standards; who have adequate income and will not be dependent on the board payment by the agency; whose religious affiliation is not too different from that of the child; who can accept the three-way relationship with agency, parent and child; and who will offer encouragement and stimulation to the child. A careful study of each home is made before it is used. 26

"Adoption is the legal procedure for making the child the couple's own child as if he were born to them." 27

In adoption the agency tries to match the child to the family since this is a permanent placement. A decision is made to place a child for adoption after a very careful study is made of his

25 Ibid., p. 5.
26 Ibid., pp. 5-6.
27 Ibid., p. 6.
background and that of the adopting parents. (The study of the child is made while he is placed in one of the agency's foster care homes.) Psychological tests and physical examinations are given to each child before he is placed. A complete physical examination is requested of the adopting parents and of other members of the household.28

The trend in practice is to have every child, regardless of age, participate at his own level in counseling and/or placement; to focus with parents, relatives and/or foster parents on the total life situation of a particular child, and how they can, through the agency, best help the child and the total family situation.

Counseling has taken on added impetus in the past few years. Some children are better off in their own homes while being counseled; others must be placed elsewhere, if possible when there has been a breakdown in parent-child relationship, counseling can cement that relationship.29

An outstanding contributing factor in the upsurge of counseling for children in their own home, as well as those no longer at home, has been a community peculiarity in which there is no longer a compulsory school attendance law. This edict came about in 1956 as a reaction to the 1954 Supreme Court Decision to desegregate public schools. The repercussions of this have not only been felt in the classroom but in the community as well. Because of this

28 Ibid.
situation, the agency expects to become even more involved in counseling for school age children, particularly in Junior High and High School.

Casework service to unmarried mothers has taken on more and more importance as a part of the agency's program. In this area, the agency works extensively with the unmarried mother, before and after the baby is born. These girls come from all walks of life and for various and sundry reasons, most of them express the desire to keep their condition a secret. The primary focus in working with these girls is that of helping the girl to understand her problems, feelings and attitudes in relation to self, family and community. From this service a plan for the baby evolves. This service is offered to girls at St. Gerard's Maternity Home when they request it.

In addition to the already mentioned services, the agency operates a day care center for children who must be away from their parents most of the day due to the parent's employment outside the home. When space permits, children who just need the experience of learning how to get along in a group, are accepted. There is a fee for this service which is based on the family income and number of persons in the family. The larger amount of the money to finance the agency's program comes from the United Givers Fund. The balance comes from parents for the whole or partial payments for the care of their children. The agency accepts children of parents who can carry a portion of the financial responsibility for their care.30

30 Ibid., pp. 7-8.
A good working relationship is maintained with all agencies in the community. Many cases are carried cooperatively with other agencies. The agency relies on the community resources to advance their program. City Clinics and other health services are used extensively.\(^{31}\)

The agency is governed by a Board of Trustees composed of twenty-seven members. The Board is interracial. The Board of Trustees is responsible for maintaining a useful community service. The program, policies and business of the agency are under Board direction. The Board selects an executive whose duty it is to see that the program and policies are properly carried out. Other employees are selected on recommendation from the Executive to the Personnel and Executive Committees as the need arises and the budget permits.\(^{32}\)

The Board of Trustees is composed of sixteen men and eleven women. Its officers include a President, First Vice President, Second Vice President, a Secretary and a Treasurer. Membership on the Board is on a rotation basis with each term being three years. The Board of Trustees selects their members with no restriction as to re-election so that some members have served from 18 to 20 years. The average length of time in office is approximately eight years. Usually, one or two trustees resign each year and are replaced. Twenty trustees are Negro, while seven are White.\(^{33}\)

\(^{31}\)Ibid., p. 8.

\(^{32}\)Ibid.

Board members are selected according to needs of the agency, personal interest and activity in community life, character, interest in problems of children and families and profession. The Board meets every three months.

There is a formal orientation plan for each new member wherein all new members serve on the Case Committee where they have a chance to learn about the agency through written information about the agency and an oral discussion of the agency when asked to serve on the Board.

The agency has appropriate standing committees to carry out its policy-making functions and other duties. These committees are: Executive Committee; Case Committee; Property Committee; Health and Medical Care Committee; Public Relations Committee; Finance Committee; Personnel Committee; and Nominating Committee.

Friends Association has a staff of seven workers, including the executive, and three of these persons are engaged in day-by-day contacts with children. These three workers are given weekly intake periods. It is the agency's belief that the workers should have a well rounded experience in the various areas of the work of the agency. A full time office secretary devotes her time to bookkeeping, typing and other routine office work. The typist gives most of her time to answering the telephone, transcribing, copying, and so forth.

---

34 Ibid., p. 7.

In 1957, the Community Chest decided that because of size of the agency's staff, a full time casework supervisor was not needed. The supervisory position was reduced to one day per week. In January of 1961, a reevaluation of the situation caused the Chest to raise the supervisor's time to one-half time. The agency is hopeful of returning to full time supervision as this would relieve the executive of some of the supervisory work that she is forced to take on in the absence of the half time supervisor.36

There are four teachers in the nursery -- a head teacher and three assistants; a maid and a part-time janitor. Each has assigned duties and they work under the direct supervision of the head teacher.37

The executive is responsible for the overall supervision of the work. She must see that each part of the agency is coordinated into an efficient working unit. She is responsible for carrying out the program in accordance with the policies and functions which have been sanctioned by the Board. The Board is kept informed through its various committees and through reports presented by the executive. The executive is also responsible for dispersing the funds of the agency wisely and within the budget limitations.38

---

36 Conference with Mrs. Marie H. Brown, Mrs. Grace Harris, and Mrs. Naomi Goldberg, Executive Director Retired, Executive Director and Casework Supervisor respectively, on history of the agency, January 28, 1963.


38 Ibid., pp. 9-10.
On December 5, 1961, State Corporation granted an Amendment to the Charter and the name was changed to Friends Association for Children. This was done after much thought and deliberation by the agency executive and the Board of Trustees. It was felt that such a change was in keeping with progress and change in other areas, also the fact that the Charter no longer specified the kinds of children the agency may serve in regard to race.

---

39 Pamphlet published by the agency, December, 1962.
CHAPTER III

CONTENT ANALYSIS

This chapter is concerned with analyzing the data found in the records studied. This analysis included the relating of significant findings to theory and concepts and also relating the meaningfulness of these findings to the agency in which the data were collected. The data were divided into twenty-one items, ten under personality factors and eleven under socio-cultural factors, to attain these ends.

**Personality Factors**

**Innate or Genetic Potential**

*Intellectual potential.*—The degree of adequacy to function in situations that require the use of the following mental activities: perception, the ability to deal with and use symbols, the overall ability to mobilize resources of the environment and the I. Q. as measured by tests.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>3</td>
</tr>
<tr>
<td>Use of Symbols</td>
<td>7</td>
</tr>
<tr>
<td>Mobilization of Environmental Resources</td>
<td>7</td>
</tr>
<tr>
<td>Test and Measurements</td>
<td>7</td>
</tr>
</tbody>
</table>

These data are quite significant in terms of the agency's policy and function. This excerpt from the agency's pamphlet on History-Policy-Function, dated December 31, 1962, states "We must limit our intake to children whose intellectual level is normal or near normal...."¹ The function of the intellect is "intellection or thought," which consist of three mental processes: the formation

---

of ideas, judgment, and reasoning. 2 In order to arrive at any assessment of this factor, intellect, a broad measure of intellectual potential must be utilized. This explains, in part, the equal distribution of excerpts for three of the classifications.

Ironical as it may be, perception constituted such a low number of excerpts because of its inherent quality in the intellectual process. "The resulting impression passing from the external senses to perception and imagination gives rise to a percept...." 3

Friends Association involves itself a great deal in planning for the benefit of the child. This planning naturally involved the parents, guardians, clients, prospective adoptive parents, foster parents, and others that might be involved in the situation.

An example of how this planning element becomes essentially involved is: "Mrs. D. B. ... phoned to make inquiry regarding planning for her daughter [who was] presently residing in Washington, D. C., with her baby born out of wedlock several weeks ago." At this point, and many others, the perception had already taken place. The agency can then focus on assessing the use of symbols, mobilization of environmental resources and of course test and measurements for the children. Perception, as it goes on, is inclusive in all of the areas. Finally, it should be realized that "it is to be expected that young children's actions should be


governed by their feelings rather than by reason."  

Basic thrust, drives, instinct.—Tendencies present or in-
cipient at birth, to respond to certain stimuli or situations; the
innate propensity to satisfy basic needs.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation for Attainment of Goals</td>
<td>0</td>
</tr>
<tr>
<td>Satisification of Physiological Needs</td>
<td>3</td>
</tr>
<tr>
<td>Satisification of Emotional Needs</td>
<td>14</td>
</tr>
</tbody>
</table>

No arguments are needed to establish the close relationship
between emotion and both physiological and social motivation. Due
to the fact that in the cases presented the focus is on the psycho-
social elements of the person (the intellectual and physical having
been handled previously during intake), the emotional components of
his functioning become of prime import. "The emotions continue to
play a motivating role, even in mature behavior." The writer does
not mean to imply that motivation for attainment of goals and satis-
faction of physiological needs do not merit as much consideration
as satisfaction of emotional needs, rather, emotional needs seem
to show themselves when speaking of human interactions. For ex-
ample, "She went on to tell me that she was so lonely and this
fellow showed so much interest in her that she could not help her-
sel." It is this kind of information that brings forth the feeling
tones that are so important in assessing the client's social func-
tioning.

---


Physical potential.—General physical structure, size, skeleton and masculature; racial characteristics; bodily proportion; temperament; tempo; energy and activity level; bodily resilience and resistance.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Characteristics</td>
<td>22</td>
</tr>
<tr>
<td>Temperament</td>
<td>6</td>
</tr>
<tr>
<td>Energy and Activity Level</td>
<td>3</td>
</tr>
<tr>
<td>Resilience and Resistance</td>
<td>1</td>
</tr>
</tbody>
</table>

"...the physical is intimately bound up with the mental, and likewise, influences the social adjustment...." Because physical characteristics cover a much broader range of descriptive qualities, particularly in those cases that deal with foster care, adoption and unwed mothers, it has a tendency to be utilized more often as a measure of physical potential.

The writer would like again to point out that the unwed mother cases usually were received late in pregnancy and such qualities as temperament, energy and activity level, and resilience and resistance are not as readily discernible as the overt and obvious physical characteristics. This study was heavily weighted with unwed mother records.

In many of these instances involving babies and small children, the following kinds of excerpts are natural: "M. is a large baby for two weeks old." "He is of light complexion but his ears are brown on the edges." These excerpts show the use of physical characteristics as a measure of physical potential.

---

Physiological Functioning

A description of bodily function, normal and abnormal, health or illness according to the stage of development and effect it has on social functioning.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodily Function</td>
<td>12</td>
</tr>
<tr>
<td>Health-Illness Continuum</td>
<td>7</td>
</tr>
</tbody>
</table>

In considering bodily function and the health-illness continuum according to the stage of development, the social worker must always be cognizant of the relationship between physiological functioning and stage of development.

It is most essential that the \[\text{soci}^\text{al worker}\] understand how the body and mind of the \[\text{clie}^\text{nt}\] grow and develop and how he progresses socially, emotionally and morally, in order to meet intelligently the problems of the \[\text{clie}^\text{nt}\].\(^8\)

Bodily function is a phenomenon that occurs not only within the continuum of health-illness, but otherwise as well. It is therefore conceivable that material may be observed twice as often as the health-illness factors. The above ratio of excerpts bears this out.

Here again, the very nature of the services offered at Friends Association causes a continuous awareness of bodily function even though health or illness may not be of concern at the time. This excerpt may clarify the point: "When M. was a little over a month he could lift his head, turn over and coo." This is a very significant excerpt for relating the behavior to stage of development and health-illness is not directly involved, although related

\(^8\) Ibid., p. 185.
to health.

Ego Functioning (intro-psychic adjustment)

**Identifiable patterns developed for reacting to stress and restoring dynamic equilibrium.**—Example, adaptive or defense mechanisms.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptive Mechanisms</td>
<td>6</td>
</tr>
<tr>
<td>Defense Mechanisms</td>
<td>21</td>
</tr>
</tbody>
</table>

A review of the literature reveals a difference, although a close correlation, between adaptive and defense mechanisms. The difference seems to lie in the fact that the adaptive mechanisms are manifested in behavior that brings the organism into adjustment with its variable environment. The defense mechanisms usually operate unconsciously and attempt to adjust the self to avoid action that produces anxiety or lowers self esteem.

The instinctual dangers against which the ego defends itself are always the same, but its reasons for feeling a particular irruption of instinct to be dangerous may vary.  

The kinds of problems presented in this study are the kinds that might tend to lower self esteem or produce anxiety reactions. It is for this reason that a high incidence of defense mechanisms is seen. In addition to this, it should be noted that the agency bases its practice on a psycho-analytical frame of reference in which ego functioning is of prime import.

Internal organization of the personality.—The degree of organization of parts of personality such as id, super-ego, and

---

and ego into a whole; personality integration.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality Integration</td>
<td>5</td>
</tr>
<tr>
<td>Capacity for Growth and Change</td>
<td>6</td>
</tr>
</tbody>
</table>

The internal organization of the personality can only reflect how "the ego-institutions have endeavoured to restrain id-impulses by methods of their own...."10 This being true, the client may feel that the social worker enters the situation as an intruder. When the worker attempts to effect an intra-psyche adjustment he thus seems a menace to the ego-institution.

As in any treatment process both positives and negatives of a phenomenon can be observed. An example of a negative is: "I have attempted in several ways to reach D who is very strong willed and determined to get what he wants." The ego-institution in this case is very rigidly opposing the interceding attempts of the worker.

The similarity of number of excerpts is quite understandable when one considers that all aspects of the personality organization are evaluated.

Degree of Maturity

Judged by the adaptability to role performance in accordance with the person's physiological, intellectual, emotional being, stage of development and the integration of cultural, social and physical factors.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage of Development</td>
<td>6</td>
</tr>
<tr>
<td>Role Performance</td>
<td>8</td>
</tr>
</tbody>
</table>

10 Ibid., p. 31.
Each of the above classifications are of such nature that they are seen in relation to the maturation "norm." An individual may be mature or immature or any place on the continuum. There is much significance in the similarity in the incidence of the excerpts under the two classifications.

Maturation refers to those changes in the characteristics and behavior of the person due to biological changes resulting from increasing age, irrespective of one's experience.\footnote{John F. Cuber, \textit{Sociology: A Synopsis of Principles} (New York, 1955), p. 177.} If we accept this premise, then it follows that degree of maturity would have to be determined by a person's role performance for a particular stage of development. This simply means that a maturity measurement has an equal chance, probability wise, to present itself. In this case the evidence was nearly equal.

Interpretation of material brought forth by the worker, has a great deal to do with whether or not stage of development or role performance will be considered. An example of the worker's interpretation is: "He talks mature for his age but impressed me as being an immature boy who was trying to be a man." It is implied here that the client verbalized one level of maturity and possibly acted in another way. Whatever the case, the whole measure of his maturity was related to theoretical "norm" concept.

\textbf{Self-Image}

Self-image is an individual's opinion concerning himself that can be described by the objectivity with which he views himself, sense of identity as manifested by his role performance,
self-confidence or sense of one's capacities and sense of meaning or purpose; philosophy of life.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectivity (insight and self awareness)</td>
<td>12</td>
</tr>
<tr>
<td>Sense of Identity</td>
<td>2</td>
</tr>
<tr>
<td>Self Confidence</td>
<td>2</td>
</tr>
<tr>
<td>Sense of Meaning</td>
<td>2</td>
</tr>
</tbody>
</table>

Because objectivity is the classification, under this item, that obviously is most often observed among the sample population, the writer shall direct attention to it.

Perhaps the fundamental understanding necessary to appreciate the nature of the self is to recognize that each person through his imagination takes a position as if he were outside of his own personality and from this assumed position observes his personality as if he were someone else.\(^{12}\) The author of the preceding material goes on to point out that even though the person is not really viewing himself objectively, he exercises his imagination in such a way that it has the effect upon him of taking a detached position for the purpose of self observation and appraisal.\(^{13}\) This excerpt will tend to bear that out. "D. has been able to maintain a positive concept of himself." One might conclude then that an individual has the tendency to think of himself more in an objective sense than any other way.

Patterns of Interpersonal Relationships and Emotional Expression Related Thereto

The reciprocal relationships between individuals in social

---

\(^{12}\) Ibid., p. 275.

\(^{13}\) Ibid.
situations and the resulting reactions.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulation of Reciprocal Relationships</td>
<td>11</td>
</tr>
<tr>
<td>Involvement in Social Situations</td>
<td>5</td>
</tr>
</tbody>
</table>

The only possible explanation that the writer can think of for the two to one ratio that exists between formulation of reciprocal relationships and involvement in social situations is the fact that casework services at Friends Association are offered primarily to the individual in relation to his own primary self needs and goals, as well as in his group context, whether it be his natural family, foster family or maternity home. With this in mind, the worker seeks to find out how the client relates to those with whom he is involved.

There are many theoretical bases to support the necessity of such material as this excerpt on formulation of reciprocal relationships; "She gets along nicely with the other girls...." Let us consider relevant theoretical concepts. "Therefore man can never be understood psychologically unless his behavior is studied in interaction with other men." Another is, "The main point is that individual behavior is always influenced by the social context in which it occurs."14

It should be pointed out that social situations embrace reciprocal relationships and vice versa, so that what applies in one situation seemingly applies in the other.

14 Ibid.
Internalization of Culturally Derived Beliefs, Values, Activity-Patterns, Norms and Appropriate Feelings for Each (in the form of attitudes)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance - Rejection (attitudes)</td>
<td>3</td>
</tr>
<tr>
<td>Conformity - Non-conformity (behavior)</td>
<td>4</td>
</tr>
</tbody>
</table>

The extent to which beliefs, values, norms and activity patterns are internalized can be seen in the attitudes and/or behavior of the clients. This excerpt shows this: "Mrs. H. carried D. to the juvenile court, thinking this would frighten him."

The writer sees no reason to attach any real significance to the incidence of excerpts under the above classifications. It seems to be a matter of how the evidence of internalization came forth. In this material the incidence is almost the same in both instances.

**Socio-Cultural Factors**

**Cultural Derivations**

Beliefs and Values.—Beliefs are the prevailing attitudes or convictions derived from the culture which may have evolved rationally or non-rationally and are accepted without critical reasoning. Such beliefs determine an individual's thinking about feeling, customs, patterns of behavior and so forth. A value is the assumed capacity of any object to satisfy a human desire; any object (or state of affairs, intangible ideal) of interest. Social values are those which are commonly internalized by members of the system or sub-system to which members conform in their behavior.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasoned - Non-reasoned Continuum</td>
<td>4</td>
</tr>
<tr>
<td>Implications for Role Performance</td>
<td>15</td>
</tr>
</tbody>
</table>

The data here tend to show that those qualities of human personalities, that derived from the culture, are of more importance in terms of how they are manifested in role performance,
than how the individual acquired them. This excerpt shows the implications for role performance: "Mrs. M. warmed the milk and he drank it right away."

For the sake of understanding just where the culturally derived factors come from, it seems that a simple definition of culture would be helpful. "Culture is the continually changing patterns of learned behavior and the products of learned behavior (including attitudes, values, knowledge and material objects) which are shared by and transmitted among the members of society."\textsuperscript{15}

Since all beliefs and values are culturally derived, it is rather difficult to say if they are reasoned or unreasoned in the true sense. This holds true for the following item, activity patterns.

\textbf{Activity patterns.}--The standardized ways of behaving, under certain stimuli or in certain interactional situations, which are accepted or regulated by the group or culture.

\begin{tabular}{|l|c|}
\hline
Categories & Number \\
\hline
Acceptable - Non-acceptable Continuum & 7 \\
Relationship Effect on primary or secondary group membership & 8 \\
\hline
\end{tabular}

Although there were only ten excerpts found under this item, many of them could be seen as both acceptable or non-acceptable and in terms of their relationship on group membership. This excerpt might serve as an example of this: "Mrs. P. had an adjustment problem with C. twins, who had the habit of picking up pennies lying around the house." This excerpt is definitely on the acceptable - non-acceptable continuum and it also shows effect on

\textsuperscript{15} Ibid., p. 60.
the family, a primary group, relationship.

As was stated about beliefs and values, activity patterns are culturally derived and are best assessed in terms of how they are behaviorally manifested.

Social Structures and Dynamics

The various institutions of society like family, government, and religion are not isolated from one another. Instead they influence each other in many significant ways. For example, depression and prosperity are aspects of the economic phase of society, but numerous researches have shown that the recurring waves of prosperity and depression have profound influence upon marriage rates, divorce rates, and birth rates, which are certainly aspects of the family. More recently we have seen that there is a close relationship between government and economic activity, and science-education and religious beliefs. In almost innumerable other ways, reciprocal influence can readily be shown.\(^{16}\)

Social structures and their dynamics can, in reality be viewed as one social entity with numerous parts, working cooperatively for the individual and/or society. We will look at some of these parts briefly. Most of them will be self-explanatory.

Family.—A family is a social group composed of parents, children, and other relatives in which affection and responsibility are shared.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td>12</td>
</tr>
<tr>
<td>Interactional Pattern</td>
<td>11</td>
</tr>
</tbody>
</table>

\(^{16}\) Ibid., p. 583.
These data simply relate the fact that size and membership in a family are not the only factors of importance. The equality of ratio shows that the social worker is also interested in patterns of relationships in the family. This will also be observed in most of the other sub-groups of the social structure.

**Education system.**—An education system is the social organization directed toward the realization of the socially accepted values by means of training in knowledge, attitudes, and skills.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude Toward Learning</td>
<td>3</td>
</tr>
<tr>
<td>Level of School Achievement</td>
<td>17</td>
</tr>
<tr>
<td>School Administrative Actions</td>
<td>0</td>
</tr>
</tbody>
</table>

Level of achievement, which includes school adjustment as well as kind of training, is overwhelmingly the most important factor under education system. One of the most outstanding values of our society is that of achievement. It is only natural that we would look for this quality when assessing the social functioning of an individual. These three excerpts all measure achievement: (1) She graduated from high school in June and planned to enter college in September. (2) A girl at St. Girard's who is a graduate of Tennessee State.... (3) She completed high school in June.

**Peer group.**—A group whose members have similar characteristics as to age, sex and so forth.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type (structured or unstructured)</td>
<td>3</td>
</tr>
<tr>
<td>Interactional patterns</td>
<td>8</td>
</tr>
</tbody>
</table>

The matter of behavior, interaction and reciprocal relationships between individuals, between groups and an individual, and between groups and groups will continue to be the classification
that shows the largest amount of excerpts.

The point being, that while other factors about a client's peer groups might be fine to know, it is the behavior that tells the social worker something about the client's social functioning. This pattern will no doubt continue throughout all the components of social structure.

**Ethnic group.**—A group which is normally endogamous, membership being based on biological or cultural characteristics and traditions.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological characteristics</td>
<td>2</td>
</tr>
<tr>
<td>Socially imposed characteristics</td>
<td>0</td>
</tr>
<tr>
<td>Interactional patterns</td>
<td>4</td>
</tr>
</tbody>
</table>

The writer feels that it is not necessary to continue to point up the importance of interaction and/or behavior for assessment purposes. It should be noted however that all the clients of this agency were Negroes and socially imposed characteristics are taken for granted or non-existent.

The writer feels that at least one excerpt should be shown. It states: "He is an angry boy with preoccupation with the role of the Negro in our culture." This kind of statement tells the worker something about the client. It tells most of all, about the client's feelings around the matter of ethnicity.

**Class.**—A horizontal social group organized in a stratified hierarchy of relationships.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Stratification</td>
<td>1</td>
</tr>
<tr>
<td>Behavioral Indications</td>
<td>2</td>
</tr>
</tbody>
</table>

This item carried very little in the way of assessment material. However, it is a most important factor for the assessment
of a client. John F. Cuber has this to say about social stratification:

...the fact of and the significance of position to the person's well being can hardly be exaggerated. From cradle to grave, position in the stratification hierarchy is one of the most important facts circumscribing the formation of personality and the freedom of action of the person.17

Excerpt: "He gave some inkling of detesting any job that is beneath a white collar job." More material like this on behavioral indications, would seemingly add a great deal to knowledge about the client for the purpose of assessing his social functioning and for treatment.

Territorial groups.—A locality group which has developed sufficient social organization and cultural unity to be considered a regional community.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designation of Area</td>
<td>11</td>
</tr>
<tr>
<td>Behavioral Indications</td>
<td>0</td>
</tr>
</tbody>
</table>

In all cases studied, there was no reference made to behavioral indications. It was simply a designation of area in all eleven instances. "...H. very vividly remembered having been taken to Coney Island...." This gave an example of just a designation of area.

Economic system.—A system concerned with the creation and distribution of valued goods and services, example, employment and occupation.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status of Employment</td>
<td>14</td>
</tr>
<tr>
<td>Financial Situation</td>
<td>12</td>
</tr>
<tr>
<td>Behavioral Indications</td>
<td>0</td>
</tr>
</tbody>
</table>

Ibid., p. 452.
As was mentioned, at the beginning of the discussion of social structures, there is a reciprocal relationship between the various social institutions. The economic system seems to be one of the most influential parts of the social structure. The chart above shows that employment status and financial situation were quite important in these records. The writer feels that this is true because money and employment are environmental resources and social agencies as well as individuals are forced to consider all possible resources in a time of crisis.

Two excerpts follow: "Mrs. H. gets $40.00 social security for each child and $54.50 for herself. She receives $44.10 for J.'s care making a total income of $258.60." - "He recalls that Mrs. H. told the New York court that her husband made from $50.00 to $55.00 a week salary as a barber."

**Governmental system.**--The various forms of government and political parties.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units</td>
<td>10</td>
</tr>
<tr>
<td>Political Ideology</td>
<td>0</td>
</tr>
<tr>
<td>Behavioral Indications</td>
<td>0</td>
</tr>
</tbody>
</table>

Because of the nature of these records studied, political ideology and behavioral indications were of relatively no importance. Units of government were mentioned often because of the welfare departments, courts, and so forth that become involved in cases involving children.

"F., J., and L. who are wards of Lynchburg Department of Public Welfare." These kinds of excerpts on units of government are most frequent.
Religious systems.—The system which is concerned with symbols, doctrines, beliefs, attitudes, behavior patterns and systems of ideas about man, the universe, and divine objects, and which is usually organized through association.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership or Affiliation</td>
<td>6</td>
</tr>
<tr>
<td>Expression of Belief</td>
<td>5</td>
</tr>
<tr>
<td>Behavioral Indication</td>
<td>0</td>
</tr>
</tbody>
</table>

Religion is a culturally entrenched pattern of behavior made up of (1) sacred beliefs, (2) emotional feelings accompanying the beliefs, and (3) overt conduct presumably implementing the beliefs and feelings.\(^{18}\)

Membership or affiliation represents the overt conduct and the expression of belief covers the other two parts of the definition. Behavioral indications refer to the effect the religious beliefs, and practices, have on the individual's total social functioning.

An example of this: "...They were so bitter that they denounced God saying, "there is no such thing as a God." Immediately she (step-mother) called in her pastor and deacon to talk with the children."

The following chapter, on tabulation and interpretation, will deal with the other eight items on the classification of content scheme. This material will be analyzed in relation to significant findings and how these findings relate to the agency from which data were obtained and to each other.

\(^{18}\) Ibid., p. 566.
CHAPTER IV

TABULATION AND INTERPRETATION

The purpose of this chapter is to tabulate and interpret the excerpts on each of the schedules in terms of the classification of content scheme. This material has been analyzed in relation to significant findings and how these findings relate to the agency from which data were obtained and to each other.

The data were broken down by two primary methods, they were: (1) schedules with data and those without data, and, (2) appropriate classifications under schedules with data.

Incidence of Data

Table 1, "Incidence of Data," reveals overwhelmingly the frequency of schedules with three or less excerpts. Under personality factors there was a total of sixty-six times when the excerpts were three or less in number and only twelve such times for four or more excerpts. The ratio was in the same direction for socio-cultural factors with figures being sixty to three. This disproportionate ratio is somewhat indicative of the limitations that short term contacts, such as with unmarried mothers, can have on accumulating assessment material.

The total number of excerpts found under personality factors was 204; under socio-cultural factors there were 144. The greater frequency of excerpts under personality factors can probably best be explained by the fact that the agency in which the research material was obtained is one that is diagnostic in its approach and a greater emphasis is placed on the individual and his
## TABLE 1

**INCIDENCE OF DATA**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Total Incidence</th>
<th>Schedules with data</th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incidence</td>
<td>One</td>
<td>Two</td>
</tr>
<tr>
<td>Personality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innate or Genetic Potential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual potential</td>
<td>28</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Basic thrusts, drives, instincts</td>
<td>15</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Physical potential</td>
<td>33</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Physiological Functioning</td>
<td>26</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ego Functioning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifiable patterns for</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reacting to stress</td>
<td>35</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Internal organization of personality</td>
<td>11</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Degree of Maturity</td>
<td>14</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Self-Image</td>
<td>17</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Patterns of Interpersonal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
<td>19</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Internalization of Culturally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Derived Beliefs, Values Activity-Patterns</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>and Norms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sub-total** 204   20   17   29   3   3   6   22
TABLE 1 - Continued

<table>
<thead>
<tr>
<th>Factors</th>
<th>Total Incidence</th>
<th>Schedules with data</th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Two Three</td>
<td>Four Five Six</td>
<td></td>
</tr>
<tr>
<td>Socio-Cultural</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Derivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs and values</td>
<td>19</td>
<td>3 3 3 3 0 0 0</td>
<td>1</td>
</tr>
<tr>
<td>Activity-patterns</td>
<td>12</td>
<td>2 1 1 0 0 1</td>
<td>5</td>
</tr>
<tr>
<td>Social Structure and Dynamics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>23</td>
<td>2 3 5 0 0 0</td>
<td>0</td>
</tr>
<tr>
<td>Educational system</td>
<td>18</td>
<td>4 1 4 0 0 0</td>
<td>1</td>
</tr>
<tr>
<td>Peer group</td>
<td>10</td>
<td>3 2 1 0 0 0</td>
<td>4</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>6</td>
<td>1 1 1 0 0 0</td>
<td>7</td>
</tr>
<tr>
<td>Class</td>
<td>2</td>
<td>2 0 0 0 0 0</td>
<td>8</td>
</tr>
<tr>
<td>Territorial group</td>
<td>11</td>
<td>3 1 2 0 0 0</td>
<td>4</td>
</tr>
<tr>
<td>Economic system</td>
<td>23</td>
<td>2 4 3 1 0 0</td>
<td>0</td>
</tr>
<tr>
<td>Governmental system</td>
<td>10</td>
<td>2 1 2 0 0 0</td>
<td>5</td>
</tr>
<tr>
<td>Religious system</td>
<td>10</td>
<td>4 3 0 0 0 0</td>
<td>4</td>
</tr>
<tr>
<td>Sub-total</td>
<td>144</td>
<td>28 17 15 1 1 1</td>
<td>39</td>
</tr>
<tr>
<td>Grand total</td>
<td>348</td>
<td>48 34 44 4 4 7</td>
<td>61</td>
</tr>
</tbody>
</table>
personality rather than on socio-cultural factors.

The grand-total of incidence in this table is greater than any other grand total found in any of the following tables. This is true because in Table 1, not only are actual excerpts counted, but excerpts not used but which had been indicated by a tally mark were used also. This allowed some items to show more than three excerpts in this table but not so in the others.

Physical potential, with a total incidence of thirty-three, and identifiable patterns for reacting to stress, with a total of thirty-five, are the most significant items under personality factors. The high incidence for physical potential can be explained by the fact that it is very important in foster care and adoption services to describe the clients and other persons involved. A description of physical structure, temperament and so forth is also important in counseling with children as it may give much insight into their behavioral problems. As was mentioned earlier, the agency in which the research was done was one that utilizes the diagnostic approach to casework. With this in mind it is understandable that identifiable patterns for reacting to stress, a part of ego functioning, would be a most significant assessment area. Ego functioning is the basis of personality development. Because all of these clients studied came to the agency under stress it is quite conceivable that their patterns for reacting to this stress would be quite important.

Under socio-cultural factors, class and territorial groups had the lowest incidence with six and two respectively. This was true primarily because these two items are of relative unimportance
in this agency. Other socio-cultural items such as family and economic system, with twenty-three excerpts each, are of more importance because of the need to involve the client's family and the need to have financial information in many cases.

The "turnover" of unmarried mothers cases, being comparatively rapid, does not afford the opportunity for more detailed assessment of the client. Other records studied, such as foster care records and adoption cases, are not as treatment focused as the deep counseling cases and therefore do not avail themselves to a very intense diagnostic approach.

Person Discussed

This table's most significant points lie in the fact that the total incidence for each item is very close to the number of excerpts found under the client for the same item. Second, only to the client as the person discussed, the parents were by far the most frequently discussed persons in the records. It is even more significant to note that under family and economic system, the excerpts are even greater under parents. This can be explained by the fact that for the most part family discussions are started with a discussion of parents and also when it comes to matters of finances and employment, the parents are the primary resources for inquiry.

The fact that the client was the most frequently discussed person in the records is not unusual. The parent, being the next most discussed person, does however show the parents' involvement in the child's situation in this child welfare agency. Thinking
<table>
<thead>
<tr>
<th>Factors</th>
<th>Schedules with data</th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Incidence</td>
<td>Client</td>
</tr>
<tr>
<td>Personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innate or Genetic Potential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual potential</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Basic thrusts, drives, instincts</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Physical potential</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>Physiological Functioning</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Ego Functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifiable patterns for reacting to stress</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>Internal organization of personality</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Degree of Maturity</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Self-Image</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Patterns of Interpersonal Relationships</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Internalization of Culturally Derived Beliefs, Values, Activity-Patterns and Norms</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Sub-total</td>
<td>172</td>
<td>125</td>
</tr>
</tbody>
</table>
TABLE 2 - Continued

<table>
<thead>
<tr>
<th>Factors</th>
<th>Schedules with data</th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Incidence</td>
<td>Client</td>
</tr>
<tr>
<td>Socio-Cultural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Derivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs and values</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Activity-patterns</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Social Structure and Dynamics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>23</td>
<td>10</td>
</tr>
<tr>
<td>Educational system</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Peer group</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Class</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Territorial group</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Economic system</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>Governmental system</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Religious system</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Sub-total</td>
<td>137</td>
<td>78</td>
</tr>
<tr>
<td>Grand Total</td>
<td>309</td>
<td>203</td>
</tr>
</tbody>
</table>
in terms of family dynamics, there seemingly should have been more instances in which other relatives, particularly siblings, should have been discussed.

Location of Excerpt in Record

From a total incidence total of 319, narrative record accounts for 249 of these excerpts. This is of real significance for the agency in which these records was studied. This can be interpreted to mean that nearly all of the material that pertains to a client is incorporated into the narrative part of the client's record, even though it may have been received by letter, especially for intellectual potential with a total of nine excerpts, or by way of a social summary which shows a greater number of excerpts for family and economic system with six and five respectively. The reason for more intellectual potential material being received by letter than any other item is the fact that many times the referral information was forwarded by way of letter, and because the clients were for the most part children, some mention was usually made of their intelligence. When a social summary was received, it always focused on the client's family structure and an explanation of the economic status of the family. Other socio-cultural factors were mentioned from time to time but not nearly as often as the two already mentioned. In addition to this it should be pointed out that because of the nature of the agency, clinical records are practically non-existent. The face sheet is designed to enable the worker to start with some basic information which is immediately and eventually evaluative.
## TABLE 3

LOCATION OF EXCERPT IN RECORD

<table>
<thead>
<tr>
<th>Factors</th>
<th>Schedules with data</th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Incidence</td>
<td>Face Sheet</td>
</tr>
<tr>
<td></td>
<td>180</td>
<td>0</td>
</tr>
<tr>
<td><strong>Personality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innate or Genetic Potential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual potential</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Basic thrusts, drives, instincts</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Physical potential</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Physiological Functioning</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td><strong>Ego Functioning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifiable patterns for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reacting to stress</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Internal organization of</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Degree of Maturity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td><strong>Self-Image</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td><strong>Patterns of Interpersonal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Internalization of Culturally</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Derived Beliefs, Values, Activity-Patterns and Norms</td>
<td>6 0 6 0 0 0 0 6</td>
<td></td>
</tr>
</tbody>
</table>

Sub-total
### TABLE 3 - Continued

<table>
<thead>
<tr>
<th>Factors</th>
<th>Total Incidence</th>
<th>Face Record</th>
<th>Narr. Record</th>
<th>Clinic Record</th>
<th>Summary Letter</th>
<th>Other</th>
<th>Schedules with data</th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-Cultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Derivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs and values</td>
<td>18</td>
<td>0</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Activity-patterns</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Social Structure and Dynamics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>23</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Educational system</td>
<td>18</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Peer group</td>
<td>10</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Class</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Territorial group</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Economic system</td>
<td>22</td>
<td>2</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Governmental system</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Religious system</td>
<td>10</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>139</strong></td>
<td><strong>2</strong></td>
<td><strong>111</strong></td>
<td><strong>0</strong></td>
<td><strong>4</strong></td>
<td><strong>22</strong></td>
<td><strong>0</strong></td>
<td><strong>39</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>319</strong></td>
<td><strong>2</strong></td>
<td><strong>249</strong></td>
<td><strong>1</strong></td>
<td><strong>35</strong></td>
<td><strong>32</strong></td>
<td><strong>0</strong></td>
<td><strong>61</strong></td>
</tr>
</tbody>
</table>
Stage in Agency Contact When Information Obtained

There is a very interesting diminishing ratio between the three stages in agency contact. The 222 grand total figure for contacts in the "early" stage was reduced by one-third in the "midway" stage. Then the 70 grand total found in the "midway" stage was reduced by another one-third in the "late" stage of contacts. This implied an inverted pyramid approach to the client's social functioning; meaning if the information was obtained in the earlier stages then it was not needed as the case progressed toward the later stages. It may also indicate that the researcher became less aware of these factors as the record progressed.

With a build-up of diagnostic material being necessitated in the early contacts with a client in order to develop a treatment plan and a guide line for focus, it is quite conceivable that assessment factors would diminish as the treatment goals became nearer or were reached. One other possibility was the fact that contacts were usually more frequent as the relationship neared an end.

Although ten represents the largest number of excerpts in the "midway" stage, under identifiable patterns for reacting to stress, it is not as significant as the seven excerpts found in the same stage of contact under self image. This is true because ten only represents a one-third decrease from the "early" stage whereas the seven excerpts under self image are almost the same as the eight found in the early stage. The probable reason for the latter is the fact that self-image is an assessment factor that is not as readily discernible in the "early" stages as some of the other
TABLE 4
STAGE IN AGENCY CONTACT WHEN INFORMATION OBTAINED

<table>
<thead>
<tr>
<th>Factors</th>
<th>Schedules with data</th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Incidence</td>
<td>Early</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innate or Genetic Potential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual potential</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td>Basic thrusts, drives, instincts</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Physical potential</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>Physiological Functioning</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td><strong>Ego Functioning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifiable patterns for reacting to stress</td>
<td>27</td>
<td>17</td>
</tr>
<tr>
<td>Internal organization of personality</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Degree of Maturity</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Self-Image</td>
<td>15</td>
<td>8</td>
</tr>
<tr>
<td><strong>Patterns of Interpersonal Relationships</strong></td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td><strong>Internalization of Culturally Derived</strong></td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Beliefs, Values, Activity-Patterns and Norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>176</td>
<td>121</td>
</tr>
<tr>
<td><strong>Socio-Cultural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Derivation</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>Beliefs and values</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td><strong>Social Structure and Dynamics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>Educational System</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Peer group</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Class</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Territorial group</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Economic system</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>Governmental system</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Religious system</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>139</td>
<td>101</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>315</td>
<td>222</td>
</tr>
</tbody>
</table>
factors may be. Instead, an equal amount of assessment of the client is required on into the "midway" stage of the record. This same principle may be applied to explain the large number of excerpts found in the "midway" stage under identifiable patterns for reacting to stress.

**Origin of Data**

Just as the location of excerpts in the record weighed heavily in favor of the narrative record, this table shows decisive weighting by the social worker in the agency where the study was made as the main source for origin of data. Because the material used in this study was taken from the social work record, it is understandable that the most involved persons would be the social worker in the agency where the records were studied.

There were six excerpts from other disciplines in other agencies and three from the agency consultant, making a total of nine excerpts. Data that originated from social worker in another agency totaled fifty-one, slightly less than twenty per cent of the two hundred sixty-five excerpts found under social worker in the agency where the research was done.

The greatest frequency of excerpts under social worker in own agency was found under physical potential and identifiable patterns for reacting to stress under personality factors with twenty-two and twenty-six respectively. It would appear that the reason for this is the fact that other points of origin may not be as interested in physical potential as this agency and in so far as identifiable patterns are concerned, the social worker involved
<table>
<thead>
<tr>
<th>Factors</th>
<th>Information Obtained By</th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Social Incidence</td>
</tr>
<tr>
<td>Innate or Genetic Potential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual potential</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>Basic thrusts, drives, instincts</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Physical potential</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>Physiological Functioning</td>
<td>20</td>
<td>13</td>
</tr>
<tr>
<td>Ego Functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifiable patterns for</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>reacting to stress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal organization of</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree of Maturity</td>
<td>14</td>
<td>11</td>
</tr>
<tr>
<td>Self-Image</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Patterns of Interpersonal</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internalization of Culturally</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Derived Beliefs, Values, Activity-Patterns and Norms</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Sub-total</td>
<td>176</td>
<td>152</td>
</tr>
<tr>
<td>Factors</td>
<td>Information Obtained By</td>
<td>Schedules with no data</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Social Worker in Other Agency</td>
</tr>
<tr>
<td></td>
<td>Incidence</td>
<td>Own Agency</td>
</tr>
<tr>
<td>Socio-Cultural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Derivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs and values</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Activity-patterns</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Social Structure and Dynamics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Educational System</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Peer group</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Class</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Territorial group</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Economic system</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>Governmental system</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Religious system</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Sub-total</td>
<td>139</td>
<td>113</td>
</tr>
<tr>
<td>Grand Total</td>
<td>315</td>
<td>265</td>
</tr>
</tbody>
</table>
in the treatment would be more interested in this item than anyone else. Under socio-cultural factors, beliefs and values had the highest frequency of excerpts with eighteen. This, too, is an item that is of primary concern to the social worker in the agency of the records rather than being important in a referral from a social worker in another agency or another discipline in another agency or in the agency of the record.

Source of Data

The interesting thing about the source of data is the marked variation or inconsistency found between personality factors and socio-cultural factors. With the personality factors, data obtained from the client and other person were almost identical at forty-three and forty-four respectively. While these are impressive figures, the seventy-seven excerpts that came from observation or impression of social worker show with more clarity the importance of the professional social worker's astuteness in observing personality traits, their manifestations and meaning to the client.

Under personality factors, in the "other person" column, physiological functioning exemplified the highest frequency of excerpts. This is probably true because this is the kind of information that is generally given by someone else and may not be observable by the social worker involved in the case. On the other hand, physical potential and identifiable patterns for reacting to stress are areas in which the social worker must readily and constantly consider. That is to say, a description of the client and
### TABLE 6

**SOURCE OF DATA**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Total Incidence</th>
<th>Client Person</th>
<th>Other Measurements</th>
<th>Observation or Impression of Social Worker</th>
<th>Unknown</th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innate or Genetic Potential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual potential</td>
<td>25</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Basic thrusts, drives, instincts</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Physical potential</td>
<td>27</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Physiological Functioning</td>
<td>20</td>
<td>2</td>
<td>12</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Ego Functioning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifiable patterns for reacting to stress</td>
<td>27</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Internal organization of personality</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Degree of Maturity</td>
<td>14</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Self-Image</td>
<td>15</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Patterns of Interpersonal Relationships</td>
<td>16</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td><strong>Internalization of Culturally Derived Beliefs, Values, Activity-Patterns and Norms</strong></td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>176</td>
<td>43</td>
<td>44</td>
<td>9</td>
<td>77</td>
<td>3</td>
</tr>
<tr>
<td>Factors</td>
<td>Data Obtained From</td>
<td></td>
<td></td>
<td>Observation or Impressions of Social Worker</td>
<td>Schedules with no data</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td>--------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Incidence</td>
<td>Client</td>
<td>Other Person</td>
<td>Measurements</td>
<td></td>
</tr>
<tr>
<td>Socio-Cultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Derivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs and values</td>
<td>18</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Activity-patterns</td>
<td>10</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Social Structure and Dynamics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>23</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Educational system</td>
<td>18</td>
<td>9</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Peer group</td>
<td>10</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Class</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Territorial group</td>
<td>10</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Economic system</td>
<td>22</td>
<td>11</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Governmental system</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Religious system</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>139</td>
<td>60</td>
<td>43</td>
<td>0</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>Grand Total</td>
<td>315</td>
<td>103</td>
<td>87</td>
<td>9</td>
<td>92</td>
<td>24</td>
</tr>
</tbody>
</table>
information on how he has and is handling the stress is considered very pertinent.

With the socio-cultural factors the picture is somewhat different. Data obtained from the client outweighs that from other persons by roughly thirty-three per cent. More important however is the drastic decrease in excerpts found in the observation or impression of social worker column. The number dropped to fifteen. This seems to say that personality factors are most often brought by the involved social worker whereas the socio-cultural factors seem to come directly from the client or from other sources other than the worker.

For both personality and socio-cultural factors, the family had the most excerpts, seven, with unknown sources. The researcher feels that this is because many times a family member might give certain information but the record did not specify where it came from.

There was also a significant number of excerpts that came from the client on the economic system. This seems to be related to the point made earlier about this table, concerning the socio-cultural factors and their coming from someone other than the social worker's impression or observation. The client would then likely be the person to supply the greatest amount of information on the economic factors, although he may be referring to another family member. This is particularly true with these records studied because of the maternity home cases and their being here without their families. Also these clients were more capable of giving this kind of information than the much younger children might have been.
TABLE 7

BREADTH OF DATA

<table>
<thead>
<tr>
<th>Factors</th>
<th>Total Sources of Information</th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incidence</td>
<td>1 Source</td>
</tr>
<tr>
<td><strong>Personality</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innate or Genetic Potential</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual potential</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Basic thrusts, drives, instincts</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Physical potential</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Physiological Functioning</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td><strong>Ego Functioning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifiable patterns for reacting to stress</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Internal organization of personality</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Degree of Maturity</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Self-Image</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Patterns of Interpersonal Relationships</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Internalization of Culturally Derived Beliefs, Values, Activity-Patterns and Norms</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>176</td>
<td>122</td>
</tr>
<tr>
<td><strong>Socio-Cultural</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Derivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs and values</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Activity-patterns</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Social Structure and Dynamics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Educational System</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Peer group</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Class</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Territorial group</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Economic system</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Governmental system</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Religious system</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>139</td>
<td>117</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>315</td>
<td>239</td>
</tr>
</tbody>
</table>
Breadth of Data

Two hundred and thirty-nine of two two-hundred and forty-three excerpts were found to be from one source. The other four came from two sources. Three of these four from two sources were on intellectual potential. This can be explained by the fact that it is one item that is likely to come from two sources, such as, psychiatrist and psychologist. Self image, which is the other item from two sources, probably had a similar origin as the intellectual potential items.

The researcher would like to again point out the fact that this material came from the social work record and the material that came forth here was primarily from one to one contacts. This might, in part, explain the almost complete use of one source of information.

Datum or Interpretation

Socio-cultural factors totaled 89 under the datum only column and personality factors totaled sixty-four. This shows that socio-cultural information is not as much of the interpretative nature as personality factors and is more specifically stated. This can be related to the information found in Table 6, Source of Data, in which the impressions of the social worker were the most frequent for personality factors and information received from the client was more frequent under socio-cultural factors. This further points out the fact that socio-cultural information is more datum than interpretative.

The above statements are further accentuated by the fact that there were eighty-seven excerpts found under personality
<table>
<thead>
<tr>
<th>Factors</th>
<th>Schedules with data</th>
<th></th>
<th></th>
<th></th>
<th>Schedules with no data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Incidence</td>
<td>Datum Only</td>
<td>Interpretation Only</td>
<td>Datum Plus Interpretation</td>
<td>Cannot be Classified</td>
</tr>
<tr>
<td>Innate or Genetic Potential</td>
<td>25</td>
<td>2</td>
<td>17</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Intellectual potential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic thrusts, drives, instincts</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Physical potential</td>
<td>27</td>
<td>9</td>
<td>12</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiological Functioning</td>
<td>20</td>
<td>13</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ego Functioning</td>
<td>27</td>
<td>15</td>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Identifiable patterns for reacting to stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal organization of personality</td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Degree of Maturity</td>
<td>14</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Self-Image</td>
<td>15</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Patterns of Interpersonal Relationships</td>
<td>16</td>
<td>2</td>
<td>11</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Internalization of Culturally Derived Beliefs, Values, Activity-Patterns and Norms</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Sub-total</td>
<td>176</td>
<td>64</td>
<td>87</td>
<td>25</td>
<td>0</td>
</tr>
</tbody>
</table>
TABLE 8 - Continued

<table>
<thead>
<tr>
<th>Factors</th>
<th>Schedules with data</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Incidence</td>
<td>Datum Only</td>
<td>Interpretation Only</td>
<td>Datum Plus Interpretation</td>
<td>Cannot be Classified</td>
</tr>
<tr>
<td>Social-Cultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Derivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beliefs and values</td>
<td>18</td>
<td>7</td>
<td>9</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Activity-patterns</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Social Structure and Dynamics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td>23</td>
<td>15</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Educational System</td>
<td>18</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Peer group</td>
<td>10</td>
<td>0</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Ethnic group</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Class</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Territorial group</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Economic system</td>
<td>22</td>
<td>21</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Governmental system</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Religious system</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Sub-total</td>
<td>139</td>
<td>89</td>
<td>27</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Grand Total</td>
<td>315</td>
<td>153</td>
<td>114</td>
<td>45</td>
<td>3</td>
</tr>
</tbody>
</table>
factors under the heading of interpretation only while there were only twenty-seven excerpts under socio-cultural factors under the same heading. This simply means that interpretation is more important under personality factors than under socio-cultural factors. This also is related to the findings in Table 6, Source of Data, in which the observation or interpretation of the social worker was the most outstanding category for personality factors and information obtained from the client was more important with the socio-cultural factors.

In conclusion, datum only is most often found under socio-cultural factors and interpretation only is the most often used category with personality factors. Datum plus interpretation was nearly equal in terms of excerpts for both personality factors and socio-cultural factors, in as much as there were 25 excerpts in this category for personality factors and 20 for socio-cultural factors.

There were only three excerpts that were not classifiable and this was because they were not stated with enough clarity to determine whether or not they were datum or interpretation or a combination of both.
CHAPTER V

SUMMARY AND CONCLUSIONS

This study, executed by twenty-seven students of the Atlanta University School of Social Work, Class of 1963, was the second in a series of such studies designed to test the model of assessment prepared by the Human growth and Behavior and the Research Committees of the Atlanta University School of Social Work. Implicit in the literature is agreement among social work writers that assessment is important because it requires the worker to sift out pertinent facts from a mass of data and to organize these facts in such a way that he can develop an understanding of the phenomena with which he is working. There is a recognized need for a conceptual scheme or model to be used in practice as one attempts to understand the individual. There is no universal agreement in the field of social work as to what factors should be included in assessment. However, for the purpose of this study, assessment was defined as the identification and evaluation of those socio-cultural and individual factors in the role performance which made for social dysfunction as well as adequate social functioning. The process of assessment was found to be used in all three social work methods.

More specifically, this study was designed to ascertain to what extent there was correspondence between assessment information obtained by various agencies, fields of practice and core methods, and the factors in the assessment model. The researcher accomplished this purpose by studying the records of Friends
Association for Children, Richmond, Virginia.

The study was carried out with the use of a schedule constructed by a group of students of the Atlanta University School of Social Work. The schedule gave consideration to personality and socio-cultural factors. A random sample of fifteen records was made from the agency's records that had been closed between June 1, 1961 and May 31, 1962. Only ten records were used for the actual study. A pilot study was done by completing five closed records which were not included in the actual study. The pilot study was done in order to familiarize the researcher with the methods and procedures to be used in the actual study.

Although the limited number of records precluded any consideration of general trends, various factors investigated in this study led the researcher, on the basis of the findings, to draw some conclusions as to their significance.

Of the ten records studied, there were none that did not include information on some of the factors listed on the schedule. However, on the ten corresponding schedules there was a total of sixty-one times that no information was obtained under a particular factor. This means that thirty-four per cent of a total of two hundred and ten (ten records times twenty-one factors) factors had no information under them. It was significant to note that the total incidence of data under personality factors was significantly higher than the total incidence of data under the socio-cultural factors. There was a difference of sixty excerpts between the two, with personality factors having two hundred and four and socio-cultural factors having one hundred and forty-four. This observation
showed that Friends Association for Children was slightly more concerned with assessing the personality of the clients than the socio-cultural factors. This probably meant that because Friends Association is primarily a diagnostic agency, focusing on personality development, the socio-cultural factors were seen as being important for the assessment of the client's situation only in terms of how they affected the client and the meaningfulness of them for the client's behavior.

The personality factors with the highest incidence of data were identifiable patterns for reacting to stress and physical potential. With the former, the agency had to first consider the stress that has brought the client to the agency and how his intrapsychic adjustment has permitted him to handle or attempt to handle the stress. Insofar as physical potential material was concerned, the very nature of the agency from which the records were taken causes a constant pulling out of physical characteristic which is a part of physical potential.

The family and economic system had the highest incidence of data under the socio-cultural factors. This can be explained by the fact that the family is the primary and most involved group in the client's situation in nearly all cases. The economic system is of prime import because it is a prime resource in the client's environment that can enhance the client's growth during the contacts. Class and ethnic group were the socio-cultural factors with the least incidence of data, both of which are relatively unimportant in treatment in this agency.

The researcher concludes that the assessment model being
tested in this study was an all inclusive tool for the assessment of social functioning, and could be used effectively at Friends Association for Children. Although there were records in which no data could be found for certain assessment factors, the data that was found was quite usable in that it not only told the worker certain things about a client, but it also made the worker aware of certain aspects of the total individual, both in personality and in his socio-cultural environment, that are most helpful in assessing the client's social functioning and may be used in working with future client's social functioning.

The researcher would like to further state in conclusion that the assessment model not only proved effective in giving the social worker a better understanding of the client as a person and his relationship to his family and community after the case has been sustained for a period of time, but it is also usable as a treatment planning guide to help the social worker to see the client in a broader prospective from the beginning of contacts with him.
BIBLIOGRAPHY

Books


Richmond, Mary E. *Social Diagnosis.* New York: Russell Sage Foundation, 1917.

**Articles**


---


Unpublished Material


Brown, Marie H. "Growth and Progress of Friends' Association for Children." A paper prepared by Mrs. Brown, Executive Secretary, for the 90th Annual Meeting of the Association, Richmond, Virginia, January 17, 1962.


"Evaluation of the Friends Association for Colored Children, 6-24-46." This evaluation was written by Margaret A. Barrett, Casework Secretary, Richmond Community Council.


The 1957 Study made by the Richmond Area Community Council and The 1957 Report made by the Child Welfare League of America. These were two separate studies but the findings were the same.
APPENDIXES
### APPENDIX A

**ASSESSMENT* OF SOCIAL FUNCTIONING: TENTATIVE MODEL**

<table>
<thead>
<tr>
<th>Personality Factors</th>
<th>Social Functioning (role performance) In Social Situations</th>
<th>Socio-Cultural Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Innate or Genetic Potential</td>
<td>Adequate role performance requires:</td>
<td>A. Cultural Derivations</td>
</tr>
<tr>
<td>1. Intellectual potential (Intelligence)</td>
<td>1. Action consistent with system norms and goals.</td>
<td>1. Beliefs &amp; values</td>
</tr>
<tr>
<td>2. Basic thrusts, drives, instincts</td>
<td>2. The necessary skills in role tasks and interpersonal relationships.</td>
<td>2. Activity-patterns</td>
</tr>
<tr>
<td>3. Physical potential</td>
<td>3. The necessary intrapersonal organization.</td>
<td>B. Social Structure and Dynamics</td>
</tr>
<tr>
<td>B. Physiological Functioning</td>
<td>4. Self and other(s) satisfactions</td>
<td>1. Family</td>
</tr>
<tr>
<td>C. Ego Functioning (intra-psychic adjustment)</td>
<td></td>
<td>2. Education</td>
</tr>
<tr>
<td>1. Identifiable patterns developed for reacting to stress and restoring dynamic equilibrium.</td>
<td></td>
<td>3. Peer groups</td>
</tr>
<tr>
<td>2. Internal organization of the personality.</td>
<td></td>
<td>4. Ethnic groups</td>
</tr>
<tr>
<td>D. Degree of Maturity</td>
<td></td>
<td>5. Class</td>
</tr>
<tr>
<td>E. Self-Image</td>
<td></td>
<td>6. Territorial groups</td>
</tr>
<tr>
<td>F. Patterns of Interpersonal Relationship &amp; Emotional Expression Related Thereto.</td>
<td></td>
<td>7. Economic groups</td>
</tr>
<tr>
<td>G. Internalizations of culturally derived beliefs, values, norms, activity-patterns, and the feelings appropriate for each.</td>
<td></td>
<td>8. Political groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Religious groups</td>
</tr>
</tbody>
</table>

*Assessment: The identification and evaluation of those socio-cultural and individual factors in role performance which make for social dysfunction as well as adequate social functioning.
APPENDIX B

ASSESSMENT SCHEDULE

Identifying Information
September, 1962

Name of Agency: __________________________ Name of Student: __________

Social Work Method and Date Schedule
Field of Practice: __________________________ Completed: ________________

Agency Staff Member: __________________________

Case

Code number of record: __________________________

Client's sex: __________

Dates of case duration and client's age: Date Age Date Age

Opened __________ __________ Closed __________ __________

Opened __________ __________ Closed __________ __________

Opened __________ __________ Closed __________ __________

Opened __________ __________ Closed __________ __________

Opened __________ __________ Closed __________ __________

(Place asterisk (*) before the period (s) used in this schedule.)

Nature of the Problem: __________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________

_________________________________________

86
**PERSONALITY FACTORS**

Innate or Genetic Potential

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intellectual Potential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Basic Thrusts, Drives, Instincts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The remaining nineteen assessment items followed in a similar fashion to the above factors. The differences were found in the numbering of the items and the actual change in name of the item. The form of the other pages is identical to this one.**
APPENDIX C

INSTRUCTIONS FOR ANALYSIS OF SCHEDULE CONTENT

The following points are to be applied to each item on the schedule:

1. Classification of Content. This must be worked out by each student; the following are illustrations.

   Physical Potential - bodily build, features, height, teeth, etc.
   Intellectual Potential - I.Q.; classification (e.g. mildly retarded, normal, superior); social adjustment; cause of condition (congenital cerebral defect).

   Internal Organization of the Personality - discussion of ego or id or super-ego; 2 or 3 of the above; personality integration; flexibility - rigidity.

   Self-Image - does the information describe a partial ("I'm not a good father") or a total ("I'm unworthy") aspect of the person?

2. Incidence of Data

   a. Number of Excerpts b. No data

3. Person Discussed in the Excerpt, e.g. client, relative (specify relationship to client).

4. Location of Excerpt in Record

   a. Face sheet e. Summary
   b. Narrative record f. Staffing
   c. Clinical record g. Other (identify)
   d. Letter

5. Stage in Agency Contact when Information was Obtained, e.g. during intake process, early, late, etc. (midway)

6. Origin of Data (information obtained by)

   a. Social worker in own agency
   b. Social worker in other agency
   c. Other discipline in own agency; identify discipline.
   d. Other discipline in other agency; identify discipline; identify kind of agency.
   e. Unknown
   f. Agency consultant

88
7. Source of Data (data obtained from)

a. Client
b. Other person (non-professional)
c. Personal document (letter, diary, etc.)
d. Measurements e.g., tests of vision, intelligence, aptitude, personality
e. Observation or impression of social worker
f. Unknown

8. Breadth of Data (Number of sources of information)

e.g. 1 source: statement by client
2 sources: statement by client and statement by his mother
3 sources: statement by client, by worker, by other discipline.

9. Datum or Interpretation

a. Datum only, e.g., "he is an only child."
b. Interpretation only, e.g., "he projects these feelings on his mother."
c. Datum plus interpretation, e.g., "he excels in his studies, to compensate for feelings of weakness."
d. Cannot be classified.

September, 1962
APPENDIX D

SCHEDULE INSTRUCTIONS

General

Note: All Information on the Schedule Should Be Considered Confidential.

1. Read each question carefully and follow instructions on this sheet.

2. Every item in the schedule must be checked. Do not leave any question unanswered.

3. Write legibly. Be sure to use either a Number 2 lead pencil, ball point pen, or typewriter. The object is to keep the work neat and clear. If a typewriter is used, please re-staple forms when they are completed.

4. Read the concepts and definitions carefully before attempting to complete each item on the schedule.

5. Check the completed schedule to be sure all questions have been answered.

Specific Instructions:

1. The schedule is to contain all excerpts relating to any factor.

2. With reference to the item on the face sheet, "Nature of the Problem," this does not have to be an excerpt. The student should consider the problem(s), as seen by the referral source, the client, the worker at the time the case was opened, as well as problems seen while the case was carried, and then work out a summary statement of this material, including the reason for acceptance of the case by social work, why this problem falls within the scope of social work.

3. Do not write in any other space except that provided on the schedule. When space has been exhausted, indicate that the material is to be continued, and continue on separate sheets. Be sure to include the following on the separate sheet: (1) code number of record; (2) number of continued item (e.g. A2).

4. Include only excerpts pertinent to the question asked. An excerpt is a direct quotation of any length from the record. In some instances you may paraphrase. Paraphrases should be included in brackets for clarity. Anything that is not a direct quotation should be put in brackets.
5. If the student feels that a certain excerpt could be cited under two items on the schedule with equal propriety, the excerpt should be copied under the first item on the schedule, followed by the notation in brackets "see also item __", and a notation made on the second item referring to the first item.

6. If whole sentences are not quoted, be sure to use three periods (...) to indicate the omission of part of a quote. Four periods (....) are used if omissions are made at the end of a sentence.

7. When the classification of an excerpt in a certain factor is not obvious, indicate in brackets your thinking on which you based your classification, e.g., the case context.

8. Case record material needs to be interpreted as to content in order to determine under which item it should be entered on the schedule. For example, "Diagnosis" may relate to physical potential, physiological functioning, ego functioning, etc.

9. The definitions are phrased to connote a positive datum of some kind, but entries are required also for negatively expressed data, e.g., "no significant physical abnormalities have been noted."

10. Although a "key client" needs to be chosen if a record concerns a family or group, the excerpts may deal with information about this client and also about other significant persons in the situation.

11. Use the "Instructions for Analysis of Schedule Content" to ascertain the needed information for analysis of the excerpt. Classification of Content is to be entered following the excerpt. Points 2-9 are to be entered in the relevant column on the right-hand portion of the schedule.
APPENDIX E

ASSESSMENT FACTORS

I. Personality Factors

A. Innate or Genetic Potential

1. Intellectual potential
   Perception
   Use of symbols
   Mobilization of environmental resources
   Tests and measurements

2. Basic thrusts, drives, and instincts
   Motivation for attainment of goals
   Satisfaction of physiological needs
   Satisfaction of emotional needs

3. Physical potential
   Physical characteristics
   Temperament
   Energy and activity levels
   Resilience and resistance

B. Physiological Functioning

Bodily function
Health - illness continuum

C. Ego Functioning (Intra-Psychic Adjustment)

Identifiable patterns for reacting to stress and restoring dynamic equilibrium
   Adaptive mechanisms
   Defense mechanisms

Internal organization of personality

   Personality (organization) integration
   Capacity for growth - flexibility versus rigidity

D. Degree of Maturity

Stage of development
Role performance

E. Self-Image

Objectivity (self-awareness or insight)
Sense of identity
Self-confidence
Sense of meaning

92
F. Patterns of Interpersonal Relationships and Emotional Expressions Related Thereto

- Formulation of reciprocal relationships
- Involvement in social situations

G. Internalizations of Culturally Derived Beliefs, Values, Activity-Patterns, and Norms

- Acceptance - rejection (attitudes)
- Conformity - non-conformity (behavior)

II. Socio-Cultural Factors

A. Cultural Derivation

1. Beliefs and values
   - Reasoned - unreasoned continuum
   - Implications for role performance

2. Activity patterns
   - Acceptable - non-acceptable continuum
   - Relationship effect on primary or secondary group relationship

B. Social Structures and Dynamics

1. Family
   - Composition
   - Interactional patterns

2. Educational system
   - Attitude toward learning
   - Level of achievement and adjustment
   - School administrative actions

3. Peer group
   - Type (structured - unstructured)
   - Interactional patterns

4. Ethnic group
   - Biological characteristic
   - Socially imposed characteristics
   - Interactional patterns

5. Class
Stratification status
Behavioral indications

6. Territorial group

Designation of area
Behavioral indications

7. Economic system

Status of employment
Financial status
Behavioral indications

8. Governmental system

Units
Political ideology
Behavioral indications

9. Religious system

Membership or affiliation
Expression of beliefs
Behavioral indications