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Exploratory study to determine some factors which might influence participation of non-professional child care workers in inter-agency educational programs

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EXPLORATORY STUDY TO DETERMINE SOME FACTORS WHICH MIGHT INFLUENCE THE PARTICIPATION OF NON-PROFESSIONAL CHILD CARE WORKERS IN INTER-AGENCY EDUCATION PROGRAMS

BY

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CHAPTER I

INTRODUCTION

The impetus for this study derived from almost ten years experience in residential treatment units for emotionally disturbed children. Much of this time was devoted to the problems involved in the administration of therapeutic group living facilities. The establishment and maintenance of such an environment involves many factors. Of utmost concern was the selection and education of the child care personnel.

Although child care workers constitute the largest single group of personnel employed in residential treatment facilities and a great deal has been written during the past ten years about their importance in the total treatment program, the position has remained so ill-defined that there has not been even general acceptance of a name for the role.¹ The functions, selection, and education of the child care personnel varies with the philosophy, purpose, and objectives of the individual treatment facility. Alt stated that

"... the plan of a particular center for meeting basic child care needs and the choice of person to be entrusted with this responsibility are closely bound up with its general treatment, orientation and plan of education. ... the qualifications which centers have generally established for the workers are directly related to the character of their program, as well as the place accorded to the child care function within it."²

The importance of the role of child care personnel has been commented on in many publications. There are two schools of thought regarding the nature of this importance.³ The older philosophy can be summarized as follows: That the clinical interest of those who are professionally trained to treat and understand the problems of emotionally disturbed children makes them unsuited for the substitute parent role of the child care worker in relation to such children; that the personal qualifications and experiences in living and adapting to life situations which the non-professional, non-trained person brings to the role of child care worker is all that is needed and that to educate these people is to "train-out of them" the warmth and sensitivity vital to a relationship with the child. This philosophy seems to exist today in those units which see the residence as solely a custodial type of environment while the child is treated by the professional team.

²Herschel Alt, "Responsibilities and Qualifications of the Child Care Worker," in "The Education of Emotionally Disturbed Children; Symposium, 1953". American Journal of Orthopsychiatry, XXIII, No. 4, (October, 1953), pp. 671-672.

There has been marked growth in a school of thought which believes that the residential experience is of the utmost importance in the treatment plan and that the daily routines and experiences in living which it can provide in a therapeutic atmosphere are an integral part of the total therapy.\textsuperscript{4} Residential treatment units which subscribe to this philosophy emphasize the importance of utilizing the skills and knowledge of those who are professionally trained to treat and understand the problems of children and of families. They do not deny the importance of personal qualifications and experience in living and adapting to life situations. They believe that education can supplement and refine these qualities and enable the child care worker to utilize himself most effectively in order to provide the therapeutic atmosphere and interpersonal relationships necessary to enable the child to work through old conflicts, test new strengths, and build new relationships with his parents, his peers, and society. The writer subscribes to this latter school of thought.

The importance of the child care worker in the total treatment approach is emphasized by Schrager's statement that

Treatment in the institutional setting represents a totality within which different persons representing different things to children create a living experience that is believed to be therapeutic. . . . While \textsuperscript{[the]} process of therapy is going on, the child lives and has relationships with many other people

\textsuperscript{4}Ibid. pp. 57-60.
who care for him in the institution. The persons who give care to children have an important part to play in the total treatment plan. They provide the "living experiences" within which the child will act out his conflicts and test out new strengths that are derived from the total therapeutic experience.5

A pertinent discussion of the nature of the role and the education of the child care worker has been presented by Hyman Grossbard in Cottage Parents: What They Have To Be, Know, and Do.6

Published material, observation, and discussion with people involved with non-professional child care workers in residential treatment units indicated a generally expressed need for both in-service and inter-agency educational programs for child care personnel. As the child care personnel are usually the least trained members of the residential staff, many authorities emphasized the "... importance and the need to provide child care personnel with the working conditions, training, and professional status essential to their role..."7

In March of 1960, and of 1961, Boston University School of Social Work, at the request of the Group Homes Association (now the


New England Association of Child Care Personnel), conducted two institutes for workers employed in residential settings. The writer, with the child care staff of the agency in which she was then employed, attended the first of these institutes. At in-service educational meetings conducted by the writer following the institute, the child care workers expressed their feeling that this was a valuable learning experience which gave them an opportunity to exchange ideas with child care personnel from other agencies; gain emotional support regarding attitudes and feelings they had felt were highly individual despite discussions in individual and group supervision; and to find out for themselves that the difficulties they were encountering were similar to those experienced by child care personnel in other agencies. They were stimulated by the experience to try out new approaches and to take a fresh look at problem areas. There was a feeling of increased status and prestige because the institute was university sponsored.

Reports from some of the personnel attending the second institute in 1961 were similar. The following year, 1962, the institute was not held. It was felt that the institutes were not attracting enough people and that a need for this type of program did not seem great enough to justify continuing with it at this time.8

8Personal communication: Saul Bernstein, Boston University School of Social Work, Fall of 1961.
This chain of events raised questions regarding the expression of need for inter-agency educational programs for child care personnel by administrators of treatment facilities and by employed child care workers, and the response to such programs when they were made available. An exploratory study, therefore, seemed advisable to determine the opinions of and participation in education programs for child care personnel by administrators and child care staff of selected child care agencies in a large metropolitan area.

STATEMENT OF THE PROBLEM

This study was to determine if a need for educational programs, both in-service and inter-agency, was expressed by agency administrators and child care staff; if action regarding educational programs was consistent with the expressed need for, and opinions of, such programs; and if hypotheses for further study could be formulated regarding factors which may influence participation in inter-agency educational programs for child care personnel.

JUSTIFICATION OF THE PROBLEM

The nature and function of child care work in institutional settings has remained unclarified and as a result "... this area of practice continues to be staffed by untrained persons whose past work experience is highly varied and often unrelated to their present position as child care persons."\(^9\)

In regard to the importance of education for the non-professional child care worker, Morris Mayer stated that All treatment centers, . . . have become aware of the importance of the residential staff, and give the residential staff a significant place in the treatment of the child. . . . staff members [child care personnel] who live with the children are often professionally untrained; their backgrounds vary as much as do their specific assignments in the institution. . . . the less their professional education, the more important becomes the task of in-service training. The training of houseparents has, therefore, been recognized as one of the major functions of institutional administration. There are many avenues through which this training must be given, such as, supervision, staff meetings, training courses, professional organizations, etc. . . . The participation of child care personnel in the total planning for the child, the acceptance they find in the professional staff are pre-requisites to their fruitful assumption of the role assigned to them. Their role is not only difficult because the responsibility for group living is such a tremendous one that it has been called the "hub of the wheel" of institutional organization, but also because no formal training in this field has been instituted as yet in spite of the recognized need for it.10

The need for educational programs for child care personnel which will enable them to free their innate capacities and develop the skills and self-awareness necessary to function effectively as therapeutic agents in their interaction with the children and to achieve greater job satisfaction, status, and professionalization " . . . has been stressed throughout the literature on institutional care."11 There is recognition that


... the child care workers, who are the least trained and controlled group of staff members ... have the most frequent and prolonged contacts with the children. They are in constant contact with the children throughout the day ... and meet head on with both the child's psychopathology and his successful mastery of phases of daily life. He is "right on the spot" and spontaneously enters into frequent ego-testing situations. ... He often finds himself, either by design or accident, in a very complex transference and counter-transference situation. Throughout the day he is confronted with deviant children and, realistically or otherwise, enters into their every day living experiences. 12

The nature of these intense contacts with the children by the child care workers requires that they receive adequate support, supervision, and education. This is an extension of the principle which has long governed the training and supervision of professional staff members. 13

The effort to raise the level of performance and education of child care workers is going on all over the country. 14 Mayer reported that city and state-wide in-service training programs for child care personnel have been established and that "welfare federations and state departments of welfare have allocated funds for this purpose and in recent years some universities have included courses for houseparents


13Ibid.

in their program. Very little descriptive material has been published regarding inter-agency educational programs for child care personnel which have been conducted in Rhode Island; in Cleveland, Ohio; at the University of Minnesota; or at St. Louis University. Present courses available in the field are discussed in the Child Welfare League of America pamphlet, Training Courses for Cottage Parents in Children's Institutions which is a summary of the first meeting held for those interested in houseparent education.

Several statements in the report of the Conference on Inpatient Psychiatric Treatment for Children held in Washington, D.C., October, 1956, indicated the need for study of educational programs for child care personnel. "The conference recognized that there is at present no specific training programs for child care workers ..." In their discussion of the in-service education needs of non-professional child care personnel, it was stated that these are less well-defined than for personnel in the professional categories and that


18Saint Louis University, School of Social Service. Catalog, Institute of Child Care, 1960-1961.

19Child Welfare League of America, op.cit.

there is no general agreement as to what constitutes the most effective training in this area."21
The next step, according to other authorities, is to develop recognized professional programs which will "... give the child care worker the possibility of preparing themselves for their profession."22
This is discussed further in Training Courses for Cottage Parents in Children's Institutions.23
There was a general consensus that we are witnessing and participating in a beginning attempt to structure a curriculum for an occupation which, while very much alive and functioning, still needs to be named and defined and have its basic responsibilities more clearly identified.24
The essential need for in-service training and for education above and beyond in-service training was stressed.25

PREVIEW OF METHODOLOGY
Data for this study were collected by the use of questionnaires completed by the directors of the residential facilities of six selected agencies and by selected supervisory and child care personnel employed in these residential facilities. The examination of

21 Ibid., pp. 78-79
23 Child Welfare League of America, op.cit., pp. 18-21
24 Ibid., p. 18.
25 Ibid., pp. 18-21.
the enrollment records of three of the four inter-agency educational programs for child care personnel selected for study was the second source. A third source of data was the administration of a questionnaire to the instructor and to the child care workers completing a course for child care personnel offered for the first time in this metropolitan area from September 1961 to May 1962.

The residential facilities participating in this study were selected because they represented various types of facilities providing residential care for children who are emotionally disturbed or in a period of crisis. All the residential facilities were located in a large metropolitan area. Five of the facilities were members of the New England Association of Child Care Personnel and employed non-professional people as child care workers. One of the units was not a member of the Association and employed both professional and non-professional persons as child care workers. The residential facilities differed in regard to intake policies, utilization of the residential milieu; and the number, age, and sex of the children in residence. They also tended to put varying emphasis on the milieu as a therapeutic tool. Thus, the patterns of staffing and utilization of child care personnel varied according to the treatment philosophy of the agency and with other factors, such as the behavior and perceptions of professional members of the treatment staff regarding the role, function, and importance of child care personnel in the treatment of the child.
The questionnaire completed by the director of the residential facility was designed to ascertain information regarding possible independent variables, inherent in the purpose and objectives of the residential facility, in its treatment program, staff composition, policies relating to child care personnel, and the in-service education of child care personnel, all of which might be related to the dependent variable, opinions of and participation in educational programs by child care personnel.

The questionnaire completed by selected supervisory and child care personnel of each residential unit was designed: (1) to ascertain information about possible independent variables inherent in selected characteristics of administrative and child care personnel which might be related to the dependent variable, opinions of and participation in education programs by child care personnel; (2) to determine if there was an expression of need for education programs for child care workers by supervisory and child care personnel; (3) to ascertain opinions of child care personnel and supervisory personnel regarding the helpfulness of the formal or informal in-service education program in their agencies and of inter-agency education programs for child care personnel.

The enrollment records of three of the four selected inter-agency programs were examined to obtain some identifying data about personnel who had attended these programs from the agencies under study.
as well as information about personnel attending from agencies not included in the study. A questionnaire was administered to the child care workers who had just completed the inter-agency education course, "Introduction to Child Care Work". It was designed to obtain data regarding the child care workers' opinions of the value of this course in helping them in their work.

A modified random sampling method was used to select child care workers as respondents from the agencies participating in the study. The directors and supervisory personnel of the selected agencies participated as respondents. All the child care workers, regardless of agency affiliation, who were completing the course, "Introduction to Child Care Work", and their instructor were respondents to the course questionnaire.

**SCOPE AND LIMITATIONS**

There were limitations due to the nature of the agency and personnel questionnaires. The questionnaires were not designed to obtain inclusive data about the various aspects of the treatment program and the attitudes, opinions, and values of the administrative, supervisory, and professional personnel, all of which might tend to influence the role and education of child care personnel both within and outside the agency. Nor was it possible to obtain enough specific information regarding the child care workers' perception of themselves as therapeutic agents, or attitudes and values held by them which
might tend to influence their opinions of and participation in education programs for child care personnel.

On administration of the personnel questionnaire, it was found that the question concerning activities carried on in the agency which might have educational value for the child care worker could be answered only in a general fashion because the title and content of the meetings varied from agency to agency. It was also difficult to assess the frequency of child care worker participation in these activities because the frequency of the meetings themselves varied from agency to agency. Thus, comparison of the types of meetings held within the agencies and the frequency of the child care workers' participation in these meetings could not be made with any degree of accuracy. It was possible, however, to obtain a rough idea of the manner in which the child care worker was included in agency meetings concerned with planning and implementing treatment goals for the child and the group and to obtain some picture of the pattern of communication in the agency.

The questions in the personnel questionnaire related to opinions and value of the two inter-agency institutes conducted in March 1960 and in 1961, obviously depended to a great extent on recall of past events and very few of the personnel participating in the study reported attendance at either of these institutes. Therefore, it was of value to obtain information from child care personnel participating in a current inter-agency education course for
child care workers, "Introduction to Child Care Work", offered by the New England Association of Child Care Personnel from September 1961 to May 1962. Due to the limited scope of this study, it was not possible to obtain information from child care personnel who did not complete the course regarding their reasons for terminating or their evaluation of the helpfulness of the course. The instructor was able to provide some information regarding the reasons for termination communicated to him by those persons not completing the course.

In regard to anticipating whether or not child care personnel would participate in inter-agency educational programs, such as those under study, or if supervisory personnel would encourage participation in such programs, both groups commented that they had very little knowledge of the programs and thus could only answer on a hypothetical basis, assuming that educational programs in general are usually thought to be of help in enabling people to function more effectively in a work situation.

It was not possible to pre-test either the agency or the personnel questionnaires. In lieu of pre-testing, the questionnaires were examined by the Committee on Education of the New England Association of Child Care Personnel, a group composed of professional people currently employed in administrative capacities in residential units and collectively representing a wealth of knowledge of and experience in residential treatment programs.
At the time the questionnaires were reviewed, neither the writer nor the ten committee members were aware that four of the six units to be studied were represented on the committee by the persons who would be responding a few weeks later to the questionnaire sent to the directors of the residential units participating in this study. A member of the committee representing one of the units to be studied was not a respondent to either questionnaire. Only one of the units to be studied was not represented on this committee.

As it was not possible to pre-test the questionnaire administered to the child care personnel completing the course "Introduction to Child Care Work", this questionnaire was examined by the course instructor, a member of the Committee on Education which had examined the other two questionnaires.

In regard to the selection of supervisory and child care personnel to participate in the study, the preferred method was to take a random sample of the personnel employed in these positions in the residential facilities under study. However, due to the patterns of staffing and the routines of the various agencies, this method had to be modified. Personnel participating in the study were chosen at random from those persons on duty the day the writer visited the residential facility and those whose duties made it possible for them to take the time necessary to complete the questionnaire. In one residential facility composed of multiple units, the supervisor of one of the units would not consent to the modified random sampling method and
chose the two child care persons who participated in the study.

In the two large residential facilities, one-fourth of the child care workers employed were chosen for the sample and one supervisory person for each two child care workers was chosen. In both agencies, these supervisory persons were directly in charge of the units to which the child care workers were assigned. In the four smaller agencies, three child care persons were chosen for the study. In two of these agencies, there were no supervisory persons other than the director who had completed the agency questionnaire; in the third agency it was possible to obtain responses from two supervisory persons; and in the fourth agency there was one supervisory person to respond to the questionnaire. Thus, selection of both child care and supervisory personnel was influenced to some degree by factors which could not be adequately controlled.

As this study was limited to a small sample of residential facilities and personnel and many factors influencing the selection of respondents could not be adequately controlled, it was not possible to draw broad generalizations or conclusions from the data collected. Undoubtedly, many other factors not under study influenced the variables examined in this study. These factors would also influence the opinions of and participation by child care workers in education programs for child care persons. Such variables might be the working conditions and personnel policies for child care personnel; the
attitudes and perceptions of child care workers regarding themselves and the nature, purpose, and importance of their work; the attitudes and perceptions of child care workers held by professional members of the residential staff; the formal and informal lines of communication, etc.

Although the sample was small, the data provided information which seemed adequate for the purpose of drawing hypotheses which, with further study, may provide some information regarding factors which influence participation in inter-agency education programs for child care personnel. It was also possible to make some practical recommendations regarding the inter-agency educational programs for child care personnel.

DEFINITION OF TERMS

For the purpose of this study, the following terms will be used as defined:

CHILD CARE WORKER, CHILD CARE PERSONNEL: refers to the non-professional or pre-professional personnel staffing the residential unit whose duties are primarily concerned with the direct care of the child in the daily life of the residential setting. They may be known as houseparents, cottage parents, aides, attendants, residential workers, counselors, etc. The Conference on Inpatient Psychiatric Treatment for Children stated that the designation "child care worker" is the most commonly used term for personnel who are responsible for the round-the-clock
care of the children. In the process of carrying out the routines of the child's daily living, they are in effect establishing the therapeutic atmosphere. They also have many parental functions, but they differ from actual parents in that each worker's responsibilities are shared by other workers, are carried out only during on-duty hours, and are concerned with a group of children who are not siblings.

SUPERVISORY PERSONNEL: refers to personnel regardless of discipline or extent of professional training and educational background, whose functions include supervision of and/or conducting educational programs for child care personnel.

DIRECTOR OF THE RESIDENTIAL UNIT: refers to the person charged with the administrative responsibility of the residential facility. This person may or may not be the over-all administrator of the residential treatment unit or of the agency of which such a unit may be a part. In three of the six agencies under study, this person was the administrative head of the over-all residential program. In the other three residential units, the responsibility for administering the residential aspect of the treatment program was delegated by the administrative head of the agency to another person.

IN-SERVICE EDUCATION: refers to activities carried on within the agency which have as the primary or secondary goal the education of child care personnel; thus, enabling them to function more effectively in the work situation by providing them with the knowledge necessary for better understanding of the children in their care, and/or, by

26 American Psychiatric Association, op.cit., p. 60.
providing them with the theoretical foundation on which to develop into knowledgeable and skilled child care practitioners. These may include orientation meetings, individual and group supervision, and various types of meetings or conferences attended by the child care personnel within the agency. These activities may be carried out on a formal or informal basis.

INTER-AGENCY EDUCATIONAL PROGRAMS: refers to meetings, seminars, courses, institutes, etc., sponsored by professional groups for child care personnel from many agencies, the objective of which is education of child care practitioners.
CHAPTER II
THEORETICAL FRAMEWORK OF THE STUDY

REVIEW OF LITERATURE

Available literature gave very little descriptive material regarding the content and process of educational programs for child care personnel employed in residential treatment units for emotionally disturbed children. The major difficulty seemed to be that, while there are generic professional education programs for the preparation of members of the various disciplines comprising the professional staff of residential treatment units, there are no established or fully accepted programs available which provide basic preparation for the large majority of child care personnel.¹ The body of knowledge pertinent for application in the field of child care is vast; however, as no professional discipline has developed enough specific knowledge of residential treatment, all residential centers must make provision for their own staff training programs and design them to meet their specific needs.² These programs provide training which


²Ibid.
is in harmony with the particular center's philosophy, purpose, and

treatment goals -- the major factors which seem to influence staff

selection and utilization. ³

Another difficulty in establishing in-service training pro-

grams for child care personnel is that, as "... child care workers

are drawn from both professional and non-professional ranks, ... the

training techniques of any single discipline will not suffice." ⁴

Education of Professional

Child Care Workers: In regard to the lack of general agreement as to

what constitutes the most effective training for child care work, it

was of interest to note that there was as much variation of opinion

regarding the adequacy of preparation provided by the various profes-

sional education backgrounds of the disciplines which make up the

professional child care group, (nurses, group workers, social workers,

occupational and recreational therapists), as there was regarding pro-

grams for non-professional child care workers. ⁵, ⁶ The professional

child care workers usually occupy supervisory positions and are respon-

sible for the supervision and education of the non-professional child

³ American Psychiatric Association, Psychiatric Inpatient Treat-


⁴ Ibid., p. 78.

⁵ Ibid., p. 60, pp. 80-81.

⁶ Helen Ross and Esther Schour, "An Experiment in Inter-dis-

ciplinary Education in Child Care," American Journal of Orthopsychia-

try, XXIV, No. 3 (July, 1954), pp. 546-553.
care workers, and the implementation and maintenance of the therapeutic milieu.\(^7\)

**In-service Education Programs for Non-professional Child Care Workers:** Although the functions of the child care worker were not described with precision, there seemed to be general agreement\(^8,9,10\) with Konopka that the child care worker "... must be able to develop a meaningful and individualized relationship with the youngsters while creating a healthy and helpful group life."\(^11\) She stated further that this implies a "... warm and sensitive relationship with deep respect for the personality of each child as well as some understanding of individual and group dynamics."\(^12\)

In regard to the therapeutic value of the child care worker's role, there seemed to be basic agreement among administrators of residential facilities that the "important therapeutic potentials of each

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\(^7\)American Psychiatric Association, *op. cit.*, p. 60.


\(^12\)*Ibid.*
staff member, especially of the people living with the children, must be recognized and utilized."¹³

Regarding the value of education for child care personnel, Mayer and Burmeister stated that

... if the qualities that make for good cottage parents are coupled with some formal training, it makes for even better cottage parents who can be integrated very well into the total treatment program. ... in-service training is necessary for all (child care personnel) in order to help them to provide the child with the basic experiences that are necessary in group living.¹⁴

and that "... a more structured training strengthens, gives depth to, and enhances those intuitive abilities the houseparent brings to her work."¹⁵

Provision for staff development as part of in-service education has been done in many centers. The child care worker may be encouraged to participate and to plan with the professional staff in treatment and programming conferences,¹⁶ and to actively participate


¹⁵ Eva Burmeister, op.cit., p. v.

¹⁶ Henry W. Maier, et.al., op.cit., p. 701.
in meetings concerned with the regular operating program of the agency, or provision may be made for the child care worker to attend and contribute to case conferences, and to have guided access to case records and interview material. There seemed to be "... a decisive trend toward sharing pertinent information with the child care worker and including him as a full partner in the treatment team." The value of such changes was commented on by many authorities. Mayer reported that the inclusion of child care workers in various staff meetings and conferences has been

... especially helpful to the cottage parent and semi-professional staff, who not only experienced a practical demonstration of whatever theoretical knowledge they receive, but who also participate actively in planning for each child. Thus, discussions and dispositions do not come as a surprise sprung on them by caseworkers and psychiatrists, but come after having been planned with them. This method has improved the relationships between professional and non-professional staff greatly and has been found valid especially when cottage parents feel free to disagree in a meeting ... and make their own suggestions. ...

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19 Henry W. Maier, et.al., op.cit., p. 701.


Wallinga stated that "the confidentiality of case records and interview material was formerly a matter of much concern. . . . With more complete staff involvement in the treatment program, the concern about confidentiality is no longer warranted . . . "22

In addition to inclusion in the center's conferences, there has been increasing provision made for educating the child care worker through the use of individual supervisory conferences with a professional person23,24 and through the use of group discussions.25,26

In a discussion of individual supervision for child care personnel, Maier stated that because of the intensity of the nature of the child care worker's contact with the children, they . . . need close supervision (1) as a check on his work and as guidance towards more effective child handling, and (2) for his own support in dealing with some of the conflicts aroused in him. The outcome should help to bridge the gap between doing a "good job" and attaining "professional standards."27

The goal of supervision is to assist the child care worker in freeing his innate capacities to enable him to use his spontaneity

22Jack V. Wallinga, op.cit., p. 25.
24Morris F. Mayer, Supervision of Houseparents, op.cit.
and naturalness as a therapeutic tool, provide much needed emotional support, help him to achieve some degree of self-awareness, and assist him in the acquisition of skills and techniques to be used with his increased self-awareness and understanding of the individual child and the group.\textsuperscript{28} Willnor, in a survey of child care personnel involved in a community training program, commented upon the importance of supervision as perceived by the child care worker:

To the child-care workers supervision means emotional support for the anxieties experienced on the day-to-day job. It means having someone available twenty-four hours a day to assist them with the handling of any specific problems that may occur. \ldots The stress on the importance of supervision for providing emotional support and recognition to the child-care workers should not be understood as negating the importance of the other supervisory functions in providing a learning experience and encouraging greater self-awareness. The survey indicates that workers, too, appreciate these other functions of supervision in the order listed, but only after the mental health aspect of supervision has been fulfilled.\textsuperscript{29}

Mayer discussed the supervision process using illustrative material to point up the values accruing to the child care worker from the point of view of the worker, supervisor, and benefit to the child in \textit{Supervision of Houseparents},\textsuperscript{30} and in the appendix of \textit{A Guide for Child-care Workers}.\textsuperscript{31}

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{28}Ibid., p. 702.
\item \textsuperscript{29}Milton Willnor, "Values of a Community Training Program for Child-Care Workers," \textit{Journal of the National Association of Social Work}, IV, No. 2 (April 1959), p. 98.
\item \textsuperscript{30}Morris F. Mayer, \textit{Supervision of Houseparents}, op.cit.
\end{itemize}
\end{footnotesize}
In regard to the value of group discussions in enabling child care personnel to function with greater self-assurance, self-awareness, and freedom of action, Szurek stated that:

One can isolate the factor of relief of anxiety of the entire staff. Open expression in group discussion by the psychiatrist of the more or less common but suppressed or repressed reactions of the staff to the child's symptoms -- about which the staff frequently has some shame, disgust, guilt, or even fascination -- certainly tends to reduce tensions. Perhaps it may also increase somewhat their tolerance for themselves and hence for the patients.32

Another value of group discussion of mutual problems was commented on by Smith, Stanley, and Shores from the point of view of education:

If he [child care worker] believes he is in the same boat with others, he will be more apt to consider a situation rationally than if he believes himself to be a lone wolf with only that measure of security which he fights for and wins alone.33

A report on the education of psychiatric aides in mental hospitals suggested that in-service education programs were helpful in holding staff members, and, thus, cutting down on employee turnover. Lang reported that a survey of aides who had participated in a formal in-service training program stated that "73% of the aides are at present working as aides while their future plans indicate that 63% will continue in this position."34

32S. A. Szurek, op.cit.
The values of providing more effective channels of communication between professional and non-professional staff members through the use of many types of staff conferences and agency meetings, individual supervision, and group discussion was emphasized by Greenblatt. He stated that the involvement of non-professional workers as partners in the treatment team leads to:

... appreciable learnings and emotional growth when opportunity is furnished attendants to unburden conflicts about discharge of duties; understand the dynamics behind the behavior of patients; realize their own relationship to individual patients and how this relationship may create problems; achieve the feeling of being more fully accepted by their peers and by authority figures; and gain satisfaction from improved motivation and effectiveness in caring for the mentally ill.35

Another value of such meetings as a device for changing or developing values, beliefs, and behavior concerning the care of disturbed children was that the child care worker is an active participant, contributing and interacting with other staff members in the actual situation and experiencing for himself the act and the result of change. Cumming, Clancey, and Cumming stated the assumption that permanent changes in attitudes, values, behavior, and functions of the worker, and thus, changes in the patient's social environment, come about ...

only when the staff members have an opportunity to "interact" in the process of change and in the improved situation.\textsuperscript{36}

**Inter-agency Education Programs for Non-professional Child Care Workers:** As was mentioned in Chapter I, in addition to educational programs conducted within the agency for child care personnel, there has been increasing interest in programs conducted in the community for child care workers from many agencies. These programs have been sponsored by universities or by various professional organizations or associations. There is little material published as to the content of such programs or evaluation of their effectiveness. The most recent publication containing information about inter-agency education programs is the Child Welfare League of America pamphlet, *Training Courses for Cottage Parents in Children's Institutions.*\textsuperscript{37}

In a survey of a community training program for child care workers in Cleveland, Ohio,\textsuperscript{38} conducted after the program had been

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\textsuperscript{38}Milton Willnor, *op. cit.*, pp. 94-99.
in operation for four years, the following values were listed by the child care workers who had completed the course: (1) emotional support, (2) learning experience, (3) prestige. The author of the study felt that a fourth value, that of standard setting, was implicit in the total findings of the survey. The opportunity for group discussion of various aspects of child care work and the sharing of feelings and attitudes with child care personnel from many agencies, as well as instruction by respected leaders in the institutional field, was very meaningful to the child care worker.

The results of the survey demonstrated the need for a type of educational program for child care personnel held outside of the agency in which they are employed. It provided an opportunity for the child care persons "... to learn that a universality of behavior problems exists and that all child care workers, no matter what the setting, encounter them." Feelings of inadequacy and self-imposed guilt about their lack of training and knowledge in coping with the problems of the disturbed child, which had remained unalleviated by

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39 Ibid., p. 69.
40 Ibid., p. 99.
41 Ibid., p. 95.
supervisory handling of their feelings at the agency, could be shared with others "in-the-same-boat" and in this way could be relieved.\textsuperscript{42}

The following year, a summary of the proceedings of a meeting of those interested in houseparent education -- the first of its kind -- which took place under the auspices of the Child Welfare League of America, was published.\textsuperscript{43} The report dealt with the developments in educational programs for child care personnel and presented a brief summary of fifteen pioneer experimental ones. It stated that these programs

\ldots have come about as a result of our recognition and conviction that children living in institutions need to be cared for by child care workers who have an educational background for this important work, in addition to the supervision and in-service training provided by the progressive institutions of today. The expression of the need of courses for houseparents has come from the institutions themselves. \ldots Most of the courses are being developed in connection with schools of social work, usually in a non-credit basis.\textsuperscript{44}

The report discussed a number of points of agreement among the conference members in regard to in-service training and educational programs for child care workers held outside the agency. The need for the development of content and courses, as well as methods and techniques of teaching, was discussed.\textsuperscript{45}

\textsuperscript{42}Ibid.
\textsuperscript{43}Child Welfare League of America, Training Courses for Cottage Parents in Children’s Institutions, op.cit.
\textsuperscript{44}Ibid., pp. 18-19.
\textsuperscript{45}Ibid.
The report stated considerable disagreement, and evidence of need for exploration regarding defining the nature, function, and future of the child care worker role; the amount of responsibility and participation in planning for the child's treatment which should be accorded to, and expected of, the child care worker; the kind of educational preparation, skills, and techniques needed by the child care worker; and what the effect of education and training will be on developing the potential abilities of the child care persons.\textsuperscript{46}

Material From Other Sources Which Is Pertinent to Educational Programs for Non-professional Child Care Workers: Esther Lucille Brown stated that many studies, particularly those from industry and business, of the factors affecting employees functioning, productivity, and morale have demonstrated that

\ldots all workers want employment that provides them with a sense of self-respect and importance, and opportunity for increasing recognition. These considerations are often more important to them than wage increases. The worker who finds himself in such a position tends to \ldots perform the functions expected of him with enthusiasm and effectiveness.\textsuperscript{47}

Industry and business have a long history of interest in "in-company education" and the development of special programs \ldots aimed primarily at increasing the effectiveness of employees for

\textsuperscript{46}Ibid.

\textsuperscript{47}Esther Lucille Brown, "Introduction", to From Custodial to Therapeutic Patient Care in Mental Hospitals, \textit{op.cit.}, p. 22.
particular jobs." They participate in "out-of-company training programs" where-by the organization underwrites the expense involved in sending employees to educational institutions or to professional meetings for special programs of various types.

There are four major purposes for in-company educational programs, of which the first two are considered to be of utmost importance. These are "... (1) to prepare a group of employees to work in the company; (2) to increase the employee's knowledge and skill, so that he would be more productive; (3) to prepare the employees for promotion; (4) to increase the general education background of employees."

Many of the findings of industry regarding selection of personnel; methods and techniques of on-the-job training; and factors which influence employee effectiveness, productivity, and job stability are applicable to the education of child care personnel. Of value also was material from theories of social action, such as the superior-subordinate relationships as described by McGregor.

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49 Ibid., p. 11.

50 Ibid., p. 45.

Influence of Status and Prestige on the Functions and the Education of Non-professional Child Care Workers: There has been increasing awareness of the strong status concerns, role insecurity, and anxiety regarding role definition on the part of child care workers. Attempts have been made to deal with this through administrative and organizational changes, revision of employment standards, increased salaries, and clarification of the nature and function of the child care role within the particular institution.

Caudill and Stainbrook point out that the conclusion of workers in the United States and England who have made an analysis of the social structure of psychiatric settings is that it is a system of mobility-blocked levels within which there is a high consciousness of status. A person can move from one level to another only by leaving the system, getting further training, and returning to a new status.

The non-professional member of the treatment staff usually "... occupies the lowest status in terms of prestige, salary, or authority ..." although they are the persons in most intimate contact with the patient on a day-to-day basis. In regard to this, Willnor comments on the importance of child care workers becoming aware of and appreciating the value of their contributions to the healthy growth

52Jack V. Wallinga, op. cit., pp. 24-25.


of the child. He emphasized the need for administrators to do more than pay "... lip-service to the importance of the child care worker..." and the need for changes in the practice that child care workers continue to be on the bottom rung of the hierarchy that constitutes staff structure in most institutions. He stated that

... despite the over-all recognition expressed in professional literature as well as by executives and supervisors for the worthwhileness of the work of the child care worker, they still have to gain acceptance by professional co-workers, and achieve adequate professional standards.

The residential treatment unit has been described as a

... highly complex social organism within which individuals with different skills and differing backgrounds attempt to pool their resources in the treatment of troubled children.

The difficulties in communication, status, power, and roles which arises in such settings were discussed in the book, The Mental Hospital.

To strengthen the workers' identification with the goals of the organization and give them a realistic sense of their value and importance in attaining treatment goals for the child, as well as to enable them to grow in abilities and skills essential to their effective

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55 Milton Willnor, op.cit.
56 Ibid.
58 Alfred H. Stanton and Morris S. Schwartz, op.cit.
functioning as therapeutic agents, attempts have been made to effect changes in status and role perception of the child care worker through organizational changes, and the use of educational programs.

The goal of all institutions concerned with the treatment and rehabilitation of those who are emotionally disturbed is to function in such a way that the patient may be enabled to return to the community in a "healthy state" as quickly as is possible. An important factor in fulfilling this goal is the quality of care rendered by personnel who are in close daily contact with the patient in the social environment of the hospital. Esther Lucille Brown stated that

... the best way to assure patient care is to provide an ample opportunity for the staff to grow and develop intellectually, emotionally, and in degree of responsibility assumed. It is believed, furthermore, that for persons employed in positions that are psychologically threatening, growth is possible only if support, sympathetic understanding, and recognition are generously supplied by the administration and by one staff member to another; if supervision is used for counseling purposes rather than for checking on employees and 'handing down orders'; and if the opportunities abound for discussion groups uninhibited enough to permit release of tensions, and for considerable informality in working and playing together. Where-ever considerations such as these obtain even to a limited extent, attendants find themselves in an environment which frees energy from frustration and anxiety for constructive purposes, and gives them an opportunity to hear and participate in considerations of patient care, thus fostering their development as increasingly useful and effective members of the therapeutic team.59

BASIC ASSUMPTIONS

The basic assumptions which underlie this study were:

1. Although adequate facilities and professional staff are necessary to the total treatment program of a child care agency, therapeutic care in the daily living situation is dependent upon the abilities of the child care staff.

2. The quality of care rendered by the child care personnel is a vital factor in establishing and maintaining a therapeutic milieu.

3. The quality of care provided in the daily living situation can be raised by educating the child care staff.

4. Educational programs are widely used in other areas and have been beneficial in preparing personnel to function more effectively in the work situation.

5. Educational programs for child care personnel from various agencies have been offered for the purpose of providing relevant theoretical and practical information needed by all child care personnel, regardless of the age of the children cared for or the nature of their problems.

5.a The goal of such educational programs is to raise the quality of care provided to the children living in residential treatment centers by enabling the child care personnel to develop an appreciation and understanding of the importance of the child care worker's role and of himself as an effective and valuable therapeutic agent in the total treatment program of the agency; by providing the child care personnel with the knowledge necessary for better understanding the children in their care; and by providing the child care personnel with the foundation on which to develop into knowledgeable and skilled child care practitioners.

6. The values of an organization as expressed in its philosophy, purpose, and personnel policies, as well as through the overt and covert expression of administrative opinion, affects the opinions, values, and behavior of its employees.
HYPOTHESES

As this was an exploratory study, hypotheses were developed as an outcome of the study. The study was designed to collect data regarding the association between participation by child care workers in an inter-agency educational program, the dependent variable, and a number of potential independent variables, including factors inherent in the residential facilities treatment program, staff composition, job stability of child care staff, personnel policies relating to child care workers, and in-service education program for child care personnel. Other potential independent variables were personal characteristics of child care and supervisory personnel, such as age, sex, marital status, educational background, and career goals. The opinions of child care and supervisory personnel regarding the need for and value of educational programs for child care personnel held both within and outside the agency was also a potential independent variable.
CHAPTER III

METHODOLOGY

SELECTION AND DESCRIPTION OF THE SAMPLE

The samples for this study consisted of six residential facilities and their directors, supervisory personnel, and child care personnel; and four inter-agency educational programs and the child care personnel who were completing one of these programs.

Residential Facilities: The residential facilities participating in this study were selected because they represented various types of facilities providing residential care for children who are emotionally disturbed or experiencing a period of crisis in their lives.

Two of the residential centers were state administered; two were private nonsectarian agencies; two were private agencies sponsored by religious organizations, one being limited to accepting only children of its particular religious affiliation. Five of the agencies were part of larger organizations offering help to adults and/or children who are emotionally disturbed or experiencing a period of crisis in their lives. One of the agencies was primarily a residential facility. The residential centers varied in size, intake policies, patient population, treatment services, and staff composition.

Agency "A" was an intensive treatment, research, and teaching unit. It provided residential care five days per week for fourteen
boys and girls, ages five to thirteen years, whose emotional problems were of a severe neurotic or psychotic nature and required diagnostic separation of the child from the family. The average length of time a child stayed in residence was one to two years. As the children went home every weekend, intensive casework was done with the families. The child in residence was offered an integrated, intensive treatment program including individual psychotherapy for the child, therapeutically directed living experiences in the residence, school, and recreation. The director of the residential unit was a psychiatrist. The unit had its own staff of psychiatrists, psychologists, social workers, a school teacher, and an occupational therapist. The living unit was supervised by a registered nurse. The child care staff consisted of registered nurses, licensed practical nurses, and attendants. The ratio of child care persons to children was 1:2 during the day, 1:3 in the evening, and 1:14 at night. The children spent approximately 45% of each twenty-four hour period in the activities program, most of which was carried on in the living unit by child care persons with the occupational therapist. Approximately 3% of their day was spent in therapy and 8% in school.

Agency "B" was a large residential facility providing residential care to eighty boys and girls, ages five to sixteen years, whose emotional problems were of a severe neurotic or psychotic
nature. This center was in a transitional phase from custodial care to providing a therapeutic treatment setting. This was a closed setting and the children had very little contact with the community. The average length of stay was highly variable, from a few days for diagnostic work up to three or four years or more for treatment. The children attended school at the residential center. The director of the center was a child analyst. The center had a staff of psychiatrists, psychologists, social workers, school teachers, recreational and occupational therapists, and a pediatrician. A nursing service consisting of an assistant director of nursing, chief hospital supervisor, supervisors, head nurses, licensed practical nurses, and attendants was responsible for the living unit. The ratio of child care personnel to children was 1:4 during the day, 1:6 in the evening, and 1:10 at night. The children spent approximately 70% of each twenty-four hour period in the living unit, 20% in school, 10% in activities programs, and less than 1% in therapy. Due to the large population, the center was divided into five living units and had a separate infirmary section, all located within one building.

Agency "C" was a residential treatment center for forty boys, ages thirteen through sixteen, who by their behavior indicated that they had a serious neurotic problem or character disorder requiring separation from their family and treatment in a semi-closed, structured living situation. Psychotic boys were not accepted. The
milieu program was highly structured and there was an extensive recreational and work program. The boys attended school in the agency. Individual psychotherapy was offered the individual child as may be needed during a crisis, and there was some casework service to the families. In the summer the entire residential set-up moved to a summer camp setting. The boys had controlled and protected involvement in some community activities. The average length of stay was one to two years. The director of the setting had an undergraduate degree. Psychiatric and psychological services were performed by consultants. There was one social worker and four teachers. The child care staff was composed of non-professional and pre-professional personnel. The ratio of child care personnel to children during the afternoon and evening hours was 1:7 and at night was 1:14. The children were in school during the usual school hours and under the supervision of the school staff. The boys spent approximately 15% of each twenty-four hour period in activities, 25% in school, and 60% in the living unit.

Agency "D" was a large residential facility having two functions: (1) a diagnostic residential unit for thirty boys and girls, ages four to thirteen, and (2) treatment in group settings for seventy boys and girls, ages thirteen to seventeen. The average length of stay in the diagnostic unit was six to eight weeks. The average length of stay in the residential treatment units was one to
two years. There were two residential treatment units for girls and one for boys. The four units were geographically separated. The children who were accepted into the three residential units had encountered problems in adjusting to their families and/or community settings due to emotional disturbances. The treatment program consisted of professional casework and group work services, with psychiatric and psychological consultation available. The accepting group environment of the residential units was of the utmost importance in the treatment plan. The children attended public school and were encouraged, according to their needs and capacities, to take part in community activities consistent with their age and interests. The director of the over-all program was an academy certified social worker. As the units were geographically separated, each had its own director and child care staff. The backgrounds of the directors varied, although all were college graduates. The child care staffs were composed of both non-professional and pre-professional people. The ratio of child care persons to children was 1:6 during the afternoon and the evening and approximately 1:9 at night. The children spent approximately 62% of a twenty-four hour period in the residential setting, 25% in school, 9% in activities program, and 4% in therapy.

Agency "E" was a small residential treatment center providing residential care to fourteen boys from ten to seventeen years of age who could not be treated while remaining at home. The center
served children who presented neurotic behavior problems or character disorders in which there was sufficient ego strength to enable the child to maintain himself in an open setting. The treatment program consisted of professional casework services to the child and his family, individual psychotherapy for some children, and a therapeutic milieu in the residential setting. The boys attended specialized private schools in the community. The average length of stay was one to two years. The director of the residential unit was an academy certified social worker. The child care staff was composed of non-professional and pre-professional persons. The ratio of child care persons to children in the afternoon and evening was 1:2 and at night was 1 or 2:14.

Agency "F" was a residential facility providing temporary shelter to twenty-nine boys and girls, ages three to sixteen, who were found in conditions so extreme that their immediate removal from the home was necessary or whose casework needs could not be served in their own home or in some way other than by temporary institutional care. Casework services, psychiatric and psychological consultations were available from the large social agency of which it was a part. The average length of stay was four months. There was a school and a recreational program for the children. The director of the center was a college graduate. The child care staff was composed of non-professional and pre-professional people. The ratio of child care
persons to children was 1:4 during the day, 1:5 in the evening, and 1 or 2:29 at night. The children spent approximately 85% of a twenty-four hour period in the living unit and activities, and 15% of their time in school. Pre-school and young school age children may not spend any time in school.

All the residential units had maintenance, housekeeping, and kitchen staffs. In three of the residential units the child care staff was required to live in. The working hours for the child care staffs varied from agency to agency and were designed to meet the needs of the program. The utilization of child care workers also varied from agency to agency.

Personnel: The backgrounds of the six directors of these residential units varied. Two were academy certified social workers, two had college degrees, one was a psychiatrist with eligibility for boards in psychiatry and child psychiatry, and one was an analyst and a diplomate of the American Board of Child Psychiatry. The directors of each of the six residential facilities under study participated as respondents to the agency questionnaire.

The backgrounds of the twelve supervisory persons selected for this study were varied. The characteristics of the supervisory persons are shown in Table 1. The supervisory persons were chosen to participate in this study because of the positions they held in the residential treatment facilities. In two of the centers there were
TABLE 1.—Selected characteristics of supervisory and child care personnel who participated in this study

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Age Range</th>
<th>Sex</th>
<th>Marital Status</th>
<th>Length of Time Employed</th>
<th>Education Attained</th>
<th>Other</th>
<th>Career Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18-29 years</td>
<td>Female</td>
<td>Single</td>
<td>11-11 months</td>
<td>8th grade</td>
<td>High school</td>
<td>Non-collegiate</td>
</tr>
<tr>
<td>Supervisors</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>30-39 years</td>
<td>Male</td>
<td>Married</td>
<td>1.2 years</td>
<td>Undergraduate</td>
<td>Not completed</td>
<td>Graduate Degree</td>
</tr>
<tr>
<td></td>
<td>4 or more years</td>
<td></td>
<td></td>
<td>3.9 years</td>
<td>6th grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care Workers</td>
<td>39%</td>
<td>30</td>
<td>6</td>
<td>16</td>
<td>11-11 months</td>
<td>8th grade</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>23</td>
<td>17</td>
<td>8</td>
<td>2</td>
<td>14</td>
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<td>22</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td>1</td>
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<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>-1</td>
<td>-1</td>
<td>31</td>
<td>16</td>
<td>11</td>
</tr>
</tbody>
</table>

*Thirty of the child care workers were employed in agencies participating in this study. Nine were participants in the course, "Introduction to Child Care Work," and were also employed in participating agencies. Four in the course were students (first year) in a program leading to an Associate of Arts degree in child care.

1Registered Nurses: two types of educational programs.

2Two of the nurses have credits toward an undergraduate degree.

3One has a high school diploma; one has completed the 8th grade. Both have taken 18-month courses in practical nursing and are licensed.
no supervisory personnel in addition to the director. In one setting there was one supervisory person, and in another setting there were two supervisory persons in addition to the director. In the two large centers, eight of the nine supervisory persons were directly in charge of the various units comprising the agencies, and the ninth supervisor was chosen randomly from the supervisory staff, as the person in charge of one of the units was not available.

Thirty child care persons were selected from the agencies to participate in this study. Their backgrounds were varied. The characteristics of the child care persons are shown in Table 1. As can be seen the educational backgrounds were very different. Three have graduate degrees in the fields of law, French, and art; one had one year of graduate education in social work. Thirty-one of them were planning to continue their education; some were planning to complete their undergraduate studies; and others were planning to continue their education in the fields of social work, group work, child care, nursing, physics, and business.

The child care personnel were chosen to participate in this study by a modified random sampling method. On the day the agency was visited a random sampling technique was used to choose the child care workers to participate in the study from those who were on duty that day and whose duties made it possible for them to take the time necessary to complete the questionnaire. In the two large centers
one-fourth of the total number of child care persons employed were chosen from those on duty. In the four smaller centers three child care persons from each center were chosen in the same fashion to participate in the study. The only exception to this method occurred in one unit of one of the large centers where the supervisory person chose the two child care persons who were to participate in the study. Ninety-eight child care persons in all were employed in the six agencies at the time of this study and a total of thirty were selected as respondents.

Inter-agency Educational Programs: The four inter-agency educational programs for child care personnel which are considered in this study had been conducted under the auspices of the New England Association of Child Care Personnel. These were two institutes for employed child care persons sponsored jointly by the Association and Boston University School of Social Work and held at the University in March of 1960 and 1961; the course, "Introduction to Child Care Work," offered October 1961 to May 1962; and the regular meetings of the Association. These programs have been offered by the Association in a pioneering attempt to offer educational opportunities to child care personnel which will eventually lead to the development of progressive educational programs on various academic levels for child care personnel.

It was hoped that these programs would be effective in enabling child care persons to develop into skilled and knowledgeable child care
practitioners. Questions pertinent to the helpfulness of these programs were included in the personnel questionnaire administered to supervisory and child care personnel of the six agencies participating in this study.

The child care persons completing the course, "Introduction to Child Care Work", also participated in this study by responding to a questionnaire about the course. This course was given in two semesters. Nineteen enrolled for the first semester; eleven of these completed the first semester and enrolled for the second semester. In addition to these eleven child care people, eight more who did not participate in the first semester enrolled for the second semester. Thus a total of twenty-eight persons were enrolled for either the first, second, or both semesters. Eleven completed both semesters, eight completed the second semester, making a total of nineteen persons completing the program in May 1962. Of these nineteen, seventeen were present at the meeting at which the questionnaire for this study was administered. Eight of the persons who responded to the questionnaire represented five of the agencies participating in this study and had responded to the personnel questionnaire; two were supervisory persons; and six were child care workers. Of the remaining nine child care workers who responded to this questionnaire, three represented two of the agencies participating in this study, and six represented two agencies not participants in this study. Two of the members of the course were ill and not present when the questionnaire
was administered. The characteristics of the nine child care persons from agencies not participating in this study are included in Table 1.

METHODS USED TO COLLECT DATA

A questionnaire to collect data regarding the residential facilities was mailed to the directors of the six residential centers participating in the study. A covering letter explaining the purpose of the study was also sent to the directors.

Following the return of the agency questionnaires, each of the centers was visited and the personnel questionnaire was administered to selected supervisory and child care persons. A part of each visit was spent in discussion of the residential program with the director of the center or his delegate. In the course of this interview, material regarding the treatment program, the number, the age, the sex, and the emotional problems of the children was obtained. Data regarding the average length of time a child spent in residence and information relative to turnover of child care personnel were also obtained. Literature describing the residential program was obtained at this time from three of the residential centers. No literature was available for the other three centers.

The personnel questionnaire was administered separately to child care and supervisory personnel. In all instances, neither the
supervisory or child care personnel had been prepared to participate in the study. The writer had to introduce herself and explain the purpose of the questionnaire. The nature and purpose of the study were explained verbally and was stated in the covering statement attached to the personnel questionnaire. Due to the routines of each agency and the needs of their programs, it was not always possible to administer the questionnaire on an individual basis to the child care personnel. In three centers the questionnaire was administered on a group basis to child care personnel. In three centers it was possible to administer the questionnaire individually to the child care workers. With all except two supervisory persons, the personnel questionnaire was administered on an individual basis to the supervisory personnel.

The respondents were free to comment or to ask questions while completing the questionnaire. Clarification of items in the questionnaire was given as necessary to enable the respondents to complete the questionnaire as adequately as possible. Pertinent comments made by personnel while completing the questionnaire were recorded.

A questionnaire was also administered to child care personnel completing the course, "Introduction to Child Care Work". This questionnaire was administered on a group basis at the next to last meeting of the course.
As was mentioned in Chapter I, it was not possible to pre-test any of the questionnaires. In lieu of pre-testing, the agency and personnel questionnaires were examined by the Committee on Education of the New England Association of Child Care Personnel. The course questionnaire was examined by the course instructor, who is also a member of the above Committee.

Copies of the three questionnaires and the two covering statements are in the Appendix. The purpose of the questionnaires was explained in Chapter I.

The enrollment records of the two inter-agency institutes and the course were examined to obtain some identifying data -- age, position, agency employed at, and length of employment -- about the child care personnel attending these institutes. The directors of the six agencies under study were contacted to determine if the child care persons who had attended the two institutes from their agencies were still employed.
CHAPTER IV
FINDINGS

PRESENTATION AND DISCUSSION OF DATA

The responses from all the directors, supervisors, and child care personnel expressed agreement on the following points:

1. Child care personnel are considered to have a critical and essential role in the treatment of children in residence.

2. Child care personnel should be offered an opportunity to grow in understanding of, and skill in handling, the emotional problems of children.

3. The daily life experiences of the child in residence can have therapeutic value.

Thus, the three groups of personnel in this study were in agreement that the role of the child care worker can be an important one; and that there was a need for educational programs for child care personnel which would enable them to develop their potential abilities to work with children in a residential setting.

It was of interest to note that five of the child care workers, in response to the question regarding the importance of child care workers, commented that they felt what they were doing was important; but, in their opinion, some supervisory and professional persons did not feel child care workers had an important function in the care and
treatment of the children. This raised questions regarding the child care workers' perceptions of themselves and of how others see them. It also raised questions regarding the perceptions of child care workers held by supervisory and professional persons and communicated by them to child care workers. Thus, more information is needed about the opinions and perceptions held by child care workers, and by supervisory and professional persons working with them; and how these may influence both the development of, and participation in, educational programs for child care persons. The questions in this study to determine opinions regarding child care persons may have allowed more for the expression of opinions which reflect current thinking about the importance of the child care role rather than reflecting individual opinions, which may not be considered appropriate.

In-service Educational Programs: The responses of child care workers and supervisors to the question, "Do you think educational programs for child care persons held within the agency are, or could be, helpful to them in their work?", are shown in Table 2. They seemed to be expressing general agreement that such programs are, or could be, of value to child care workers. It was not possible in this study to ascertain whether they were referring to existing in-service education programs, or to the potential helpfulness of programs they felt should be in existence. However, it did seem that they were expressing a need for in-service educational programs for child care personnel.
TABLE 2.—Responses of child care workers and supervisors to the question, "Do you think educational programs for child care personnel held within the agency are, or could be, helpful to them in their work?"

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Total</th>
<th>Degree of Helpfulness of In-service Educational Programs for Child Care Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Very</td>
</tr>
<tr>
<td>Child Care Worker</td>
<td>30</td>
<td>22%</td>
</tr>
<tr>
<td>Supervisor</td>
<td>12</td>
<td>11%</td>
</tr>
</tbody>
</table>
The child care workers and supervisors seemed to be in accord with the current opinions expressed in the literature that child care persons need opportunities which will enable them to utilize most effectively their life experiences, educational backgrounds, and personal qualifications.

The data related to in-service education programs for child care persons in the six agencies under study were of interest. The directors of the six agencies all reported that there was an in-service education program for child care personnel. However, of the thirty child care persons and twelve supervisors who participated in this study, twenty child care workers (66 2/3%), and six supervisors (50%), stated that their agencies had no in-service education program for child care personnel. Of the ten child care workers (33 1/3%), and six supervisors (50%), who reported that there was an in-service education program in their agencies, all commented that these were informal programs and that there was no well-defined, formulated in-service education program for child care persons in their agencies. It was not possible from this study to determine what the directors meant by an in-service education program for child care persons, the content and scope of the programs, or how they were implemented. It may be that the supervisors and child care persons who stated that there was an informal in-service education program were responding to the educational aspects of the various agency meetings in which they participate.
The various types of agency meetings and conferences which were usually held in residential facilities were listed in the questionnaires completed by the directors, supervisors, and child care persons in order to obtain data regarding the availability and the helpfulness of these meetings to the child care worker. It was not possible in this study to evaluate the educational aspects of these meetings or to ascertain with any degree of certainty whether the purpose of a particular meeting was primarily or secondarily an educational one for the child care worker. Although the title, content, and frequency of these meetings varied from agency to agency, and thus made comparison difficult, most of these meetings generally appeared to be similar in that they seemed to be focused on various aspects of the residential program and were essential to maintaining communication among staff members. It was also difficult to assess the frequency of the child care workers participation in meetings or conferences available to them in their agencies because of the variability in the child care workers' hours of work and the timing of the meetings. It was possible to obtain some information regarding the agency meetings available to child care personnel. The usefulness of these meetings in helping the child care personnel to work more effectively was evaluated by the directors, supervisors, and child care persons employed in the agencies under study.

Figure 1 illustrates the findings regarding the availability to child care persons of ten general types of agency meetings as
FIGURE 1.—Availability of agency meetings to child care persons as reported by the directors, supervisors, and child care persons of the six residential units under study.

Key:
- Directors
- Child Care Personnel
- Supervisors

*Per cent of replies indicate availability.
reported by the directors, supervisors, and child care persons participating in the study. Six of the ten types of meetings listed -- orientation program, individual supervision, intake meetings, team meetings, theoretical seminars, and educational meetings outside the agency -- seemed self-explanatory. Thus, little clarification of what was meant by these terms was requested by either the supervisors or the child care persons. Four of the meetings listed -- staff conferences, consultation meetings, group supervision, and unit meetings -- required a great deal of clarification. Both the supervisors and the child care persons had difficulty sorting out, from their experiences, whether or not such meetings were available to child care persons in their agencies. In many instances, the respondents commented that these types of activities were carried on within the context of one general meeting in their agencies, usually called a staff meeting. It was also possible that the directors and supervisors may have indicated, without realizing it, meetings which were available to them and not to child care persons. From the responses of the child care workers, it would seem that they were included most often in three general types of meetings: (1) those concerned with the interactions between the individual child care worker and the children, (2) those concerned with the interactions among staff members, and (3) those concerned with communication of events occurring within the living unit and with reports of events occurring in other phases of the treatment program. This is in accord with the provisions for staff development
reported in the review of the literature, Chapter II. Fewer child care persons than supervisors and/or directors reported that theoretical seminars and opportunity to attend educational meetings outside the agency were available to child care personnel. It would seem then that the child care persons may be reporting that the avenues for the acquisition of information related to the work situation were more open to them than were the avenues for the acquisition of concepts, principles, and a theoretical body of knowledge for understanding the processes operative in the individual child and the group, or for acquiring a fundamental understanding of the essential elements involved in child care work which might constitute a base on which they could more effectively develop the skills and abilities needed by child care workers.

The findings of the opinions of directors, supervisors, and child care persons regarding the helpfulness of agency meetings in enabling child care workers to more effectively perform their duties are shown in Figure 2. The helpfulness of these meetings to child care persons was ascertained by asking all the respondents to rank the meetings in order of their helpfulness to child care personnel. This information was then tabulated to provide a total of how often each meeting was ranked among the first three considered to be most helpful to child care persons by the directors, the supervisors, and the child care workers. All three groups seemed to agree that the activity most helpful to child care workers was individual supervision.
FIGURE 2.--Helpfulness of agency meetings to child care personnel as reported by the directors, supervisors, and child care persons of the six residential units under study

Key:
- Child Care Personnel
- Supervisors
- Directors

*Per cent of replies indicate helpfulness.
The helpfulness attached to individual supervision by the respondents is in accord with the literature pertaining to child care work and to the education of the various professional disciplines involved in residential work. It was not possible to determine the quantity or quality of the individual supervision available to child care persons in these agencies.

Child care workers reported that the next most helpful meetings were staff conferences and group supervision, in that order. The directors were in agreement with the child care persons in viewing staff conferences as the second most helpful activity to child care persons. The supervisors seemed to favor group supervision and to view it as being equal in helpfulness to individual supervision. As was mentioned previously, it was not possible to determine the content of any of these meetings. Thus, an assessment of their educational qualities was not possible. The important point was that these were the agency meetings which seemed to constitute the in-service education programs for child care workers. It was not possible to determine if there were other meetings held by an agency which could be considered as educational for child care persons.

It was also of interest that, although orientation programs for child care persons were reported as being generally available by all the respondents, these programs appeared to be considered of little value to child care workers by both child care personnel and supervisors.
On the other hand, the directors, who reported greater availability of orientation programs to child care personnel than did either of the other two groups, expressed the opinion that these programs were of more value to child care persons than did the child care personnel or the supervisors.

As it would seem that effective orientation programs might be of value in introducing new child care workers to the child care field and for providing a foundation on which they could develop essential skills, abilities, and attitudes; the comments of some child care workers and supervisors regarding orientation programs seemed pertinent. The supervisors and child care workers of the two large agencies commented that there was no general orientation program to the agency or the child care field for new workers. The orientation of a new worker to the individual unit was informal and seemed, to them, to be influenced by the routines and problems existing in the unit at the time, by the attitudes and abilities of the supervisory person and the child care workers in the unit, and by the new worker's ability to ask questions in a new situation. Some child care workers from other agencies commented that if an orientation was a "sink or swim affair", then they had been oriented. One worker with thirteen years experience wrote that, in her opinion, a good orientation program for new child care workers was very important.

It was beyond the scope of this study to consider the many questions raised about what constitutes the content and scope of an
effective orientation program, or how one might be effectively implemented in the context of an in-service education program for child care persons. It was also outside the scope of this study to compare the relative merits of an informal in-service education program for child care persons with the merits of a well-defined in-service program designed primarily to meet the educational needs of the child care workers. However, it does seem pertinent to this study to suggest that the presence or absence of an effective in-service education program for child care persons may be a factor which affects the job stability and job satisfaction of child care workers, and their need to acquire specialized knowledge and to develop skills and abilities which will enable them to function more effectively. In turn, this may influence the child care workers motivation to participate in education programs for child care persons both within and outside the agency. Is there an association between the type of in-service education program offered to child care persons and the degree of participation by child care workers in inter-agency educational programs?

There seemed to be agreement among the directors, supervisors, and child care workers that the meetings least helpful to child care personnel were theoretical seminars, and educational meetings held outside the agency. As this seemed to correspond with the availability of these meetings to child care persons, it would be of value to know if theoretical seminars and/or inter-agency educational meetings
would be considered more helpful to child care persons if more of them had an opportunity to participate in such meetings. Another factor may be that the meetings of this nature which had been attended by child care personnel were not seen as helpful because they were not geared to the interests, level, or needs of the child care workers.

Inter-agency Educational Programs: In regard to the previous material, it is pertinent to open this discussion of the findings relative to inter-agency educational programs for child care persons with some of the information obtained from the seventeen child care persons who were just completing an inter-agency educational course for child care persons, "Introduction to Child Care Work". As 57% of the child care persons participating in this study had been employed for less than one year and 54% of the employed child care workers taking this course had been in the field for three months or less when they enrolled, their reactions to this course were enlightening. They reported that they had taken the course because they "felt a need for it" as they had no previous experience in work with children in residential facilities. They wanted to find out more about the role and functions of the child care worker; to acquire some knowledge and develop some understanding of the processes operative in the individual child and in the group; and to find out about residential programs in general, and the role of the child care worker in other agencies. They were also seeking some specific knowledge on a first level of abstraction which would be of use in helping them to develop
methods and skills in working with the children. With the exception of one person, they expressed the opinion that the course had met their expectations. It had provided some practical knowledge and stimulated the development and use of new ideas in their work with the children. It gave them emotional support, reassurance, and confidence needed to cope with the demands of a new position. They reported that in general this course had been a good orientation to the child care field, and to the nature, function, and importance of the child care worker. Thus, it would seem that an inter-agency educational program which had been geared to the needs of the child care personnel was viewed by them as being very helpful. This response was reinforced by their statements that such a course would be of value for all child care workers. They recommended that child care workers be encouraged to attend such a course. They also expressed a desire for an advanced course to follow this one. Their responses were similar to the findings reported by Willnor in "Values of a Community Training Program for Child-Care Workers,"

In regard to one function of this course, orienting new child care persons to the field, the observations of the course instructor were of interest. He reported that of the seven workers who had dropped

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out of the course, four stated that they had terminated their employment and were not interested in child care work. He suggested that such a course might also serve to enable the child care worker to obtain a rapid over-all view of the child care field and the role of the child care worker, and thus, more quickly reach a decision regarding their own interest in and suitability for the work.

The responses of child care workers and supervisors to the question, "Do you think educational programs for child care persons held jointly with other agencies similar to your own are, or could be, helpful to them in their work?", are shown in Table 3. These responses were quite different from those obtained when the child care workers and supervisors ranked the helpfulness of educational meetings held outside the agency in relation to meetings held within the agency. (See Figure 2) It was not possible to ascertain if the child care workers and supervisors were recognizing the helpfulness of programs to child care persons which some had attended or heard about, or whether they were referring to the potential helpfulness of programs they felt should exist. However, it seemed that a need for inter-agency educational programs was expressed by child care workers and supervisors.

In view of the reported availability to child care personnel of educational meetings outside the agency (see Figure 1), examination of the enrollment records of three inter-agency educational programs for child care personnel held during the past three years provided
TABLE 3.--Responses of child care workers and supervisors to the question, "Do you think educational programs for child care personnel held jointly with other agencies similar to your own are, or could be, helpful to them in their work?"

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Total</th>
<th>Very No.</th>
<th>Very %</th>
<th>Some No.</th>
<th>Some %</th>
<th>Little No.</th>
<th>Little %</th>
<th>Nons No.</th>
<th>Nons %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Workers</td>
<td>30</td>
<td>17</td>
<td>56 2/3</td>
<td>10</td>
<td>33 1/3</td>
<td>2</td>
<td>6 1/3</td>
<td>1</td>
<td>3 2/3</td>
</tr>
<tr>
<td>Supervisor</td>
<td>12</td>
<td>9</td>
<td>75</td>
<td>3</td>
<td>25</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
</tbody>
</table>
some relevant data. The enrollment figures for the three programs are shown in Table 4. It was of interest that the first two programs were co-sponsored by an association of child care personnel and a university school of social work and were held at the university. There was a decrease in the number of agencies represented and the number of personnel enrolled for the institute the second year it was offered. Why? On one hand, discussion with persons in the field and the findings of this study indicated a need for such programs; and on the other hand, when such programs were offered, the rate of participation by agencies and child care persons seemed to be low in relation to the number of agencies and child care persons in the area.

This was demonstrated by an examination of the same enrollment records to ascertain participation by child care personnel from the six agencies under study. These figures are shown in Table 5. It was of interest that during the three years only 16% of the total number of child care positions in these agencies were represented and these were primarily from only three of the agencies. Only one of the agencies had sent personnel to all three meetings. It was also of interest that at the time of this study, only four of the seven child care workers who had attended either the 1960 or the 1961 institutes were still employed in the agencies; and only three of the five supervisory persons who had attended either of the institutes were still employed in the agencies. It seemed that the level of participation of child care workers in inter-agency educational programs
TABLE 4.—Number of agencies and personnel enrolled in three inter-agency educational programs for child care personnel held in 1960, 1961, and 1962

<table>
<thead>
<tr>
<th>Inter-agency Educational Program</th>
<th>Number of Agencies Represented</th>
<th>Number of Personnel Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960</td>
<td>14 1</td>
<td>37 4</td>
</tr>
<tr>
<td>1961</td>
<td>8 2</td>
<td>20</td>
</tr>
<tr>
<td>1962</td>
<td>7 3</td>
<td>19 5</td>
</tr>
</tbody>
</table>

1 Agencies represented were from the New England area and North Carolina.

2 Agencies represented were mainly from the state and 2 were from out-of-state.

3 Agencies represented were from the metropolitan city area only.

4 In 1960 and 1961, the personnel represented a cross-section of residential staff: child care workers, supervisors, directors, and psychologists and social workers.

5 In 1962, 13 were child care workers, 2 were supervisory personnel, 4 were students (first-year) from an Associate Arts degree program in child care work.
TABLE 5.—Number of personnel from the six agencies under study who attended the three inter-agency educational programs held in 1960, 1961, and 1962.

<table>
<thead>
<tr>
<th>Number of Personnel Attending From Agencies Studied</th>
<th>1960</th>
<th>1961</th>
<th>1962</th>
<th>Number of Child Care Positions in Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>Child Care Personnel</td>
<td>Super.</td>
<td>Child Care Personnel</td>
<td>Super.</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>--------</td>
<td>----------------------</td>
<td>--------</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

1"Group Living for Children in Residential Settings," held at Boston University School of Social Work, sponsored by the School and the Group Homes Association (now the New England Association of Child Care Personnel). A two-day institute for employed workers.

2"Individual and Group Experiences in Residential Setting," held at Boston University School of Social Work, sponsored by the School and the Group Homes Association (now the New England Association of Child Care Personnel). A two-day institute for employed workers.

3"Introduction to Child Care Work," sponsored by the New England Association of Child Care Personnel, approved by the Child Welfare League of America. A two-semester, 60-hour basic course for employed workers.
was low and not consistent with the expressed need for, and opinions of the potential helpfulness of, inter-agency educational programs as reported by the respondents to this study. It would also seem that the rate of turnover of child care staff may tend to impair the effectiveness of these educational programs, and thus, may be an obstacle to maintaining a well-trained nucleus of child care staff members. This assumption needs further investigation.

Factors Which Might Influence Participation in Inter-agency Programs: Some findings were obtained in this study which might provide direction in beginning to determine some of the factors which may be influencing the degree of child care worker participation in inter-agency educational programs for child care workers. As was mentioned earlier in this chapter, it may be that the presence or absence of an effective in-service education program for child care personnel may be a factor which influences the child care workers motivation to participate in educational programs for child care personnel both within and outside the agency. Another point raised earlier in this chapter was that, if more child care workers participated in inter-agency education programs for child care personnel and found these to be of help, then there would be more encouragement to attend these meetings and thus, a higher rate of child care worker participation in inter-agency educational programs for child care personnel.

In regard to the three inter-agency educational programs under study, the child care workers and supervisors who participated
in this study, were asked why they had not attended the meetings.
The respondents to this study included seven child care persons and
two of the supervisors who had attended the course, "Introduction
to Child Care Work;" two child care workers who had attended the 1961
institute; and four supervisors who had attended either the 1960 or
1961 institutes. The number of respondents from the six agencies
under study who did not attend three of the inter-agency educational
programs are shown in Table 6. The reasons given by child care per-
sons and supervisory personnel for not attending the inter-agency
education programs under study are shown in Figure 3. The responses
from all the personnel who had attended any of the three programs
under study were unanimous in reporting that the programs had been
very helpful, that they would be interested in attending similar pro-
grams for child care persons, and that they would encourage child
care persons to attend such meetings.

In regard to the fourth inter-agency program under study,
eleven (37%) of the child care persons and ten (83 2/3%) of the super-
visors indicated that they had attended one or more meetings of the
New England Association of Child Care Personnel. All the child care
and supervisory persons who attended any of the meetings reported
that these had been of some help. A common advantage seen in these
gatherings was the opportunity for informal exchange of information
regarding the difficulties persons from other agencies were encounter-
ing; and for sharing and receiving ideas regarding residential programs,
TABLE 6.—Number of respondents from the six agencies under study who did not attend the three inter-agency educational programs held in 1960, 1961, and 1962

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Number of Respondents</th>
<th>Number Who Did Not Participate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1960</td>
</tr>
<tr>
<td>Child Care Workers</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Supervisors</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>
FIGURE 3.--Reasons given by personnel for not attending inter-agency programs

Key:
- 1960
- 1961
- 1962
- Association
activities, and techniques of coping with some of the problems. However, they all indicated dissatisfaction with the content of the meetings and commented that these meetings had the potential for being helpful to the child care workers. A commonly expressed disadvantage was that the meetings were not geared to the interests and needs of the child care persons. The child care workers and supervisors reported that they would attend these meetings again if possible and would encourage other child care persons to attend because they saw the potential value of these meetings. It was not within the scope of this study to determine what type of programming would be most helpful to the child care personnel. (It was of interest that at the last meeting of the Association of this year, the program committee distributed a questionnaire designed to obtain this information and to gear future programs to the interests, needs, and level of the child care personnel.)

The reason most commonly stated for not attending three of the programs was that the respondents had not been employed in the agencies at that time. Does this indicate that there is such a high turnover of child care staff that the effectiveness of such programs as a tool to raise the quality of care rendered to the children is impaired? Is it possible that rapid turnover of child care staff could be reduced through the effective use of both in-service and inter-agency educational programs for child care personnel?

It was of interest that when the employment factor was omitted, the two reasons most frequently given by child care persons
and supervisors for not attending educational meetings held outside
the agency were (1) they were not aware that a program was to be
given or (2) they were unable to attend due to working hours. It
was encouraging to note that the reason given by 10% of the super-
visors not attending the 1961 institute or some meetings of the
Association was that they sent child care persons to these programs
and that 30% of the supervisors did not attend the 1962 course be-
cause child care personnel were sent to it. It seems appropriate
to suggest that a factor involved in the low participation rate of
child care personnel in inter-agency educational meetings may be the
lack of awareness that the meetings are being held. This may be due
to a break in communication either between the sponsors of the pro-
gram and the agencies and/or the child care workers or between the
agency and the child care staff. Material publicizing the programs
evidently has not been reaching the agencies and/or the child care
staff.

The data obtained from the thirteen employed child care per-
sonnel attending the course, "Introduction to Child Care Work," pro-
vided some information as to how these child care personnel were in-
formed of this course. Ten were told about the course by a person
in authority over them in the agency. Two were told by another child
care worker, and three were informed through material posted on the
bulletin board at their agencies. The major source of information
about the course seemed to be supervisory personnel. Encouragement
to attend this course was also given to child care workers by the supervisory personnel.

It was also of interest to consider another aspect of publicizing the meetings. The child care personnel reported that in only two of the agencies under study were any formal arrangements made for them to communicate with the child care staff about the existence, content, and helpfulness of this program. Thus, it was not surprising that 72% of the child care workers who were respondents for this study and were not participating in the course were completely unaware of its existence. They were also unaware that the child care workers attending the course were finding it to be of value. The informal communication reported by fifteen of the child care workers in the course did not seem to be effective in informing their co-workers about the course. Thus, it would seem that another factor in the low rate of participation by child care workers in inter-agency educational programs for child care personnel was lack of knowledge of the existence of the program or of the value of such programs as reported by child care personnel who had participated in such programs.

In regard to other factors which may influence the degree of child care worker participation in inter-agency programs, data about selected characteristics of the child care workers participating in the course, "Introduction to Child Care Work," were examined and then compared with the same characteristics in child care workers
not participating in the course. The characteristics chosen were age, sex, length of time employed, education attained, and career goals. These data are shown in Table 7. The pertinent differences between the two groups seemed to be in the areas of education attained and career goals. In the participant group, the majority of the child care workers had a high school education; were planning to continue their education; and foresaw a career in some aspect of child care work. The participants who were planning a career in a related field were interested in social work. In the non-participant group, the majority of child care workers were students in under-graduate programs or had completed under-graduate programs; fewer were planning to continue their education or to stay in the child care field. Of those who planned to go into related fields, the majority of them were planning to teach; the other fields mentioned were social work and probation. It would seem that two of the individual characteristics which might be factors in motivating child care worker participation in inter-agency education programs are a desire to continue their education and to make a career in some aspect of the child care field. Although there are differences, the two groups seem to be roughly similar in regard to age, sex, and length of time employed.

In comments made while completing the questionnaires, child care personnel and supervisors gave some clues to other factors which might be influencing participation of child care personnel in inter-agency education meetings. The one most frequently mentioned was
TABLE 7.--Comparison of selected characteristics of child care personnel who participated in the course, Introduction to Child Care Work, with the characteristics of child care persons not participating in the course.

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Sex</th>
<th>Length of Time Employed</th>
<th>Education Attained</th>
<th>Career Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over 40</td>
<td></td>
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finances. The cost of the two two-day institutes was $25 each, and the course was $40 per semester. It was not possible from this study to ascertain to what extent the cost of the programs was a factor in limiting attendance. In regard to the course, four of the thirteen employed child care workers paid the tuition themselves and attended the meetings on their own time. One of the workers paid one-fourth of the tuition and the agency paid the remainder. For the eight other workers, the agencies in which they were employed paid the full tuition costs and provided time, if necessary, from work to attend the course meetings. Another factor closely related to the cost of programs was mentioned. This was whether or not the agency would give time off with pay to attend meetings.

All six of the agencies under study stated that the agency made provision through its policies for child care workers to attend educational meetings outside the agency. Four stated that they paid the expenses incurred. It was not possible to ascertain how many of the child care workers were aware of the policies of their agencies in this matter. The agencies which could only provide time off with pay for personnel attending meetings outside were the two state administered ones. As the salaries for child care workers are quite low in most residential facilities, especially for a man or woman with family responsibilities, it would seem that it would be important to ascertain to what degree finances are a limiting factor in participation of child care workers in inter-agency programs. It would also
be of interest to determine the costs to the residential facilities of both in-service and inter-agency educational programs for child care personnel and if they believe such costs are justified by improvement in the quality of therapeutic care rendered to the children by the child care worker. It would also be of interest to determine if such programs affect the job stability and job satisfaction of the child care personnel.

A finding of this study in regard to the course, "Introduction to Child Care Work," was that four first-year students from an associate of arts program in child care enrolled for the second semester of the course. They were encouraged to attend by the school administrator, and they shared the information obtained from the course with their classmates in the class situation. Their reasons for enrolling in this course were similar to those given by the employed child care workers. They stated that they were seeking a better understanding of the role and function of the child care worker, to gain information from those currently employed in the field, and to acquire some practical knowledge regarding methods and techniques for working with the children. In common with the employed child care workers, it also seemed that they were seeking knowledge of operational techniques based on a primary level of abstraction which would provide help in developing skills in handling the problems presented by the individual child and the group in a therapeutic fashion.

What the participation of these students may portend for the future is open to conjecture. Does their presence signify a new
direction in education of child care workers? Is it possible to utilize more effectively and efficiently the resources of the junior college associate of arts degree programs and the under-graduate baccalaureate degree programs to educate students for careers as professional child care workers? The only two such programs of which the writer is aware are (1) the program represented by these students at the Mater Christi Institute which is sponsored in conjunction with Boston College and leads to an associate of arts degree in child care; and this program has been in operation for more than five years; (2) the proposed experimental program to provide training and experience in child care to junior and senior students as part of a regular college program at the University of Washington School of Social Work. This would enable the graduates to select from a variety of child care vocations or to continue with graduate work in a related field. This program is described in the Child Welfare League of America publication, Training Courses for Cottage Parents in Children's Institutions.  

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HYPOTHESES

Hypotheses regarding the association between the participation of child care workers in an inter-agency educational program, the dependent variable, and a number of independent variables were formulated as an outcome of this study. The data from which these hypotheses are derived have been discussed in the previous material in this chapter. The hypotheses are:

1. If the daily life experiences of the child in residence are considered to have therapeutic value, and if child care personnel are considered to have a therapeutic function in the treatment of the child in residence; then education programs for child care personnel will be considered necessary and valuable and the agency will conduct a well-defined and specifically designed in-service education program for child care personnel and will encourage their participation in inter-agency education programs for child care personnel.

2. The presence or absence of an effective in-service education program for child care personnel will affect the job stability and job satisfaction of child care workers and will stimulate a need to acquire specialized knowledge and to develop skills and abilities which will enable them to function more effectively; and thus, will influence the child care workers' motivation to participate in inter-agency educational programs for child care personnel.

3. Child care workers who have had positive, helpful participation in in-service and inter-agency educational programs for child care personnel are more likely to view inter-agency educational programs as helpful and be more motivated to participate in such programs, than are child care workers who have not participated in inter-agency educational programs for child care personnel, or who have not experienced in-service or inter-agency educational programs as helpful.

4. The high rate of turnover of child care persons employed in residential facilities impairs the effectiveness of educational programs for child care personnel.
5. Education programs for child care personnel are effective in enabling them to develop into skilled and knowledgeable child care practitioners; and results in the development of attitudes, skills, and abilities which are essential to therapeutic child care practice.

6. The manner in which inter-agency educational programs for child care personnel are publicized affects the degree of child care worker participation in the program.

7. Child care personnel who desire to continue their education and who are oriented to a career in the child care field are more likely to participate in inter-agency educational programs than are child care persons who are not oriented to a career in the child care field.

8. The policies of the agency regarding provisions for child care personnel to participate in inter-agency educational programs will influence the degree of child care worker participation in inter-agency educational programs for child care personnel.
CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY

This was an exploratory study into the ill-defined and relatively uncharted field of education of child care personnel employed in residential facilities for children. The purpose of this study was to determine if a need for educational programs for child care workers, both in-service and inter-agency, was expressed by agency administrators and child care staff; if action regarding educational programs for child care personnel was consistent with the expression of need for, and opinions of, such programs; and if hypotheses for further study could be formulated regarding factors which may influence participation of child care workers in inter-agency educational programs for child care personnel. The association between a number of potential independent variables and the dependent variable, participation by child care workers in inter-agency educational programs, was explored.

The literature pertinent to child care work, the education of employed persons, and the education of non-professional persons employed in psychiatric settings was reviewed. The literature on
child care personnel indicated a need for both in-service and inter-agency education programs for child care personnel. There was very little published material which described the content, scope, format, or methods of teaching utilized in inter-agency educational programs for child care personnel. Only one article was found which provided an evaluation of an inter-agency program for child care workers.

The samples for this study consisted of six residential facilities and their directors, and twelve supervisors and thirty child care persons employed in these facilities. The child care workers and supervisors were selected using a modified random sampling technique. Four inter-agency education programs were studied. The fifteen child care persons and two supervisors who were completing one of these inter-agency programs were also respondents.

The data were collected through the use of questionnaires completed by the directors, supervisors, and child care persons of the six residential facilities under study. A questionnaire was also completed by the child care persons finishing one of the inter-agency programs under study. The enrollment records of three of the four inter-agency programs were examined. The six agencies were visited, and the director, or his delegate, were interviewed. As it was not possible to pretest the questionnaires, the agency and personnel questionnaires were examined by a committee of persons employed as administrators of residential facilities. The course questionnaire was examined by the instructor of the course.
The findings of this study were as follows: A need was expressed for both in-service and inter-agency education programs for child care personnel by the directors, supervisors, and child care workers who participated in this study. In-service education programs were thought to be, or to have the potential to be, helpful to child care workers by the supervisors and the child care personnel. Child care workers participated in agency meetings and conferences which were considered to have educational value by the directors, supervisors, and child care personnel. Although all the agency directors reported an in-service education program for child care personnel, 66 2/3% of the child care workers and 50% of the supervisors reported that their agencies had no in-service education program for child care personnel. Fifty per cent of the supervisors and 33 1/3% of the child care workers reported that their agencies had an informal in-service education program for child care personnel. The responses of the child care workers indicated that they were included most often in three general types of agency meetings: (1) those concerned with inter-actions between the individual child care worker and the children; (2) those concerned with inter-actions among staff members; and (3) those concerned with communication of events occurring within the living unit and with reports of events occurring in other phases of the treatment program. Fewer child care persons than supervisors and/or directors reported that theoretical seminars and opportunity to attend educational meetings outside the agency were available to
child care persons. It seemed that the child care workers were reporting that the avenues for the acquisition of information related to the work situation were more open to them than were the avenues for the acquisition of concepts, principles, and theoretical body of knowledge for understanding the processes operative in the individual child and the group; or for acquiring a fundamental understanding of the essential elements involved in therapeutic child care work which might constitute a base on which they could more effectively develop the skills and abilities needed by child care workers. Individual supervision was reported by all three groups to be the activity most helpful to the child care workers. Child care workers and directors reported that the second activity most helpful to child care workers was the staff conference. Supervisors seemed to favor group supervision and viewed this as being equal in helpfulness to individual supervision. There seemed to be agreement among the directors, supervisors, and child care workers that the meetings least helpful to child care personnel were theoretical seminars and educational meetings held outside the agency. These activities were also considered to be least available to the child care workers.

Inter-agency education programs for child care personnel were thought to be, or to have the potential to be, helpful to child care workers by the supervisors and the child care personnel. A need for such programs was expressed by all three groups of respondents. Examination of the enrollment records of three inter-agency
education programs for child care personnel revealed that the degree of child care worker participation in these programs was low from the agencies under study and, thus, did not seem to be consistent with the expressed need for such programs. It was of interest that during the three years, only 16% of the total number of child care positions in these agencies were represented and these were primarily from only three of the agencies. Only one of the agencies had sent personnel to all three meetings. It was also of interest that at the time of this study, only four of the seven child care workers who had attended either the 1960 or the 1961 institutes were still employed in the agencies; and only three of the five supervisory persons who had attended either of the institutes were still employed in the agencies. In a comparative evaluation of the helpfulness of inter-agency education programs considered to have educational value for child care workers, inter-agency educational programs were ranked tenth by the directors, supervisors, and child care personnel. However, child care persons who had participated in these inter-agency programs reported that they had been of value and recommended that child care workers be encouraged to participate in such programs. As 57% of the child care workers participating in this study had been employed for less than one year, and 34% of the employed child care workers taking the inter-agency course, "Introduction to Child Care Work", had been in the field for three months or less when they enrolled, their reactions to the course were enlightening. They
reported that they had taken the course because they "felt a need for it" as they had no previous experience in work with children in residential facilities. They wanted to find out more about the role and functions of the child care worker; to acquire some knowledge and develop some understanding of the processes operative in the individual child and in the group; to find out about residential programs in general; and the role of the child care worker in other agencies. They were also seeking some specific knowledge on a first level of abstraction which would be of use in helping them to develop methods and skills in working with the children. With the exception of one person, they expressed the opinion that the course had met their expectations. It had provided some practical knowledge and stimulated the development and use of new ideas in their work with the children. It gave them emotional support, reassurance, and confidence needed to cope with the demands of a new position. They reported that in general this course had been a good orientation to the child care field and to the nature, function, and importance of the child care worker's role. Thus, it would seem that an inter-agency educational program which had been geared to the needs of the child care personnel was viewed by them as being very helpful. This response was reinforced by their statements that such a course would be of value to all child care workers. They recommended that child care workers be encouraged to attend such a course. They also expressed a desire for an advanced course to follow this one. Their
responses were similar to the findings reported by Willnor.¹

The reason most commonly stated for not attending three of the programs was that the respondents had not been employed in the agencies at that time. It was of interest that when the employment factor was omitted, the two reasons most frequently given by child care persons and supervisors for not attending educational meetings held outside the agency were (1) they were not aware that a program was to be given or (2) they were unable to attend due to working hours. It was encouraging to note that the reason given by 10% of the supervisors not attending the 1961 institute or some meetings of the Association was that they sent child care persons to these programs, and that 30% of the supervisors did not attend the 1962 course because child care personnel were sent to it.

Some factors which might tend to influence the child care workers’ participation in inter-agency educational programs were derived from the findings of this study. These were: (1) the presence or absence of an effective in-service education program for child care personnel; (2) the helpfulness of inter-agency educational programs as experienced by the child care workers; (3) the job stability of the child care staff, and the rate of turnover of child care workers; (4) the degree of awareness by child care workers as to

when inter-agency programs are to be held; (5) the degree of awareness by child care workers regarding the helpfulness of inter-agency education programs; and (6) the educational background and the career goals of the child care worker. Hypotheses regarding the association between such variables and the degree of child care worker participation in inter-agency education programs for child care personnel were formulated for further investigation.

RECOMMENDATIONS

As this was an exploratory study into the field of education of child care personnel, the recommendations are concerned with areas which seem to require more exploration. The findings of this study indicated a need for investigation of in-service and inter-agency education programs; the content, scope, format, and methods of teaching need to be developed and experimented with, in order to determine those which might be most suited to accomplishing the objectives sought. The hypotheses which were stated at the end of Chapter IV and which were derived from the findings of this study need to be tested in order to obtain further knowledge regarding factors which influence participation by child care workers, and those which affect the effectiveness of education programs for employed child care workers. There is a need to explore further the use of junior college and collegiate programs for preparing students for a vocation in the child care field.
AGENCY QUESTIONNAIRE
Dear

The Committee on Education of the New England Association of Child Care Personnel has expressed interest in the research project which I am doing to fulfill the requirements for a Master's Degree in Nursing in Child Psychiatry at Boston University School of Nursing.

This study is to gain information regarding education programs for child care personnel employed in residential treatment units for emotionally disturbed children. It is hoped that the Association, as well as the agencies participating, will find this study useful for planning future educational programs for child care personnel.

The study will be carried out in two parts. First, directors of six selected residential units in the Greater Boston Area are being requested to complete the enclosed questionnaire and mail it to me as soon as is convenient. A self-addressed stamped envelope is enclosed. I appreciate the time this will take from your already busy schedule, but feel it will give returns which will benefit us all. Following return of the questionnaire, I will contact you in order to arrange for the administration of a questionnaire to some of your administrative, supervisory, and child care personnel. This will involve my spending a day at your unit.

The responses to the questionnaires will remain confidential, and the report will be written so that agencies and individuals will not be identified. When the study is completed, your agency will receive an abstract of the report. The complete report will be available to you through the Association.

I appreciate your cooperation in this matter.

Very truly yours,

Eleanor Guzzi DelPo, R.N., B.S.
1. **Agency Code Number:** Date **Agency Established:**
   Date **Residential Unit Established:**

2. **Form of Organization:** (Check relevant items.)
   - Private
   - Public
   - Sectarian
   - Non-sectarian

3. State briefly the major purposes and objectives of the residential unit.

4. Listed below in column I are various forms of treatment which may be utilized in the treatment program of a residential unit for children. In column II, please check the forms of treatment which are available in YOUR residential unit. In column III, please rank in order of importance the forms of treatment available in your residential unit, letting #1 indicate the most important, #2 the next important, etc.

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<td>Casework with family</td>
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<td>School program</td>
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<td>Group work program</td>
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<td>Group therapy</td>
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<td>Therapeutically directed living experiences in residence-therapeutic milieu</td>
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<td>Recreational program</td>
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<td>Health program</td>
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<td>Protective separation of child from family</td>
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<td>Other: (State briefly and check appropriate columns.)</td>
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97
5. What percent of the child's day (24 hour period) is spent in
   Activities program   Residence   School   Therapy

6. Although it is difficult to generalize, to what extent are the daily life experiences of the child in the residence considered to have therapeutic value?
   Very   Some   Little   None

7. According to the treatment program in your residential unit, are child care personnel* considered to have a critical and essential role in the treatment of the children in residence?
   Very   Some   Little   None

8. According to the policies of your residential unit, how much responsibility is assumed by administrative and/or supervisory personnel for helping child care personnel to grow in understanding of and skill in handling the emotional problems of children?
   Much   Some   Little   None

9. What is the ratio of child care personnel to children during the

   Day(7am-4pm)   Evening(4pm-12m)   Night
   (The times indicated are arbitrarily chosen. Please adjust to fit the pattern in your residential unit.)

10. What are the minimum educational, personal and experiential qualifications acceptable in an applicant for a child care position?

* The term "child care personnel" refers to the personnel staffing the residential unit whose duties are primarily concerned with the direct care of the child in the daily life of the residence. They may be referred to as houseparents, child care workers, counselors, etc.
11. Does the agency make provision through its policies for members of the residential staff to attend educational meetings or conferences outside the agency?  Yes____  No____

If yes, (a) does this apply to child care personnel?  Yes____  No____
(b) does the agency
   (1) provide time to attend without pay?  Yes____  No____
   (2) provide time to attend with pay?  Yes____  No____
   (3) pay expenses incurred?  Yes____  No____  Part____
   (4) If Yes, or Part, what expenses would the agency pay?

12. Does the agency have an in-service educational program for child care personnel?  Yes____  No____

13. Listed below in column I are various activities which child care personnel may participate in or attend. In column II, please check those activities which child care personnel are expected to participate in or to attend in YOUR residential unit. In column III, please rank the activities checked in column II in order of their importance in enabling the child care personnel to more effectively perform their duties. Let #1 indicate the most important, #2 the next important, etc.

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<tr>
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<td>Group Supervision</td>
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<td>Staff Conferences</td>
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<td>Consultation Meetings</td>
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<td>Intake Meetings</td>
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<td>Team Meetings—child care persons with psychiatrist, psychologist, and social worker treating child and/or family.</td>
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<td>Unit Meetings</td>
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<tr>
<td>Theoretical Seminars—child growth and development, group formation and behavior, treatment methods, etc.</td>
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<tr>
<td>Meetings of conferences outside agency</td>
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<tr>
<td>Other: (State briefly and fill in appropriate column)</td>
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Please state briefly the following information about the professional and non-professional staff of the residential unit. In column I, state the title of the position. In column II, the number of persons presently employed in the position. In column III, the minimal educational requirements for the position. In column IV, estimate the amount of time spent in supervision of child care personnel, in-service education programs for child care personnel, direct work with children, and other important functions.

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<th>Column IV</th>
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* State briefly indicating estimated time spent in activity.
PERSONNEL QUESTIONNAIRE
The information requested in this questionnaire is for a research project necessary to fulfill the requirements for a Master's Degree in Nursing in Child Psychiatry at Boston University School of Nursing.

The purpose of the study is to gain information regarding education programs for child care personnel. The responses to the questionnaire will remain confidential, and the report will be written so that agencies and individuals will not be identified. When the report is completed, an abstract of it will be available to you at your agency, and a complete report will be available through the New England Association for Child Care Personnel. We feel that the results of the study will be of benefit to us all.

Thank you for your cooperation.

Eleanor Guzzi DelPo, R.N., B.S.
1. Name Code Number: __________________ Age ______ Sex ______ Date employment began with this agency

Marital Status: __________________ Do you have children of your own? Yes____ No____

2. Education: Indicate to which level you have completed.

Grammar School (1-8)_________ High School (9-12)_________
College: Undergraduate______ Major______ Specialty______
Graduate______

Do you plan to continue your education? Yes____ No____
If yes, in what field?

3. What is the title of the position you now hold?

4. Please give a brief description of your duties.

5. Estimate the amount of time you spend in

Direct work with children________________
Administrative duties________________
Supervision of child care personnel_________
In-service education programs for
child care personnel________________
Other (State briefly and estimate
amount of time spent.)________________

6. Do you plan to continue working in this field? Yes____ No____
If yes, in what capacity?

7. In your opinion, to what extent do the daily life experiences of the child have therapeutic value? Very____ Some____ Little____ None____

8. In your opinion, are child care personnel considered to have a critical and essential role in the treatment of the children in residence? Very____ Some____ Little____ None____

The term "child care personnel" refers to the personnel staffing the residential unit whose duties are primarily concerned with the direct care of the child in the daily life of the residence. They may be referred to as houseparents, child care workers, counselors, etc.
9. Listed below in column I are various activities which child care personnel may participate in or attend. In column II, please check those activities which are available to you in YOUR residential unit. In column III, check in the appropriate box how often your duties allow you to participate in the activities you checked as being available in your unit. In column IV, rank, according to your opinion, the activities checked in column II in order of their importance in helping child care personnel to most effectively perform their duties. Let #1 indicate the most important, #2 the next important, etc.

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<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
<th>Column III</th>
<th>Column IV</th>
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<tbody>
<tr>
<td>Activity</td>
<td>Available in Unit</td>
<td>How Often Attended</td>
<td>Rank Order</td>
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<tr>
<td>Orientation Program</td>
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<td>Frequently</td>
<td>Occasionally</td>
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<td>Individual Supervision</td>
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<td>Group Supervision</td>
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<td>Staff Conferences</td>
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<td>Consultation Meetings</td>
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<td>Intake Meetings</td>
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<td>Team Meetings - child care persons and psychiatrist, psychologist, social worker treating child and/or family.</td>
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<td>Staff Meetings</td>
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<tr>
<td>Intake Meetings outside agency</td>
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<td>Group Seminars - child growth development, group formation andavior, treatment methods, etc.</td>
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<td>Staff: State briefly and check appropriate columns.</td>
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</table>
10. In your opinion, to what extent should child care personnel be offered an opportunity to grow in understanding of and skill in handling the emotional problems of children?

Much ___ Some ___ Little ___ None ___

11. Does your agency have an in-service education program for child care personnel? Yes ___ No ___

12. Do you think educational programs for child care personnel held within the agency are, or could be, helpful to them in their work?

Very ___ Some ___ Little ___ None ___

13. Do you think educational programs for child care personnel held jointly with other agencies similar to your own are, or could be, helpful to them in their work?

Very ___ Some ___ Little ___ None ___

14. Boston University School of Social Work at the request of the Group Homes Association (now the New England Association for Child Care Personnel) conducted the following two institutes.

A. Group Living for Children in Residential Settings
Mr. Martin Gula, March, 1960.

(a) Did you attend this institute? Yes ___ No ___

(b) If you did, did you feel it was helpful?

Very ___ Some ___ Little ___ No Value ___

(c) If you did not attend this institute, please check the relevant items.

(1) Was not aware it was being held
(2) Tuition fee too expensive
(3) Did not feel it would be helpful
(4) Unable to attend due to working hours
(5) Other (state briefly)

(d) Do you think such an institute could be helpful to child care personnel? Very ___ Some ___ Little ___ No Value ___

(e) Would you attend if such an institute were to be offered again? Yes ___ No ___

(f) Would you encourage attendance by child care personnel if such an institute were to be offered again? Yes ___ No ___
14. B. Individual and Group Experiences in Residential Settings
Mr. Hyman Grossbard, March, 1961.

(a) Did you attend this institute? Yes No

(b) If you did, did you feel it was helpful?  
Very Some Little No Value

(c) If you did not attend this institute, please check the relevant items.

1. Was not aware it was being held
2. Tuition fee too expensive
3. Did not feel it would be helpful
4. Unable to attend due to working hours
5. Other (state briefly)

(d) Do you think such an institute could be helpful to child care personnel? Very Some Little No Value

(e) Would you attend if such an institute were to be offered again? Yes No

(f) Would you encourage attendance by child care personnel if such an institute were to be offered again? Yes No

15. The New England Association for Child Care Personnel is currently sponsoring an inter-agency program, Introduction to Child Care Work.

(a) Did you attend this course? Yes No

(b) If you did, did you feel it was helpful?  
Very Some Little No Value

(c) If you did not attend this institute, please check the relevant items.

1. Was not aware it was being held
2. Tuition fee too expensive
3. Did not feel it would be helpful
4. Unable to attend due to working hours
5. Other (state briefly)

(d) Do you think such an institute could be helpful to child care personnel? Very Some Little No Value

(e) Would you attend if such an institute were to be offered again? Yes No

(f) Would you encourage attendance by child care personnel if such an institute were to be offered again? Yes No
16. Meetings of the New England Association for Child Care Personnel are held at regular intervals.

(a) Have you been able to attend any of these meetings?
   Frequently_____ Occasionally_____ Seldom_____ Never_____

(b) If you have attended any of these meetings, did you feel they were helpful? Very_____ Some_____ Little_____ No Value_____

(c) If you have not attended any of these meetings, please check relevant items.
   (1) Was not aware they were being held____________________
   (2) Fee too expensive____________________
   (3) Did not feel they would be helpful____________________
   (4) Unable to attend due to working hours____________________
   (5) Other (state briefly)____________________

(d) Do you think such meetings could be helpful to child care personnel? Very_____ Some_____ Little_____ No Value_____

(e) Would you attend these meetings if it were possible? Yes_____ No_____

(f) Would you encourage attendance by child care personnel? Yes_____ No_____
COURSE QUESTIONNAIRE
The information requested in this questionnaire is for a research project necessary to fulfill the requirements for a Master's Degree in Nursing in Child Psychiatry at Boston University School of Nursing.

The purpose of the study is to gain information regarding education programs for child care personnel. The responses to the questionnaire will remain confidential, and the report will be written so that agencies and individuals will not be identified. When the report is completed, an abstract of it will be available to you at your agency, and a complete report will be available through the New England Association for Child Care Personnel. We feel that the results of the study will be of benefit to us all.

Thank you for your cooperation.

Eleanor Guzzi DelPo, R.N., B.S.
1. From what source did you hear about this course, Introduction to Child Care Work? Check Appropriate Item.
   a. Pamphlet mailed to you.
   b. Information posted on bulletin board at your agency. ___
   c. Told by another child care worker. ___
   d. Told by a person in authority over you. ___
   e. Other (state briefly). ________________________________

2. Were you encouraged to attend this course by anyone at your agency?
   Yes   No
   If yes, state position occupied by the person or persons who encouraged you to attend.
   _______________________________________________________

3. Did your agency
   a. Give you time off without pay to attend this course?
      Yes   No
   b. Give you time off with pay to attend this course?
      Yes   No
   c. Pay the total tuition fee? Yes   No
   d. Pay part of the tuition fee? Yes   No
      If yes, how much of the tuition did they pay? __________

4. Why did you take this course?

5. What did you expect or hope to gain from this course?

6. Has the course met your expectations? Yes   No   Some
   Please explain and give examples of what you mean.

7. Would you recommend any changes in the sequence of the material presented?
   Yes   No
   Please write below any changes in the sequence you would recommend.

8. Would you recommend any changes in the content of material presented?
   Yes   No
Please write below any content you feel should be included when the course is presented again.

Please write below any content you feel should be omitted when the course is presented again.

9. Using your own job and duties as the reference point,
   a. In what way was the course most helpful to you? Please give examples.
   
   b. In what way was the course least helpful to you? Please give examples.
   
   c. In what way could the course have been more helpful to you? Please give examples.
   
   d. Were you stimulated by the course to try out new approaches or ways of working in your own job situation? Yes ____ No ____ Please give examples.

10. Were there any formal arrangements made in your agency for you to share with others the information and ideas you gained from this course? Yes ____ No ____. Please explain.

11. Did you have an opportunity to communicate informally with others in your agency the information and ideas you gained from this course? Yes ____ No ____. Please explain.

12. Would you encourage other child care workers to attend this course next year? Yes ____ No ____

13. Do you think there should be another course offered to those of you who have completed this course? Yes ____ No ____. If yes, what kind of course would you recommend?
14. Do you think that this course had (too many), (too few), (just enough) number of meetings? Please check the one which expresses your feeling.

Would you recommend any changes in the number of meetings or the length of the meetings? Please explain.

15. Which of the following teaching methods and classroom situations which have been utilized in this course, did you feel was most helpful to you? Please rank them from 1 to 6 in order of helpfulness to you. Let #1 indicate the most important.

Lecture _____
Buzz groups _____
Class discussion _____
Problem solving _____
Classroom setting _____
Round-table setting _____

N.B.: Questions Nos. 7, 8, 14, 15 were included in this schedule for the convenience of the course instructor. This information was not utilized in this study.
BIBLIOGRAPHY
BOOKS


ARTICLES AND PERIODICALS


Szurek, S. A. "Dynamics of Staff Interaction in Hospital Psychiatric Treatment of Children," American Journal of Orthopsychiatry, XVII, No. 4 (October, 1947).
