North Carolina Division of Social Services
Family Services Manual
Volume VII: Preventive and Support Services
Chapter IV: Individual and Family Adjustment Services

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I. Philosophy

The inability of individuals and families to identify and seek solutions to problems which create barriers to satisfying relationships, family unity, and to adequate functioning in their specific roles in the family and the community can contribute to family breakdown, abuse, neglect, or dependency. The social casework process, a systematic approach to problem solving, can provide the support needed by persons immobilized by individual and family problems to become motivated to take steps to eliminate, overcome, or cope with the factors contributing to their difficulties. Individual and Family Adjustment Services was designed to provide a structure whereby comprehensive generic casework services could be provided to individuals and families without regard to the specific area in which the problem(s) might fall.

II. Legal Base

The rules and regulations for administration of Individual and Family Adjustment Services, established as a mandated service in North Carolina's Social Services plan under the provisions of G.S. 143B-lO, have been adopted by the Social Services Commission on the basis of its authority under G.S. 143B-153.

III. Definitions

A. Individual and Family Adjustment Services

Primary Service

Individual and Family Adjustment Services are designed to offer assistance to individuals and their family members in support of attempts to restructure or solidify the individual's environment. Activities include counseling to enable the individual to recognize, understand, and cope with problems and conflicts in regard specifically to such areas as household management, consumer affairs, family life, alcoholism, drug addiction, mental retardation, emotional disturbance, and school related problems.* Such counseling is also designed to help individuals independently utilize community resources, including other social services; take advantage of natural support systems; and achieve an adequate level of functioning within the family.

Also included is arranging for other services when needed to support the provision of Individual and Family Adjustment Services; diagnostic psychological study and evaluation necessary to determine the appropriate plan of service; activities associated with fulfilling the agency's responsibility to serve as guardian or representative payee for individual clients; and social development through therapeutic groups as a part of a service plan to give individuals opportunities for participation in structured group activities focused on helping them cope with personal problems, develop capacities for more adequate social functioning and relieve social isolation.

Components

Day or residential camp experience for school-age children and therapeutic camp for developmentally disabled or handicapped individuals and their families and for youths whose behavior is delinquent or undisciplined may be provided at county option.

Resource Items

None

In respect to the assessed needs of individual clients, the mandate to provide counseling in specific problem areas may be fulfilled by assisting individuals to recognize the need for and utilize community resources which provide specialized counseling in these areas.

Target Population

1. Individuals who need assistance in order to fully and appropriately utilize social services.

2. Individuals who need assistance in coping with specific problems, such as household management, consumer affairs, family life, alcoholism, drug addiction, mental retardation, emotional disturbance, and school related problems.

B. Definition of Terms

1. Alcoholism means apparent misuse of or dependence on alcoholic substances.

2. Arranging for means assessing needs, identifying appropriate resources, and making formal or informal referrals for services.

3. Consumer Affairs means buying and utilizing economic goods and services which directly satisfy family wants and needs. It includes consumer education and consumer credit issues.

4. Counseling as a part of this service, means professional guidance for individuals and their families designed to provide information and support which will help them better understand themselves and their problems, use this knowledge to set realistic, well-defined goals, and

initiate action to seek desired changes. Counseling within the context of this service does not include psychotherapy and is not the same as Personal and Family Counseling as described in Volume V, Chapter XIII of the Family Services Manual.

5. "Delinquent Behavior" means behavior within the scope of the definition of delinquent juvenile in G.S. 7A-5l7. This includes having committed a criminal offense under State law or under an ordinance of local government, including violation of the Motor Vehicle laws.

6. " Developmentally Disabled" means a disability attributable to mental retardation, cerebral palsy, epilepsy, or other neurological handicapping condition of an individual found to be closely related to mental retardation or to require treatment similar to that required by mentally retarded individuals.

7. "Disabled" means unable to engage in any substantial activity necessary for self—care or self—support by reason of a medically determinable physical or mental impairment.

8. Drug Addiction means unwarranted dependence on or misuse of drugs.

9. Emotional Disturbance means impairment in the capacity expected of one for his age and endowment for: (1) reasonably accurate perception of the world around him; (2) impulse control; (3) satisfying and satisfactory relations with others; (4) learning; (5) occupational adjustment; or (6) any combination of these.

10. "Family" means the basic unit consisting of one or more adults and children, if any, residing in the same household.

11. Family Life means marital relationships, parent-child relationships, relationships with extended family members, child rearing practices.

12. Family Members for purposes of provision of this service means relatives and other significant individuals who constitute a person's emotional, psychological and or economic support system on a continuing basis.

13. Guardian means an individual appointed by the clerk of superior court to manage the personal affairs and/or property for an individual who because of physical emotional or mental restrictions is unable to manage his own affairs. See Family Services Manual; Volume V; Chapter XVI; Section 6520.

14. "Handicapped" means impaired in mind and/or body with reasonable certainty that, because of the irremediable character of the impairment, the impairment cannot be improved, corrected or ameliorated and will continue at the same level of seriousness throughout the lifetime of the individual, and the individual must learn to function within the set parameters of the impairment.

15. Household Management means activities such as maintenance and care of the home, food preparation and nutrition, sound health practices and health maintenance, management of household resources and budgets.

16. Representative Payee means an individual appointed by the Social Security Administration to receive Social Security or Supplementary Security Income benefits for a person who is unable to manage such benefits for him/herself because of physical, emotional or mental restrictions. See Family Services Manual; Volume V; Chapter XVI; Section 6530 (Alternatives to Guardianship).

17. "School Age" means age 5 through 15, or age 16 and older and attending or enrolled in school through grade 12.

18. School Related Problems means difficulties a student may have in relationships with teachers and peers, discouragement with school, inability to live up to his own or his parents' expectations, poor study habits, personal and family barriers to furthering his education, and other problems which affect his ability to make satisfactory progress toward educational• goals.

19. "Structured group" means a company of individuals brought together for a particular purpose with membership being selected purposefully on the basis of common characteristics, needs or problems that can be expected to be affected through group interaction.

20. "Therapeutic group" means a structured company of individuals who meet together with a skilled leader for the purpose of

(1) learning to cope with personal problems, or

(2) developing capacities for more adequate social and personal functioning, or

(3) relieving social isolation, or

(4) increasing understanding between the group and the service agency.

21. "Youth" means an individual who has not reached his or her eighteenth birthday.

IV. Goals and Objectives

Individual and Family Adjustment Services will be a means to pursuing or maintaining client goals in the following ways:

A. Economic Self-support: by providing a means to resolve problems which might prevent an individual from seeking or maintaining employment.

B. Personal Self-sufficiency: by helping the individual to recognize and cope with problems which might adversely affect his independent functioning as an individual and as a member of a family unit.

C. Preventing or Remedying Abuse, Neglect or Exploitation of Children or Adults Unable to Protect Their Own Interests: by assisting the individual in coping with problems which, if left unsolved, can lead to abuse or neglect of one self or of others.

D. Preventing or Reducing Inappropriate Institutional Care: by enhancing the individual's capacity to function independently in the community by providing assistance in learning to utilize appropriate community resources and natural support systems.

E. Securing Appropriate Institutional Care: by providing support to ease the disruption of family life when institutional care is needed for a family member.

V. Policies and Procedures

A. Client Eligibility

Individual and Family Adjustment Services is mandated in the State's social services plan and therefore is provided by every county department of social services. The mandate on the county department of social services to provide specialized counseling may be fulfilled by assisting individuals to recognize the need for and utilize community resources which provide specialized counseling in the problem areas specified in the definition of the service.

Eligibility must be determined and documented by the county department of social services in accordance with in Volume VI. Federal and state financial participation s available in the cost of providing this service only f the client is eligible in accordance with the established criteria.

There are no requirements for documentation in relation to specified problem areas. It is only necessary to document basic eligibility. The client's statement that he is experiencing difficulty in adjusting to or changing structural or environmental factors which negatively impact his ability to function satisfactorily within the family or community is sufficient to establish need for the service.

Except for the camping component Individual and Family Adjustment services are available without regard to income.

1. Camping Component Eligibility Criteria

a. Basic eligibility for the camping component is established by determining that an individual is either:

- a current recipient of Aid to Families with D Children (AFDC) or a person whose needs are taken into account in determining the needs of a current AFDC recipient, or

- a current recipient of Supplemental Security Income (SSI) payment, or

- a child or adult who is harmed or at risk of harm and in need of service in support of protective services provided in accordance with policy in Family Services Manual, Volume 1, Chapter VIII and Volume V, Chapter XVI, or

- a member of a family whose gross family income is less than 60% of the established income for his family size.

b. Day or residential camp is limited to school age children. School age may be verified by documenting that the child is attending school, or enrolled to attend school in one of the grades of kindergarten through twelve, or by birth verification showing age 5 through 15. (Age 16 and older must be attending or enrolled in school up through grade 12).

c. Therapeutic camp is available to developmentally disabled or handicapped individuals and their families and to youths whose behavior is delinquent or undisciplined. See Section 4010 for definitions. The existence of a developmental disability or handicap must be established on a basis of a professional diagnosis by a person or authority competent to make such a diagnosis. For purposes of determining initial eligibility, documentation of a diagnosis of disability made within the past twelve months is acceptable. The continuing existence of a disability must be re-documented at least every twelve months. With respect to handicaps, the record must document that a diagnosis of permanent impairment has been made. Re-evaluation of a handicap is not required unless there is reason to believe that the character of the impairment may have certificate, (2) a hospital record or certificate, (3) Social Security records, or (4) the client's notarized affidavit.

d. A youth's delinquent or undisciplined behavior may be determined by the statement of the youth's parent, guardian or custodian or by knowledge of the worker.

2. Service Conditions Affecting Eligibility for Social Development through Therapeutic Groups

a. Social development through therapeutic groups is always provided for two or more individuals at the time.

b. both groups must always be both structured and therapeutic as defined in Section 4010 of this Chapter.

c. The group must always be guided by a qualified leader who can be expected to direct group interaction towards the therapeutic goal. As a minimum, the leader must have the qualifications of a Social Worker I as shown in State Personnel requirements and have experience and/or training providing social services by the group work method.

d. Recreational activities are allowable only to the extent that they are specifically supportive of the purpose of the therapeutic group and must be consistent with the focus of other services provided as part of the service.

e. Groups formed solely for the purpose of relieving social isolation are limited to aging or disabled or handicapped. Age or disability or handicap must be verified as shown in item g. above.

B. Scope of Services

Individual and Family Adjustment Services is primarily a generic casework service. The following activities are considered part of the service for purposes of federal and state reimbursement.

1. Counseling

Casework counseling is at the core of this service and is aimed at enabling the client to recognize, understand and cope with his particular problems and conflicts. In the context of this service, casework counseling is a process of establishing a relationship between social worker and client. It is through this relationship that information, ideas, and opinions can be mutually exchanged; decision making options explored; and positive action toward problem resolution initiated. Problems addressed need not be limited to the specific areas referred to in the service definition outlined in Section 4010 of this chapter.

An important aspect of casework counseling provided through Individual and Family Adjustment Services is that of helping the client achieve an adequate level of functioning within the family. This includes examining with him and his family members the presenting problems or conflicts which are affecting family unity or stability; discussing alternative means of resolving the problems; identifying resources to use in bringing about the desired changes and setting mutually acceptable goals in view of the client's physical and emotional capabilities and in relation to his identified role in the family unit.

Counseling is also directed toward strengthening the client's ability to seek and use community resources on his own volition, by providing him with adequate information about goods and services, as basic as public transportation, grocery shopping, medical care, recreation and educational facilities. Information should include the nature and scope of the resources, eligibility criteria, applicability to client needs and procedures for access. This counseling is intended to encourage the client to identify the natural support systems available to him; such as the extended family, the church, the school, employee, fraternal and community organizations; friends and neighbors, and to explore the feasibility of utilizing one or more of these systems to help manage or resolve his problems.

Individual and Family Adjustment counseling may be as fundamental as assisting the client in recognizing the need for help and utilizing resources or highly specialized to address specific problem areas. Generally, counseling by individuals especially trained to deal with particular problems, such as alcohol and drug abuse, is available from community agencies other than the department of social services and may be purchased as appropriate in accordance with procedures outlined in E.2. of this section.

Counseling as a part of Individual and Family Adjustment Services is not psychotherapy nor is it treatment oriented. It is not the same as Personal and Family Counseling as described in Chapter V

2. Social Development through Therapeutic Groups

Therapeutic group services are provided as apart of this service for the purpose of increasing social development and improving personal functioning through group interaction.

Beginning with the family group, every person becomes a member of a group. The ability to form satisfying group relationships beyond and within the family group is something most people strive for throughout life. The relationships between people and their interactions in the group are the dynamics of the group experience.

Through therapeutic group work, individuals can be helped to grow and change in behavior and attitudes through) experiences with other people; therefore, Social Development through Therapeutic Group Services will be primarily concerned with strengthening individual coping mechanisms, developing capacities for more adequate personal and social functioning, relieving isolation, and increasing understanding between the group and the agency. The formation of agency groups and the utilization of groups already in existence can improve quality and quantity of service provided the social service client and thus assists the social services staff in meeting client needs.

3. Camping Experiences

At county option day or residential camp experience may be provided for school age children and therapeutic camp m be provided for developmentally disabled or handicapped individuals and their families and for youths whose behavior is delinquent or undisciplined under the eligibility criteria outlined in A.l, of this Section. Until the State of North Carolina establishes camp standards, American Camping Association Standards may be obtained from the following:

American Camping Association
Bradford Woods
Martinsville, Indiana 46151
Or
American Camping Association
Southeastern Section
C/o Fred H. Wagoner
208 Ricks Hall, N. C. State University
Raleigh, North Carolina 27607

4. Psychological Services

Diagnostic psychological studies and evaluations necessary to determine an appropriate plan of service for clients may be provided as a part of Individual and Family Adjustment Services. In addition to services available from private practioners, staff in local mental health agencies and rehabilitation centers can administer a wide range of standardized diagnostic tests including I.Q., interest achievement, aptitude, skills, and personality. The public schools, technical institutes, and Employment Security offices can provide testing in some of these areas also. All

psychological services must be provided in accordance with the policies and procedures outlined in Volume VI, Section 8210.

C. Service Codes

For the purposes of statistical and fiscal reporting, all activities provided as a part of Individual and Family Adjustment Services are to be reported with the code 330 with the exception of the camping component which is to be coded 241.

D. Methods of Service Provision

Individual and Family Adjustment Services may be provided directly by the county department of social services, or purchased through a Vendor Agreement, or by Purchase Contract. The county department may choose to use either of these methods concurrently. The county DSS may also use direct vendor payment or cash payment for the purchase of the camping component.

For all methods of service provision, reimbursement for services must be claimed in accordance with procedures established by the Controller of the Division of Social Services.

1. Direct Provision

a. Scope

Staff of the county department of social services may provide all elements of this service including basic counseling which, through the casework process, helps the client identify problems and utilize appropriate community resources to resolve them; specialized counseling in specific problem areas, as qualified to do so, and arranging for other services as needed and appropriate.

Although it is generally accepted that casework counseling must be provided by professional staff, it is recognized that trained and professionally- supervised paraprofessional staff can carry out certain services activities very effectively. County departments can use professional and paraprofessional staff to provide Individual and Family Adjustment Services within the following parameters:

(1) Professional Staff

Casework counseling as a part of this service must be provided by social workers who meet at least the minimum qualifications of a social worker trainee under State Personnel regulations.

Specialized counseling in specified problem areas may be provided only by staff with at least the minimum qualifications of a social worker trainee under State Personnel regulations who have received training in the particular problem area(s) to which they are assigned. A specialized counselor assigned to one of the specific problem areas must meet all the appropriate standards of the applicable licensing or accrediting authority for that specialized area.

The group leader for social development through therapeutic groups must meet at least State Personnel qualifications for a Social Worker I and have experience and/or training providing social services by the group work method.

The agency must be able to document that personnel assigned to deliver specialized counseling in the specified problem areas are appropriately trained and qualified.

The social worker providing Individual and Family Adjustment Services is responsible for coordinating all aspects of the service delivered by specialized counselors and/or paraprofessional staff to assure continuity for the client.

(2) Paraprofessional Staff

County department staff with qualifications less than the minimum required by State Personnel regulations for a social worker trainee may be assigned to assist in the provision of this service as a part of a team approach when their activities in the case are supervised by the social worker providing the Individual and Family Adjustment Services. The supervising social worker may delegate paraprofessional staff to give certain information and instruction to clients, help arrange for and schedule client appointments with other resources, make follow-up contacts with clients and with other service providers, and maintain the kind of supportive relationship with clients which can help them stay motivated to achieve their goals.

Paraprofessional staff may not carry case management responsibility for a services case.

a. Allowable Costs and Reimbursement

Reimbursement for the cost of providing this service is available for the time a social worker and a paraprofessional staff member spend in providing the service.

Reimbursement is available for the cost of diagnostic psychological studies and evaluations at the rate established for psychological services by the Division of Social Services.

Reimbursement is available for staff time in arranging for or leading a basic group and the use of facilities involved; however, reimbursement is not available via social development through therapeutic group services for the cost of refreshments, admission fees, transportation, etc.

Reimbursement is available for reasonable costs of attending or providing day or residential camp for school age children. This includes all costs inherent in the provision of day or residential camp.

Reasonable costs of attending or providing therapeutic camp for developmentally disabled or handicapped individuals and their families and for youths whose behavior is delinquent or undisciplined is reimbursable. This includes all costs inherent in the provision of therapeutic camp.

For services provided through the vendor purchase method, a rate must be established by the Division of Social. Services in accordance with policies and procedures in Volume VI, Family Services Manual. Claims for reimbursement will be made in accordance with policies and procedures established by the Controller of the Division of Social Services.

<u>Use of cash payment will adhere to the following procedures:</u>

Determine that the service recipient is capable of arranging for and obtaining quality service for himself.

The county director or his designee will authorize the purchase of an appropriate service prior to the provision of the service and document this in the client record.

A receipt showing the description of the service provided, the date the service was provided, the name and address of the service provider, the amount paid for the service, the date of payment from the recipient to the provider of the service, and the signature of the provider or the individual receiving payment in his behalf will be given to the county department prior to a request for reimbursement. (Counties may advance county funds to recipients if they choose.)

2. Purchase of Service

a. Scope

The county department of social services may purchase Individual and Family Adjustment Services from an individual, an agency, or other organization in the

community. A Vendor Agreement (DSS-2252) or a Purchase Contract (DSS-2497), with a Contract Application (DSS-1292) must be negotiated at least annually with the service provider specifying how the service is to be provided and the method of payment. The Purchase of Services: Referral and Authorization form (DSS-1360) is used to authorize services for an eligible client.

Providers of purchased services must comply with all applicable State licensing or accrediting standards and any other standards on criteria established by the Social Services Commission or the Division of Social Services to assure quality services.

Professional and paraprofessional staff may be used by provider agencies to provide Individual and Family Adjustment Services within the following parameters:

(1) Professional Staff

Casework counseling as a part of this service must be provided by social workers who meet at least the minimum qualifications of a social worker trainee under State Personnel regulations.

Specialized counseling in specified problem areas may be provided only by staff with at least the minimum qualifications of a social worker trainee under State Personnel regulations who have received training in the particular problem area(s) to which they are assigned. A specialized counselor assigned to one of the specific problem areas must meet all the appropriate standards of the applicable licensing or accrediting authority for that specialized area.

The group leader for social development through therapeutic groups must meet at least State Personnel qualifications for a Social Worker I and have experience and/or training providing social services by the group work method.

The provider must be able to document that personnel assigned to deliver specialized counseling in the specified problem areas are appropriately trained and qualified.

(2) Paraprofessional Staff

Provider staff with qualifications less than the minimum required by State Personnel regulations for a social worker trainee may be assigned to assist in the provision of this service as a part of a team approach when their activities in the case are supervised by the social worker providing the Individual and Family Adjustment Services.

The supervising social worker may delegate responsibility to paraprofessional staff to give certain information and instruction to clients, help arrange for and schedule client appointments with other resources, make follow- up contacts with clients and with other service providers, and maintain the kind of supportive relationship with clients which can help them stay motivated to achieve their goals.

Paraprofessional staff may not carry case management responsibility for a services case.

b. Reimbursement to Purchase Contract and Vendor Agreement Providers

Reimbursement for Individual and Family Adjustment Services purchased under contract will be made in accordance with the terms of each individually negotiated contract. Procedures for determining the amount and method of reimbursement are described in the Family Services Manual, Volume VI, and Chapter IV. Reimbursement is available for camping fees for eligible -individuals or for the appropriate percentages of the entire reasonable cost inherent in the camping activity if this is a part of the contract. Requests for reimbursement will follow guidelines established by the Controller of the Division of Social Services.

VI. Specific Problem Areas

The purpose of this section is to provide counseling guidelines for the specific problem areas identified in the service definition: household management, consumer affairs, family life, alcoholism drug addiction, mental retardation, emotional disturbance and school related problems. It is not intended to place limitations on any effective, innovative approach to helping clients cope with problems.

Counseling provided under Individual and Family Adjustment Services is not restricted to the specific problem areas identified in the service definition and outlined in this section. All counseling, regardless of the problem area, should be presented in a manner which will stimulate client interest, be relevant to his needs, be delivered at his level of understanding, and applicable to his living situation.

A. Household Management

The level of need in the area of household management should be assessed in relation to the makeup of the family, the types of problems arising, and the skills and capabilities of the individual members to deal with them. On this basis, a service plan can be developed focused on strengthening skills in identified areas in order to achieve or maintain satisfactory individual and family functioning. The service plan should take into consideration the capacity of the client and other family members for developing additional skills, the amount of time each has available for instruction and training, and any identifiable barriers to full utilization of resources.

If the assessment indicates the client's needs can be met totally or in part through informal instruction and assistance provided by a qualified, paraprofessional Homemaker, referral should be made for Homemaker Services. See Chapter VII Volume V of the Family Services Manual for the definition and scope of Homemaker Services.

If formal training or more specialized counseling is needed, the client should be referred to the appropriate resources in the community. Supportive counseling may be appropriately provided during and following any period of instruction or training.

1. Maintenance and Care of the Home

Maintenance and care of the home affects the physical emotional and economic welfare of the family. The objective of this element is to strengthen basic skills in organization of household tasks and cleaning and care of clothing in order to establish a sense of orderliness within the home and to help avoid unnecessary repairs and replacements. This may be accomplished in a structured way through counseling/instruction in routine house cleaning, sanitation, proper disposal of wastes, laundering and ironing, care and use of furniture and appliances, mending and simple sewing, minor repairs, home safety, and home decorating.

2. Food Preparation and Nutrition

Inadequate nutrition is being recognized more and more as a serious health problem. Many families need more knowledge about basic nutrition and meal planning and good shopping practices. The objective of this element of the service is to help strengthen basic skills relative to planning, purchasing and preparing the family's food in order to promote good health through good nutrition. The counseling should include information about basic nutrition, meal planning, meal preparation, and food shopping practices.

3. Sound Health Practices and Health Maintenance

Good health is a condition of body and mind which enables an individual to live efficiently, comfortably, and happily when faced with the continuous demand for re-adjustment to the environment. Everyone has the desire for good health, but knowledge about and use of good health practices are essential if maximum health potential is to be achieved and maintained.

Since home and family are some of the primary agents for teaching good health practices, parents and other caregivers need to be prepared to help members of the family acquire habits of living which promote good health. The objective of this element of the service is to provide information about sound health practices and health maintenance, including information about the following topics: personal hygiene; nutrition; rest and relaxation; sleep; exercise; nature, cause, and management of stress; home safety; first aid; when to seek professional health and medical care; and sanitary practices in the home.

Information about the resources available to learn about good health practices should also be provided. When the need for health counseling on a long range basis is identified, individuals should be referred for Health Support Services.

4. Management of Household Resources and Budgets

The way the family income is used determines to a considerable degree the family's mode of living and its ability to function as a unit. Appropriate control of the income is necessary in order to assure the proper use of income for things which represent the family's needs and wants. The objective of this element of the service is to strengthen basic skills in money management which will enable individuals and families to live within their means. Counseling should focus on identification of all income; and expenses; establishment of a budget; development of shopping skills; wise use of credit; development of a savings plan; and avoidance of swindles and fraud. Consumer Affairs Counseling can help clients become better equipped to manage household resources and budgets.

B. Consumer Affairs

Unemployment, poor money management, compulsive buying, and unwise use of credit can get individuals and families involved in overwhelming financial situations. The objective of this element of the service is to help individuals and families prevent or survive financial crises and avoid any reoccurrence of such a situation through consumer credit counseling and consumer education.

1. Consumer Education

Consumer education provides knowledge about money management which can help the family live within their means and prevent financial crises. The objective of consumer education is to help the client develop a basic understanding of how to manage his money which will contribute to a prudent use of income and provide maximum benefit to the individual or family.

Counseling and/or education should include information about: budgeting; living within one's means; planning for emergencies; savings accounts; borrowing and interest; credit; time payment; comparison shopping; seasonal buying; false advertising; credit traps; insurance; bankruptcy laws; and investments.

2. Consumer Credit Counseling

Consumer credit counseling may prevent financial stress from becoming an open family conflict. If provided in time, the indebted consumer saves his credit rating and the business community receives payment which would be lost to them through the debtor's bankruptcy. Without credit counseling individuals can lose not only their credit rating but their possessions and their self-respect. Consumer credit counseling is focused on: assessing the seriousness of the financial crisis; analyzing the situation by comparing debts with income; developing a plan for payment of the debt; assessing need for protective payee and acting as a channel for monthly payment to creditors if necessary; counseling with debtors to help them regain a solid financial footing; and

continued counseling after the immediate problem is solved, until the client is free of debt, or to a point where he is able to manage his money on his own.

C. Family Life, Parenting and Child Rearing

The objective of this element of the service is to enhance and facilitate the capacity for social functioning of the family and its individual members through family life education and counseling. It is intended to help them understand and anticipate the normal patterns and stresses of family and community living and thus to improve interpersonal relationships and reduce and prevent situational crises. It is aimed at healthier family living and reduction of family breakdown and out-of-home placement for family members. In essence, family life education is education of the whole person.

The social worker's recognition and understanding of changing male-female roles and the special emotional stresses likely to be experienced by a parent or the various members of a "family" will directly impact the helping process. Family Life Counseling should include information about and help with: developing a better understanding of the individual physical and emotional needs of family members; strengthening communication to promote a climate for sharing of joys, sorrows, frustrations and aspirations; understanding what is transmitted in family interactions; learning to compromise; accepting a fair share of responsibility within the family; developing a sense of family loyalty and mutual support; understanding human sexuality and relating to one's masculinity and femininity; learning to handle stress; learning acceptable ways to cope with and vent feelings of hostility; learning to cope with death and separation; cultivating and participating in mutually enjoyable family recreation, hobbies, or projects; and developing friendships outside the family.

Society charges families with responsibility for meeting the basic needs of children for food, clothing and shelter and for rearing them to be contributing, law abiding citizens. In relation to childrens'general health and well-being, the family is expected to provide a controlled environment, transmit social values, stimulate growth and learning,and promote independence. It is important for families to recognize these obligations and seek conscientiously to fulfill them. Many families will need assistance in various ways and at different stages in a child's development to successfully carry out child rearing responsibilities.

A parenting and child rearing emphasis should be directed toward providing p or caregivers with education and counseling in good child rearing practices and child development principles. The education/counseling should cover a variety of areas and be related to all ages and stages of growth and development. Topics covered should include: the different stages of child development; physical growth and development; intellectual development; personality development; social development; understanding one's own values and expectations for children; parent child rapport; parent-child intimacy; providing discipline and setting limits that consider the needs of the child; promoting an environment and experiences to support stable emotional growth in the preschool years, the school aged child, adolescence, and young adulthood; understanding and dealing with children's fears, anger, and feelings of dependency; dealing with stress and tension; keeping children safe; raising children with special needs and talents; overprotection and over affection; "only" children; sibling jealousy; developing initiative and responsibility; children and money; prenatal care; infant care and feeding; becoming familiar with and utilizing community resources.

A family life issue which requires particular attention is the out-of-home placement of individuals for reasons of health, safety or security. In many instances members of the family other than the individual being placed also need casework services to help them deal with the emotions involved in making necessary placement decisions.

Individuals who are faced with the probability that they will have to leave their own homes often become depressed and upset to the extent that their physical and mental functioning decreases

and their ability to cope is further impaired. The worker should listen to the client's concerns and assist him in expressing his feelings. Once some of the feelings and concerns are expressed, the client can focus on the realities of the situation more readily and become involved in looking at needs and ways to meet those needs. The following steps may be helpful in assessing the needs, determining resources, obtaining the necessary services, and assisting the client in utilizing the services.

- Through home visits identify client needs which are not currently being met within the home.

- Determine whether possible modifications of the physical structure of the home, family routine, and/or ancillary services and resources would enable the individual to remain at home.

- Plan with the client himself to the extent possible, involve family, friends and relatives when feasible.

- Explore with the client available resources within the agency and the community; such as, Homemaker and Chore Services, Day Care, Home Health Services, ramps, rails, etc., and assess their appropriateness for meeting his needs. Develop with the client a specific plan of action for removing barriers to his remaining in his own home.

- Follow through with the client at frequent intervals to evaluate the effectiveness of the service plan.

- If an alternate placement cannot be avoided, provide sensitive counseling and support to ease the transition for the client and involved family members in order to help promote a satisfactory adjustment for everyone concerned.

Individuals returning to their own home or community following institutional placement likely will need support similar to that required by those forced to leave their homes.

Information should be obtained from the client's current placement facility concerning physical and/or mental functioning and any special needs the client will have outside the facility. Those services and resources that will be immediately needed to support a client's new living situation should be available and in place before final arrangements are made for their return.

Individuals who have experienced long periods of institutional care often have difficulty adjusting to a less structured and, in a sense, a less protective environment. Sometimes a move back into a family can be hard for the client and for family members as they readjust to each other. Frequent follow-up contacts may be needed to support the client and/or his family during the period of adjustment to each other and to community living.

D. Alcoholism and Drug Addiction

Assistance in this problem area is intended to help the client, deal with his alcohol or drug dependence and develop more appropriate ways of coping with his environment. The client should be helped to understand his dependence on alcohol or drugs, accept responsibility for his behavior, and use treatment. Counseling to family members is intended to help the family understand the nature of alcohol or drug dependence, how they may be reinforcing the dependence, and how they can help the client change and establish healthy, alternative behavior.

Counseling to both clients and families may include information about substance dependence and availability of other treatment or supportive services. Counseling may also include assistance during times of increased stress and intensive help in areas which may be contributing to the dependence problem or retarding the rehabilitative process.

Additional assistance may consist of referral to medical, psychiatric employment, or legal service resources. Supportive Counseling can continue while clients and/or families are receiving other

services. There should be continuity and integration of services for the client and family. Follow-up that assures appropriate use of other resources and support should be provided.

E. Mental Retardation

The objective of specialized counseling in this area to aid the client in resolving social and personal difficulties related to the condition and consequences of mental retardation. Retarded individuals and their families should be helped to understand and adjust to the individual's condition of retardation and its immediate and long-range implications for personal and family functioning. Counseling is given to clients and family members so they can benefit from direct support but also so that they may choose, obtain, and use other resources and services in the community when they seem necessary to client welfare.

Counseling may include information about mental retardation (diagnosis, prognosis, implications, disposition, and expectations); behavior management and training possibilities; procurement of court advocacy; use of community and State resources; and support for families experiencing with sorrow, guilt, or frustrations in having a mentally retarded family member and in dealing with the demands of special care and attention for the mental retarded person.

F. Emotional Disturbance

Specialized counseling may be aimed at aiding individuals with emotional problems of a serious nature to cope with personal and social difficulties. Counseling can help the emotionally disturbed client resolve problems related to school, work, and living arrangements and should incorporate information about services needed to prevent institutionalization or to facilitate his transition from an institution to independent community living or re-integration with his family. Counseling may be extended to the client's family so that a network of communication and understanding can provide better possibilities of adjustment and/or recovery. It is intended to help family members understand the client's problem, cope with the impact of his emotional disturbance, and find methods of helping him.

Counseling may include information about emotional disturbance (diagnosis, prognosis, implications, expectations); behavior management; availability of treatment programs; alternative ways of dealing with problems resulting from this condition; and support for families experimenting the anxieties, fears, and frustrations associated with having an emotionally disturbed family member. .

Other assistance can consist of referral to resources that can help emotionally disturbed people and families, such as legal and psychiatric intervention; treatment facilities; job training. Counseling may continue to support clients and/or families while other services are used and should be concerned with continuity and integration of all services for the individual until such time the client can be considered recovered and the family is able to sustain its role in a satisfactory manner. Follow-up that assures appropriate use of other resources can be part of the service.

G. School Related Problems

Because a basic education is a prerequisite to adequate functioning for individuals in all areas of life and because there are certain identifiable barriers to utilization of educational opportunities for low income individuals, a systematic approach is needed to mobilize and motivate individuals to remain in school, return to school or to carry out plans for higher education.

When individuals develop their full educational potential, not only are their own lives enriched but they are enabled to make positive contributions to others and to help raise the standard of living for citizens in general.

The objective of this element of the service is to help the client, through counseling, further his education by remaining in school, returning to school, seeking needed alternatives to public

school, or enrolling in educational institutions of higher learning. Counseling can provide the motivation and assistance the client needs to establish and work toward achievable, educational goals.

Initially an assessment of his educational potential, career goals, and desire for furthering his education should he carried out by the counselor and the client as a basis for developing and implementing an individual service plan. In order to develop an individual service plan, the counselor, the client, and members of his family, as appropriate, should: explore his educational interests and motivation; explore his past educational achievement; measure his readiness to further his education; evaluate his educational potential by arranging for appropriate diagnostic tests and evaluations, as needed; identify barriers to furthering his education; set reasonable goals; and establish a regular schedule for supportive counseling sessions.

Counseling can be used to benefit the client in many ways. Some of them are: to help him move forward at an appropriate pace based on the assessment of his learning potential; to increase the student's interest and commitment to achievement; to help him develop good study habits; to offer moral support when he is not able to live up to his own expectations; to help parents understand and accept the learning limitations of their children; to tell parents about the importance and effect of proper diet, exercise, rest, relaxation, good study habits, regular school attendance, and harmonious family relationships on childrens' achievement in school; to encourage dropouts to return to school; and to advocate the pursuit of higher education for the student with high potential.

Adequate information about resources which can be used to assist individuals and families in adjusting to problem situations will enhance the effectiveness of service delivery. The value of written materials and visual aids in influencing thinking and helping to modify behavior patterns should not be underestimated. Copies of brochures, pamphlets, and public information bulletins pertaining to various problem areas should be gathered and made available as appropriate to clients, and used for staff development purposes in reinforcing the counseling function of this service. The Resource Chart, Appendix I may be helpful in identifying appropriate informational materials.

VII. Group Work Practices

A. Introduction

It is difficult and often impossible for many social services clients to focus on the future for themselves or their families because of the various problems with which they are confronted. Poverty, broken families, loneliness, emotional isolation, stress, insufficient education, unemployment, lack of motivation are some of the problems which limit the successful integration of these families and individuals into society. Aging family members, developmental disabilities and handicapping conditions add problems.

Therapeutic group work can offer help to children and their parents, the aged, disabled, handicapped and other individuals who have problems involving relationships with natural groups, such as their family, or need assistance with specific social skills, such as grooming, money management, etc. Families and individuals can benefit from group work services which include:

1. assistance to parents which will help them provide a wholesome environment and guidance necessary for the healthy development of their children;

2. assistance in adjustment to limited income, and management of income and home;

3. assistance in adjusting to decreasing physical and mental capabilities;

4. assistance in attaining an appropriate degree of self support and self-sufficiency;

5. assistance in understanding how the agency operates and the responsibilities involved on the part of both agency and client;

6. Assistance in the use of health, educational and recreational facilities, as well as other community resources which are necessary to their physical, mental and social development.

B. Administrative Support

It is essential that the therapeutic group services program be integrated into the overall structure of the agency. In order to be effective, there should be acceptance by the administration, the staff, other helping agencies and volunteers.

The leadership which the administrative level of an agency provides plays a major role in the development of a therapeutic group services program. Commitments on the part of the agency will assure that there is staff participation in assessing the need for therapeutic group work services, planning, affecting the plan and evaluating the service, and those channels of communication are kept open for the exploration of new ideas.

C. Planning Toward Therapeutic Group Work

The - following recommendations are made for the systematic planning toward therapeutic group services for families and individuals:

1. Determine what should be accomplished in terms of helping families and individuals to improve their lives and set goals based on this determination. State goals clearly and precisely.

2. Review caseloads to determine the needs of the people being served.

3. Analyze present service program to determine what is being done to meet these needs both by the Department of Social Services, as well as by other agencies in the community.

4. Based on the information acquired thus far, list possibilities for developing therapeutic groups.

5. When the determination is made that a therapeutic group is the best way to achieve the desired goals and objectives, the decision to begin a program of therapeutic group services should be made. It is often best to begin with one group and gradually develops other groups.

Some potential groups are**:**

School Drop-outs

Educational Support Problems

Health - Drug - Alcohol Problems

Older People/Isolated/Remain in Home

Handicapped Individuals and/or Families

AFDC Mothers/Home Management/Child Management

Unwed Mothers/Problem Pregnancy

Mothers

Neglectful or Abusive Parents, Relatives or Caretakers

Pre-Delinquents

Foster Children and/or Foster Parents

Adoptive Applicants or Parents

6. As the agency prepares to begin the new program, things to consider are:

a. Supervision of program

b. Person best qualified to coordinate program

c. Available resources

d. A documentation and recording system

e. Mechanism for periodic evaluation

When the agency determines that there is a place for therapeutic group services in helping families and individuals, this determination must be based on an assessment of client needs, administrative leadership, Social Worker skills, community resources which are available and the ability of the department to provide therapeutic group services.

D. Basic Types of Groups

Social Development Through Therapeutic Group Services covers two basic types of groups. The teaching group meets in a series of sessions and is for the purpose of improving personal and social functioning by sharing with clients useful and frequently more appropriate ways of accomplishing certain life tasks they may carry, such as cooking, housekeeping, parenting, wage earning, etc. The second group is the problem-centered group. It meets in a series of sessions and is for the purpose of assisting the client in coping with personal problems.

1. Teaching Groups

The teaching group is usually small, most often the members are selected, although sometimes it is an already formed group based on proximity or mutual interest. It often involves the performance of-tasks. Many social service clients have not had the opportunity to learn the expectations of particular life roles, and the teaching group can assist them in accomplishing this and help 10 improve their personal functioning. This group involves discussion and, therefore, requires skill on the part of the group leader. Resource persons are often needed with this group.

2. Problem-Centered Groups

The problem-centered group is very structured and is focused on distinct, identifiable problems. The group is usually small, often has a set duration span, and is involved with discussion a great deal, although resource persons can be helpful at times. Regardless of the problem under discussion, feelings such as anger, guilt and frustration will be expressed, and the worker needs to be skillful in leading the group or the result may be damaging instead of therapeutic.

E. Planning for Therapeutic Group Work

1. Basic Skills

Social caseworkers have a basic knowledge about working with people and can be taught to use this knowledge about individuals in working with people in groups.

The basic skills needed should include:

a. Ability to relate to groups positively

b. Ability to determine group needs

c. Ability to plan for and develop the total program based on group needs

d. Knowledge of and ability to use community resources

e. Knowledge of group dynamics

f. Ability to direct and evaluate group process

2. Self Awareness

An individual who is interested in forming a group needs to be very aware of self and any areas that may cause problems. Consider the topics that are likely to come up for discussion in a proposed group. For example, if the worker plans to lead a group on aging, then the worker may need to know his own feelings about death and dying and be reasonably comfortable in discussing them. A worker who plans to form a group to discuss family planning most likely will need to be comfortable talking about sex and contraceptives. Whatever the topics to be discussed, the leader needs to be aware of his ability to participate in group discussion. If the leader is very uncomfortable, it will affect group process.

The group leader needs to be aware of his method of working with groups. Some individuals are very directive and feel uncomfortable unless they have full control of the group. Others are very comfortable allowing another member of the group to become the leader, but always being cognizant of the group's purpose and able to refocus the group when the need arises. In most groups, the need for direction on the part of the leader varies from time to time. The prospective leader needs to be aware of self leadership style and abilities as he forms the group.

The leader may wish to consider his ability to work with a co—leader also. The co-leader may be a resource person brought in for a single session or he may be a co-worker who assists with the group during formation and until it is terminated.

3. Group Formation

a. Selection of Membership

The first step in selecting members for a group is to specify the purpose of the group. Is it to be a teaching group? If it is a teaching group, then what skills are to be taught? If it is a problem-centered group, what is the problem to be discussed? What do you, as the worker and representative of your agency,' wish to accomplish by bringing the group together?

When the purpose is for a teaching or a problem- centered group, certain factors need to be considered. Any potential member of the group should have common characteristics, needs or

problems or have had such needs or problems that are in keeping with the overall purpose of the group, i.e., improving meal preparation skills, increasing shopping and budgeting skills, improving landlord tenant relationships, minimizing delinquent behavior, giving parents alternatives to corporal punishment, helping aging cope with decreased physical and/or mental functioning.

Once the potential group members have been chosen, then the worker and co-workers may consider descriptive and behavioral attributes of the prospective members. Descriptive attributes refer to the position an individual holds such as age, sex, marital status, pregnancy, psychotic, educational status, a runaway, an alcoholic, a foster child. Behavioral attributes refer to role performance and involve interaction or lack of interaction with other people such as, does not participate in playing with others, states his feelings when in a one to one situation but not when in a group, turns to his mother for response when asked a question, does not complete tasks assigned to him, drinks too much, fights with other children who are smaller than he, becomes upset when others are mistreated, runs away when his report card is bad, argues with the teacher. The more the worker knows about the behavior of the individual, the more likely he will select individuals who will become a cohesive group and be able to focus on the coping problem. When accepting clients referred by another worker, the group leader may find it necessary to specify attributes that potential clients should have.

Using the known attributes of potential members, then the worker should select individuals who can be expected to become an effective group. An effective group is composed of members who (1) share common needs or problems, (2) will communicate with one another, (3) will be attracted to each other, (4) will be interested in, and active in helping one another. Common problematic attributes facilitate communication because people can understand one another's difficulties. However, if everyone in the group has the same problematic attributes and no one has arrived at a solution, individuals will not be attracted to or interested in the group. In a group of foster parents having problems with teenagers, include a member who has had some success in coping with teenage problems who will be interested in helping others. An individual who has pride in being dressed neatly probably would not be attracted to a group whose members pride them in casual dress. A very shy individual would be overwhelmed by an openly aggressive group, although both the shy and the aggressive individuals may be having trouble in school

b. Size of Group

The size of the group needs to be considered. In large groups, some members hide and do not participate. In real small groups, odd members get left out, and when a member is absent the group process is affected. Although two or more individuals may form a group, most group leaders find that memberships between 6 and 12 form the most successful groups. The leader will need to make a determination based on purpose of the group, the attributes of group members, space available, etc.

c. Time, Place, Length, Number of Sessions, and Open versus Closed Memberships

If there is to be consistent participation, the group leader needs to consider time, place and length of session. Some clients can attend meetings during school hours only; others can attend better at night, while some can attend either morning or afternoon better.

The place needs to be conducive to group work, convenient for the client and available. Sometimes the use of a community building or church, some building other than the department of social services, provides a setting that tends to promote discussion. Since transportation is often a problem, a community setting has additional benefits.

In making plans for the length of a session, the attention span of the group should be considered. Some groups have some socializing, such as coffee and doughnuts, either prior to or following a session, and if this is desirable, the length of time the clients will be away from home will be longer. (Title XX does not reimburse for costs of refreshments such as doughnuts and coffee;

however, groups often find another way to meet such costs.)

Consideration should be given as to the number of sessions. Some groups meet over an indefinite period while others plan for an exact number of sessions. Skillful leaders can use a set number of sessions to speed up the process with some groups. Groups can be open or closed. A closed group has fixed membership and does not allow new members to join after the group has started sessions while the open group fluctuates by accepting new membership following a session or sessions. The addition of a person to the group changes the group itself, sometimes positively, sometimes negatively. In most cases, the addition of a new member requires a period of assimilation before the group is able to proceed.

The group leader needs to be cognizant of these factors and consider them along with the purpose of the group and the attributes of group membership.

F. The Role of the Leader

1. Involving the Client

Once the group leader has considered the factors affecting group formation, then it becomes time to involve the prospective members. In discussing the forming of a group with prospective members individually, talk about why you wish to form a group and what you hope to accomplish. Make clear to the client what your expectations are. Be sure to learn the client's expectations as well. Discuss any anticipated problems such as transportation and child care. How will the client feel about being in a group; what will friends and relatives be told that will make participation in a group be seen as a positive instead of a negative? In effect, make an agreement or contract with the client so that both client and worker understand and agree. If information is to be shared with other agency staff, make this a part of the agreement. If worker and client expectations are very diverse and pressures from outside the group are many, then the potential for failure to fulfill the purpose of the group is very high.

2. On-going Leader Activities

A worker acts in the role of group leader when he deter mines the purpose and selects the group membership, the time, the place, etc. Once the individuals begin to meet as a group, then the leader is faced with the responsibility of keeping the group focused on the purpose and goals, helping each member feel a part of and participate in the group. The leader may assign tasks, redefine goals, set limits, modify group conditions, provide support, involve a non-verbal member, or acknowledge discomfort and help in expressing it, involve resource personnel. In performing these tasks, the leader uses such skills and activities as providing information, asking questions, empathizing, listening, reflecting, stimulating, clarifying, and summarizing. Always focus on the purpose of the group and be cognizant of the fact that the ultimate goal of the group is not just functioning within the group, but improved functioning outside the group.

3. Termination

Just as the leader has prepared the individuals for formation of a group, the leader needs to prepare the group for termination. With teaching groups, clients can be helped to consolidate what they have learned and also to identify ways in which they intend to use their new knowledge. During summation and evaluation, the leader may learn ways in which to make future groups more beneficial. The problem-centered group is often hesitant about terminating because of strong feelings of identification with the leader and other members. Feelings of dependence and further need for support may be strong. If a duration period is established from the beginning and the leader reminds the group occasionally of the date of termination, anxiety about termination can be lessened.

VIII. Appendix

Resource Chart - Appendix I

Group Work Practices - Bibliography

Resource Chart

Appendix 1

SUGGESTED RESOURCES	Visual Aids	Informational Materials	Instruction Or Training	Direct Services	Ongoing Client Involvement	Applicable Problem Area
Home Economists			X			2 & 3
Interior Design			X			2
Women, Infants, Children(WIC) Co Health Dept.		X	X	X		3
Public Health Nutritionist		X	X	X		3 & 9
School Lunch Program				X		3
Dairy Council NC		X				3 & 9
County Health Department	X	X	X	X		3,6,7,8,9
Consumer Protection Div.		X				4
Insurance Commission		X				5
Consumer's Council of NC		X				4 & 5
Merchants Bureau		X	X			4 & 5
Better Business Bureau		X	X			4 & 5
Farmers Home Administration		X	X			5
Legal Aid Agency			X	X		4 & 5

1. Management of Resources and Household Budgets
2. Maintenance and Care of the Home
3. Food Preparation and Nutrition
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5. Consumer Education
6. Child Rearing
7. Family Life
8. Sound Health Practices and Health Maintenance
9. In-Home Care Support
10. Alcoholism
11. Drug Addiction
12. Mental Retardation
13. Emotional Disturbance
14. School Related Problems

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Resource Chart

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Assoc. for Childhood Education		X				6,7,12,14
Parent Effectiveness Training		X	X			6,7
Planned Parenthood Federation of America	X	X	X	X		7,8
Parents w/o Partners		X	X		X	6,7
Perinatal Program Health Dept.	X	X	X	X		3,6,7,8
La Maze Training		X	X			6,7,8
La Leche League		X	X		X	3,6,8
Public Health Nurse		X	X	X		3,6,7,8,9
Child Development Specialists		X	X			6,7,12
Child Guidance Clinics	X	X	X	X		6,7.8,12,13,14
Developmental Evaluation Clinics		X	X	X		6,7,8,12,13
EPSDT (for AFDC Children)					X	
Day Care Centers			X	X		6,7,9
Headstart Programs		X	X	X		6,7
Parent-Teacher Association					X	6,7,12,14

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Churches					X	7
Mental Health Clinics	X	X	X	X		6,7,8,10,11,12,14
American Red Cross	X	X	X			6,7,8
Family Planning		X		X		7,8
ACME		X	X			7
American Parents Committee, Inc		X				6,7
Appalachia Educational Lab		X				6,7
YWCA, YMCA			X	X	X	7
Girls/Boy Scouts			X		X	7
4-H Clubs			X		X	7
City Parks and Recreation			X		X	7
Youth Councils			X		X	7
Women's Shelters				X		7
National Council on Senior Citizens	X	X				7
Council on Aging (Regional/Local)		X		X	X	7
Senior Center				X	X	7,9

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Golden Age Clubs				X	X	7
American Assoc. of Retired Persons		X			X	7
Foster Grandparents					X	7
Day Activity Programs				X	X	7,9
Arts and Craft Centers		X	X		X	7
Homemaker and Chore Services			X	X		7,9
Attendant Care				X		7,8
Home Delivered Meals				X		9
Services to Meet Special Needs of Aging, Disabled, Handicapped				X		7,9
Friendly Visitors				x		9
Telephone Reassurance				X		9,10,11.13
Medical Lending Closet				X		8,9
American Cancer Society	X	X	X			8,9
American Heart Society	X	X	X	X		8,9
National Kidney Foundation	X	X	X	X		8,9
Alcoholics Anonymous						10
Alcoholic Rehabilitation Centers						10
Salvation Army				X		7,10.11
Rescue Missions						10

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Goodwill Centers						1,10
Specialized Group Homes						10,11,12,13
Assoc. for Retarded Citizens						12
Sheltered Workshops						10,11,12
Social and Rehabilitation Services		X				A 1 1
Superintendent of Documents		X				A 1 1
Office of Child Support		X				A 1 1
Local Library	X	X				A 1 1
State Library	X	X				A 1 1
DHR Film Library						A 1 1
Technical Institutes	X		X			A 1 1
County Agricultural		X	x			A 1 1
Extension Service		X	X			A 1 1
Human Development Dept.		X	X			A 1 1

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SUGGESTED RESOURCES	Visual Aids	Informational Materials	Instruction Or Training	Direct Services	Ongoing Client Involvement	Applicable Problem Area
Trained Volunteers			X	X		A 1 1
Public Affairs Pamphlets		X				A 1 1
Dept of Health, Education		X				A 1 1
Family Services Agency			X	X		A 1 1
Public Schools	X	X	X			A 1 1

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State Personnel Training Center, (Jan Morgan, Training Officer), Peace Street, Raleigh, North Carolina 27611.

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