

Index*

A

- Accessibility, of residential facilities, 5.9
- Accessories, 3.14
- Accreditation, **29**
- Acoustics, of seclusion rooms, 3.66
- Administrative framework, 4.1–4.3
- Administrative functions and operations, 4.28
- Administrative offices, in residential facilities, 5.24–5.25
- Admission criteria, 2.9; for residential services, 1.3; for staffed/supervised apartments, 1.4
- Admission process: ascertaining health status, 3.73; for residential service providers, 2.11
- Adolescent pregnancy, **14**
- Adoption and Safe Families Act of 1997 (ASFA), **4, 29**
- Adoption Assistance and Child Welfare Act (1980), **3–4**
- Adult support, 2.14
- Adventure activities, 3.69
- Advisory committees, 4.7
- Advocacy, in behalf of children, 6.3
- AFDC (Aid to Families with Dependent Children), **6**
- After-school programs, **34**
- Age considerations, for placement, 2.5
- Agency(ies), **157**; administrative functions and operations, 4.28; advisory committees, 4.7; auspices of, 4.2; authorization of, 4.3; background assessments for staff, 4.49; continuous quality improvement program, 4.25; critical incidents, 4.67; cross-system training, 4.64; culturally diverse and competent staff, 4.52; customer service philosophy, 4.27; delivery role, 4.14; ethical conduct of, 4.32; fiscal planning and management, 4.30; governance of, 4.4–4.7; health care standards, 4.50; inservice training, 4.60; IRB

* Reference locators in **bold type** indicate page numbers. All other reference locators indicate standard sections.

- (Internal or Institutional Review Board), 4.34; legal counsel, 4.51; liability of, 4.31; mission and purpose of, 4.1, 4.8; operations manual, 4.16; outcomes, 4.9; policies and procedures, 4.15, 4.48; preservice training program, 4.58; professional growth and development, 4.54–4.67; professional services and consultants, 4.45; program performance, 4.26; protecting information, 4.23; protecting the rights of children and families, 4.24; recruitment and staff selection plan, 4.35; relationships with community representatives, 4.53; research activities, 4.33–4.34; roles and responsibilities of, 4.10–4.16, 6.2; safety and risk management program, 4.66; service quality and capacity of, **28–30**; service records, 4.21; staff development and training program, 4.55–4.56; staff development plan, 4.56; staff orientation program, 4.57; staff training opportunities, 4.61; supervisory structure of, 4.41; supportive work environment, 4.53; volunteer programs, 4.47; working relationships with technical schools, colleges, and universities, 4.63
- Agency attorney. *See* Legal counsel
- Aid to Families with Dependent Children (AFDC), **6**
- Alcohol abuse, **11**
- Allowances, for children, 3.17
- American Dietetic Association, 3.82
- American Indian children: best interests of, **3**; placing in out-of-home care, 2.4; role of the tribe, 3.4; traditional healing services, 3.31
- Anti-LGBTQ (lesbian, gay, bisexual, transgendered, and questioning) language, 3.79
- Anxiety, managing, 3.33
- Apartments, 1.1, 1.4
- Architect, commissioning, 5.5
- ASFA (Adoption and Safe Families Act of 1997), **4, 29**
- Assessment and service planning process: participants in, 2.19; role of the child in, 2.12; role of the family in, 2.13
- Assessments: documentation of, 4.19; initial, 2.15, 4.62. *See also* Background assessments; Community assessment; Ecological assessment; Educational assessment; Needs assessment process; Referral assessment; Trauma assessment; Vocational assessment
- Assisted housing, requests for, **9**
- Auspices, of an agency, 4.2
- Authorization, of an agency, 4.3
- Autonomy, in children and youth, **15**
- ## B
- Background assessments, for staff, 4.49
- Backup support, for residential treatment programs, 1.6

- Basic needs, of children and youth, **17**
- Bath and toilet facilities, in residential facilities, 5.15
- Bedrooms: in residential facilities, 5.14; single, 3.11
- Bedtimes, establishing, 3.11
- Behavior: consequences of unacceptable, 3.61; helping children to manage, 3.58
- Behavior management, **29**
- Behavior management philosophy, 3.57
- Behavior support and intervention, 3.57–3.66; models, 3.59; plan, 3.60
- Behavioral problems, dealing with, 4.58
- Best practices, in behavior support and intervention, 3.57
- Bilingual and bicultural competency, of staff, 4.52
- Biopsychosocial history, 2.2, 2.15
- Birth dates and certificates, 4.21
- Birth rates: for teenagers, **14**; in the U.S., **8**
- Board of directors, of a private agency, 4.6
- Boot camps, **34**
- Brain development, in infants and young children, **25**, **26**
- Broadcast media, role of, 6.16
- Building plans, for residential facilities, 5.5
- Buildings, designing, 5.6
- Bullying, **12**
- Business community, role of, 6.14
- Business interests, full disclosure of, 4.32
- (**
- Capacity, building, **18**
- CAPTA (Child Abuse Prevention and Treatment Act) (1974), **4**
- Career ladders, 4.61
- Caring profile, 3.59
- Case management: detention programs, 1.9; emergency shelter care programs, 1.7; group homes, 1.5; residential treatment programs, 1.6; services, 3.28; short-term/diagnostic programs, 1.8
- Case managers: caseloads for residential treatment programs, 1.6; in detention programs, 1.9; in emergency shelter programs, 1.7; in group homes, 1.5; in residential treatment programs, 1.6; responsibilities of, 1.3; in secure treatment settings, 1.10; in short-term/diagnostic programs, 1.8; in staffed/supervised apartments, 1.4
- Case or client management information system (CMIS), 4.17
- Case records, 4.21, 4.23
- Center for Medicare and Medicaid Services (CMS), **5**
- CEO (Chief Executive Officer): coordination with regulatory and standard-setting agencies, 5.4; professional qualifications, competencies, and qualities of, 4.39; responsibilities of, 4.38
- Chafee Program, **5–6**
- Change, families as allies in effecting, 3.42

- Chief Executive Officer. *See* CEO
- Child abuse or neglect, referrals alleging, **25**
- Child Abuse Prevention and Treatment Act (1974) (CAPTA), **4**
- Child care staff, scheduling, 1.3
- Child care workers: in detention programs, 1.9; in emergency shelter programs, 1.7; qualifications of, 1.3, 1.4; qualities and competencies of, 4.43; in residential treatment programs, 1.6; responsibilities of, 1.3; in secure treatment settings, 1.10; in short-term/diagnostic programs, 1.8
- Child day care centers, **34**
- Child protective services record checks, 4.49
- Child safety, **4–5, 25**
- Child welfare workforce, inadequacy of, **27–28**
- Child-centered residential services, 3.3
- Children, **1**; advocacy in behalf of, 6.3; advocating for themselves, 6.3; basic needs of, **17**; clothing, selecting and caring for, 3.14; of color, **10**; community approach to supporting, **19–20**; community responsibility for, **16**; concurrent planning for, 2.17; core principles guiding actions in behalf of, **18**; defining the goals of counseling, 3.30; determining residential service for, 1.4; early development of, **25**; empowerment of, 3.4, 3.74; entering foster care, **24**; grouping of, 3.24–3.26; helping to manage behaviors, 3.58; impact of changing social and economic conditions, **6–14**; with incarcerated parents, **13**; in the intake process, 2.8; living in poverty, **9**; mental health of, **13**; need for stability, **24**; neighborhood-based approach for supporting, **16–19**; in out-of-home care, **24–27**; participation in the selection of work assignments, 3.19; permanency options for, 2.23; personal attention required by, 3.12; protective factors, **15**; range of support services for, 6.4; referral for residential services, 2.3; resiliency in, **15**; rights of, 4.24, 4.51; risks of foster care, **26**; role in the assessment and service planning process, 2.12; service goals established by, 2.19; service records for, 4.19; special needs of, **26–27**; specialized service for, 3.8; strengths and resiliency of, **14–16**; universal needs of, **17**. *See also* Young children
- Children's Health Act of 2000, **5**
- Choking, 3.64
- Chores, assigning, 3.19
- Cleaning equipment, 5.17
- Clerical and administrative support positions, 4.44
- Client contact, written policy for, 4.32
- Clients' rights policy, 4.24
- Clinical/mental health services: detention programs, 1.9; emergency shelter care programs, 1.7; group homes,

- 1.5; initiation of, 3.27;
residential treatment
programs, 1.6; short-term/
diagnostic programs, 1.8
- Clinicians: caseloads for
residential treatment
programs, 1.6; in detention
programs, 1.9; in emergency
shelter programs, 1.7;
emphasizing expected
stressors, 3.33; ratios for
group homes, 1.5; in resi-
dential treatment programs,
1.6; responsibilities of, 1.3;
in secure treatment settings,
1.10; in short-term/diagnos-
tic programs, 1.8; in staffed/
supervised apartments, 1.4
- Clothing, for children, 3.14
- Clubs, 3.69
- CMIS (case or client manage-
ment information system),
4.17
- CMS (Center for Medicare and
Medicaid Services), **5**
- Coeducational group living,
3.26
- Coeducational programs, 3.26
- Collaboration, as a core prin-
ciple, **18**
- Collaborative approach, 4.1
- Collaboratives, 6.3
- Colleges, relationships with,
4.63
- Communication: as essential to
empowerment, 3.4; with
families, 3.40; removing
obstacles to, 3.4
- Communities: creating link-
ages in, 6.1; initial ap-
proaches to, 5.2; outreach
to, 6.6; relationships with,
5.1–5.4; responsibility for
children and families, **16**
- Community approach, **19–20**
- Community assessment, 5.1
- Community concerns, re-
sponding to, 5.3
- Community organizations, role
of, 6.7–6.17
- Community relationships,
6.1–6.6
- Community representatives,
building relationships with,
4.53
- Community services, integra-
tion with residential, 6.1
- Community-based activities, in
the recreation program, 3.69
- Community-based group
home, **2**
- Competency, 4.54; building
staff and agency, 4.62; of
staff, 4.52
- Competency-based staff
development, 4.54
- Concurrent planning, for a
child and family, 2.17
- Confidentiality: of records and
data systems, 4.20; safe-
guards for, 4.23
- Conflict of interest, 4.32
- Consequences, of unacceptable
behavior, 3.61
- Consultants: health care, 4.50;
roles of, 4.46; use of, 4.45
- Continuing education, mini-
mum credits for, 4.61
- Continuous quality improve-
ment (CQI), 4.25, 4.29
- Continuum of care, 1.11
- Control, minimizing displays
of, 3.34
- Cooling systems, of residential
facilities, 5.23
- Core competencies, 4.54
- Core principles, guiding
actions, **18**
- Corporal punishment, 3.62
- Corporate community, role of,
6.14

Corporate-sponsored child day care programs, 6.14
 Counsel. *See* Legal counsel
 Counseling, 3.29; about special concerns, 3.39; environment, 3.31; establishing and planning for the future, 3.32; for families, 3.42; therapy methods and, 3.30
 CQI (continuous quality improvement process), 4.25, 4.29
 Criminal record checks, 4.49
 Crises, dealing with, 4.58
 Crisis coverage, 4.67
 Critical incidents: requiring reports of, 6.17; responding to, 4.67; reviews of, 4.67
 Cross-agency safety committee, 4.66
 Cross-system training, 4.64
 Cultural competence, 3.1
 Cultural diversity, of staff, 4.52
 Cultural organizations, role of, 6.11
 Culturally competent providers, 3.1
 Culturally competent services, **10–11**
 Culturally supportive work environment, 4.53
 Culture, 3.1
 Cultures, strengths and attributes of, **15–16**
 Customer service philosophy, 4.27
 CWLA: Framework for Community Action, **17–19**; website, 3.57
CWLA Standards for the Health Care of Children in Out-of-Home Care, 3.72
CWLA Standards of Excellence for the Management and

Governance of Child Welfare Organizations (1996), **158**

D

Daily living programs, 3.9
 Data systems, confidentiality and safeguards of, 4.20
 Day camps, **34**
 Day care centers, **34**
 Day treatment, **34**
 Debriefing, after restraint or seclusion, 3.63
 Deinstitutionalization movement, **2**
 Demographics, of families, **8**
 Dental services, 3.74
 Depression, **13**
 Detention: in the array of residential services, 1.1; definition of, 1.9
 Detention programs, 1.9
 Diagnostic programs, 1.8
 Dietician, services of, 3.82
 Dining area, in a residential facility, 5.13
 Direct care competencies, 4.54
 Directors of residential services, 4.40
 Disabilities, accessibility to people with, 5.9
 Discharge: determining readiness for, 2.26; period following, 2.30; plan, 2.27; planning for, 2.25; process, 2.28; unplanned, 2.29
 Disposition, of closed service records, 4.22
 Diversity, respecting and valuing, **18**
 Divorced persons, **7**
 Documentation: of assessments, 4.19; of medication, 3.76; of services provided, 4.19

- Domestic violence, **12–13**
- Doors, of seclusion rooms, 3.66
- Dress requirements, 3.14
- Drug screening, 4.37, 4.49
- Duration of service: of residential providers, 2.5; in residential treatment programs, 1.6
- Duration of stay: in detention programs, 1.9; in emergency shelter care service, 1.7; in secure settings, 1.10; in short-term/diagnostic programs, 1.8
- {
- Early intervention, **23**
- Ecological assessment, 2.15
- Economic conditions, impact of changing, **6–14**
- Education: encouraging continuing formal, 3.48; incorporating into service plans, 3.52
- Educational advocate, appointing, 3.53
- Educational assessment, 3.46
- Educational director, 3.47
- Educational institutions, relationships with, 4.63
- Educational objectives, for each child, 3.51
- Educational planning: participants in, 3.53; review of, 3.54
- Educational services: detention programs, 1.9; emergency shelter care programs, 1.7; group homes, 1.5; residential service provider, 3.46; residential treatment programs, 1.6; short-term/diagnostic programs, 1.8
- Educational staff: in residential treatment programs, 1.6; responsibility of, 3.47; in secure treatment programs, 1.10
- Elected officials, role of, 6.15
- Electronic records, backup of, 4.23
- Electronically transmitted data, format of, 4.23
- Emergency food assistance, **9**
- Emergency shelter care, 1.1, 1.7
- Emotions, experienced by staff, 3.61
- Employees. *See* Staff
- Employment services, role of, 6.12
- Employment, seeking in the community, 3.20
- Empowerment: of children and family members, 3.4, 3.74; process of, 2.8
- Environment, nonviolent and coercion-free, 3.34
- Equipment, in a residential facility, 5.17
- Ethical conduct, 4.32
- Ethnic differences, in family structure, **7**
- Evaluations: of administrative functions and operations, 4.28; of program performance, 4.26
- Evidence-based strategies, **19**
- External environment, of residential facilities, 5.10
- {
- Facilitative role, 3.4
- Facilities. *See* Residential facilities
- Fair Labor Standards Act, 3.20
- Faith-based organizations, role of, 6.11

- Families: advocating for themselves, 6.3; as allies in effecting change, 3.42; with both parents working, **7–8**; circumstances for not contacting, 3.40; of color, **10–11**; communication with, 3.40; community approach to supporting, **19–20**; community responsibility for, **16**; concurrent planning for, 2.17; counseling with, 3.42; defining the goals of counseling, 3.30; engaging in the intake process, 2.8; engaging in the milieu, 3.44; ensuring a range of support services for, 6.4; immigrant, **10**; impact of social and economic conditions, **6–14**; mobility of, **8**; neighborhood-based approach for, **16–19**; nonpoor, **10**; opportunities for, 3.45; protecting the rights of, 4.24; protective factors possessed by, **15**; reunification of, 2.24; role in the assessment and service planning process, 2.13; roles of, 3.45; self-sufficiency for poor, **6**; service goals established by, 2.19; service records for, 4.19; as stakeholders, 3.45; strengths and resiliency of, **14–16**; supporting, **18**; unstable economic condition of, **9**; visits and contact by, 3.43; working poor, **9–10**. *See also* Parents
- Family court, coordination with, 4.5
- Family foster homes, **34**
- Family groups, 3.41
- Family living skills, 3.22
- Family members: empowerment of, 3.4; involving in counseling services, 3.29; reaching out to, 2.14
- Family services, forms of, 3.41
- Family structure, changing, **6–7**
- Family-centered residential services, **21–23**
- Family-focused residential services, 3.3
- Federal legislative efforts, **3–6**
- Fictive kin, reaching out to, 2.14
- Fiscal planning and management, 4.30
- Flexibility, of residential services, 3.2
- Floor padding, in seclusion rooms, 3.66
- Food service, 3.80–3.82
- Foreign-born population, in the U.S., **8**
- For-profit agencies, 4.2
- Foster care: entries into, **24**; risk for children in, **26**
- Foster Care Independence Act (1999), **5–6**
- Framework. *See* Administrative framework
- Framework for Community Action, **17–19**
- Furnishings, in a residential facility, 5.18
- ## G
- GALs (guardians ad litem), 6.10
- Gender considerations, for residential services placement, 2.5
- Gender identification, 3.79
- Girls, vulnerability to substance abuse, **11**

- Governance structure, for residential services, 4.4–4.5
- Graduation celebration, from residential services, 2.28
- Grooming, 3.13
- Grounds, designing, 5.6
- Group activities, 3.69
- Group homes, 1.1, 1.5
- Group living, coeducational, 3.26
- Group peer counseling activities, 3.38
- Grouping, of children, 3.24–3.26
- Guardians: allowing access to service records, 4.20. *See also* Parents
- Guardians ad litem (GALs), 6.10
- Guided group interaction, 3.59
- ## H
- Hairstyles. *See* Personal appearance
- Harms, protection from, 17
- Head holds, 3.64
- Health Care Financing Administration (HCFA). *See* Center for Medicare and Medicaid Services (CMS)
- Health care practitioners, role of, 6.8
- Health care services: initial, 3.73; providing for children, 6.8
- Health care staff member, 4.50
- Health education, 3.77
- Health services, 3.72–3.79
- Health services management unit, 4.50
- Heating and cooling systems, of residential facilities, 5.23
- Hobbies, organizing clubs around, 3.69
- Homeless families, requests for shelter by, 9
- Homelessness, discharge into, 2.26
- Homemaking skills, teaching, 3.21
- Homes. *See* Group homes
- Hospital psychiatric units, 34
- Housing services, role of, 6.9
- Human service delivery areas, 4.54
- Human subject protections, 4.34
- Hyperextension, of any body part, 3.64
- ## I
- ICWA. *See* Indian Child Welfare Act
- IEP (individualized education plan), 3.46, 3.50
- IEPA (Removal of Barriers to Interethnic Adoption), 4
- Immigrant families, 10
- Immigration, 8
- Incarcerated parents, 13
- Independence, encouraging and facilitating, 3.16
- Independent living, permanency and, 2.23
- Independent-living program, 3.16
- Indian Child Welfare Act (ICWA) (1978), 3; provisions of, 2.4; requirements of, 3.1
- Individualized education plan (IEP), 3.46, 3.50
- Infants. *See* Young children
- Initial assessment, 2.15, 4.62
- Inservice training, 4.60
- Intake process: initiation of, 2.8; purpose of, 2.9; steps in, 2.10

- Integration, of residential and community services, 6.1
- Intensive residential treatment programs, 1.1, 1.6
- Internal or Institutional Review Board (IRB), 4.34
- Internet sites, privacy policy on, 4.23
- Interpersonal approach, of staff members, 4.43
- Interventions, 3.63
- IRB (Internal or Institutional Review Board), 4.34
- J**
- Jails, **34**
- Job descriptions, 4.37
- Job preparation experiences, 3.56
- Jobs, children receiving payment for, 3.20
- John H. Chafee Foster Care Independence Program, **5–6**
- Judicial services, role of, 6.10
- Juvenile arrest rates, **14**
- Juvenile court, coordination with, 4.5
- Juvenile delinquency, **14**
- K**
- Keys, staff access to, 5.22
- Kitchen, in a residential facility, 5.16
- L**
- Law enforcement, role of, 6.13
- Leadership, nurturing, **18**
- Learning institutions. *See* Educational institutions
- Legal and judicial services, role of, 6.10
- Legal counsel: responsibilities of, 4.51; reviewing confidentiality, 4.20
- Legal liability, 4.31
- Legislative advocacy, 6.3
- Legislative and policy initiatives, **1–2**
- Leisure activities, 3.67, 3.70
- Liability, 4.31
- Licensing authority, role of, 6.17
- Life skills: addressing in each service plan, 3.16; teaching, 4.60
- Linkages, creating in communities, 6.1
- Living accommodations, for staff members, 5.19
- Living areas, in residential facilities, 5.11
- Location, of residential services, 2.5, 5.2, 5.8
- Locking devices, in seclusion rooms, 3.66
- Loss, understanding and coping with, 3.35
- M**
- Maintenance, of residential facilities, 5.21
- Managed behavioral health care, **29**
- Managed care, **21**
- Management information systems (MIS), 4.17, 4.18; funding the support of, 4.11; overview of, 4.17; using, 4.29
- Mealtimes, 3.80
- Media access, guidelines for, 3.70
- Media, role of, 6.16

- Medical history, obtaining for children, 2.16
- Medical personnel: for all residential treatment programs, 1.6; for secure treatment programs, 1.10
- Medical services, 3.74; detention programs, 1.9; emergency shelter care programs, 1.7; group homes, 1.5; residential treatment programs, 1.6; short-term/diagnostic programs, 1.8
- Medications: maintenance of, 5.22; safe administration of, 3.76
- Mental disorders, **13**
- Mental health services. *See* Clinical/mental health services
- Mental health, of children and youth, **13**
- Menu planning, 3.80
- MEPA (Multi-Ethnic Placement Act of 1994), **4**
- Milieu, engaging families in, 3.44
- Milieu experiences, 3.9–3.26
- MIS. *See* Management information systems
- Mission and purpose, 4.1, 4.8, 4.15
- Money management skills, 3.18
- Monitoring: of physical interventions, 3.63; of seclusion, 3.65
- Multi-Ethnic Placement Act of 1994 (MEPA), **4**
- N**
- National Survey of America's Families, **7, 8**
- Needs assessment process, 6.5
- Negative behavior, 3.61
- Neighborhoods, assessing, 5.1
- Nightlights, 3.11
- Nonphysical interventions, 3.63
- Nonpoor families, **10**
- Nonprofit agencies, 4.2
- Nurturing relationships, **17**
- Nutrition and food service, 3.80–3.82
- O**
- Objectives, assisting the child and family in setting, 3.32
- Observation windows, for seclusion rooms, 3.66
- Offices, in residential facilities, 5.24–5.25
- On-call support system, 1.3
- One-story buildings, advantages of, 5.6
- On-site or on call, 1.5
- On-site schools, 3.47
- Options, counseling sessions exploring, 3.31
- Organizations, working relationships among, 6.2
- Orientation, for new staff, 4.57
- Outcomes: for an agency, 4.9; for all children receiving residential services, 1.3; for detention programs, 1.9; for emergency shelter programs, 1.7; for group homes, 1.5; monitoring, 4.9; for residential treatment programs, 1.6; for secure treatment programs, 1.10; for short-term/diagnostic programs, 1.8; for staffed/supervised apartments, 1.4
- Out-of-home care: children in, **24–27**; mental health of

- children placed in, **13**;
 reaction to deaths of youth
 in, **4-5**; settings, **23**
- Outreach, to the community,
 6.6
- Overnight awake staff, in group
 homes, 1.5
- P**
- P.L. 95-608. *See* Indian Child
 Welfare Act
- P.L. 96-272 (Adoption Assis-
 tance and Child Welfare
 Act), 3.4
- P.L. 104-193 (Personal Responsi-
 bility and Work Opportunity
 Reconciliation Act), **6, 9**
- P.L. 104-235 (Child Abuse
 Prevention and Treatment
 Act), **4**
- P.L. 106-169 (Foster Care
 Independence Act), **5-6**
- P.L. 107-133 (Promoting Safe
 and Stable Families Amend-
 ments of 2001), **6**
- Pain-inducing techniques, 3.64
- Paper records, storage of, 4.23
- Paraprofessionals, 4.44
- Parent support groups, 3.41
- Parents: allowing access to
 service records, 4.20;
 counseling with, 3.42;
 empowering, **19**; incarcer-
 ated, **13**; participation in
 assessment and service
 planning, 2.13; single, **7**;
 teenage, 6.8; working longer
 hours, **8**
- Participants: in the assessment
 and service planning
 process, 2.19; in counseling
 services, 3.29; in educa-
 tional planning, 3.53
- Payment, for work done by
 children, 3.20
- Peer counseling, 3.38
- Peer relations, 3.26
- Peer review component, in
 the continuous quality
 improvement process, 4.25
- Peer support groups, 3.41
- Peers, influence exercised by,
 3.38
- Performance expectations,
 4.62
- Performance-based system of
 services, **21**
- Periodic reassessments, 4.62
- Permanence, **24**
- Permanency options, for
 children, 2.23
- Permanency planning, **3**; for
 American Indian children,
 2.4
- Personal and family histories,
 obtained by residential
 service providers, 2.16
- Personal appearance, 3.14
- Personal attention, individual
 needs for, 3.12
- Personal gain, 4.32
- Personal hygiene, 3.13, 3.78
- Personal possessions, encour-
 aging, 3.15
- Personal Responsibility and
 Work Opportunity Recon-
 ciliation Act, **6, 9**
- Personnel. *See* Staff
- Physical access, to residential
 facilities, 5.9
- Physical interventions, 3.60,
 3.63; addressed by the
 Children's Health Act, **5**;
 monitoring of, 3.63

- Physical restraint, 3.63
- Plan, for communicating with families, 3.40
- Planning, for transition and discharge, 2.25
- Point and level systems, 3.59
- Policies, for an agency, 4.15
- Positive peer culture, 3.38, 3.59
- Positive youth development, 3.59
- Postdischarge environment, 2.25
- Post-placement services, 2.25
- Post-service and follow-up, 2.30
- Post-traumatic stress disorder (PTSD), 3.34
- Poverty, impact on families, **9–10**
- Power, minimizing displays of, 3.34
- Practices, prohibited, 3.62, 3.64
- Pregnancy, adolescent, **14**
- Preplacement services, 2.7
- Preschool children. *See* Young children
- Preservice training: for new supervisors, 4.59; for staff, 4.58
- Presite selection contacts, 5.2
- Prevention, promoting, **18**
- Prevocational education services, 3.56
- Print media, role of, 6.16
- Privacy policy, on internet sites, 4.23
- Private agencies, 4.2; board of directors, 4.6; fiscal planning and allocation process, 4.11; responsibilities of, 4.13; roles and responsibilities of, 4.10–4.16
- Proactive interventions, 3.58
- Problem-solving, in children and youth, **15**
- Procedures, for an agency, 4.15
- Professional growth and development, 4.54–4.67
- Professional services, 4.45
- Program description, for specialized services, 3.8
- Program directors, 4.40
- Program performance, evaluating, 4.26
- Program space, in residential facilities, 5.11
- Prohibited practices, 3.62, 3.64
- Promoting Safe and Stable Families Amendments of 2001, **6**
- Protection, from harms, **17**
- Protective factors: in children and youth, **15**; possessed by families, **15**
- Providers, culturally competent, 3.1
- Psychiatric services, 3.75; detention programs, 1.9; emergency shelter care programs, 1.7; group homes, 1.5; residential treatment programs, 1.6; short-term/diagnostic programs, 1.8
- PTSD (post-traumatic stress disorder), 3.34
- Public agencies, 4.2; ensuring adequate funding, 4.11; roles and responsibilities of, 4.10–4.16
- Public legal assistance, obtaining, 6.10
- Public officials, role of, 6.15
- Public safety agencies, role of, 6.13
- Punishment, corporal, 3.62
- Purpose. *See* Mission and purpose

Q

Quality, ensuring, 4.25–4.34

R

Range of service elements,
assessing, 3.7

Record checks, 4.49

Records. *See* Service records

Recreation: in detention
programs, 1.9; in emergency
shelter care programs, 1.7;
in group homes, 1.5; in
residential treatment
programs, 1.6; in short-term/
diagnostic programs, 1.8

Recreation programs, 3.67, 3.68

Recreation space and equip-
ment, in residential facili-
ties, 5.12

Recreational activities: thera-
peutic and specialized, 3.71;
types of, 3.69

Recreational services, 3.67–
3.71

Recruitment activities, 4.36

Recruitment and staff selection
plan, 4.35

Referral assessment, 2.2

Referral/placement agency:
completing a referral
assessment, 2.2; preplace-
ment services, 2.7

Referrals: appropriateness and
legality of, 2.8; received by
residential service provid-
ers, 2.6

Regulatory agencies, coordina-
tion with, 5.4

Reimbursement rates, to
residential services agen-
cies, **28–30**

Relationships, forming posi-

tive, mature, 3.36

Relatives, employment of, 4.32

Removal of Barriers to Inter-
ethnic Adoption (IEPA), **4**

Reporting system, in the
continuous quality im-
provement process, 4.25

Research, conducting and
incorporating into agency
practice, 4.33–4.34

Residence, teaching the skills
for locating and obtaining,
3.23

Residential care, settings, **23**

Residential facilities, 5.10–
5.26; location of, 5.8; long-
term availability of, 5.7;
physical access to, 5.9;
planning or building, 5.5–5.9

Residential schools, **34**

Residential service agency. *See*
Agency(ies)

Residential service elements.
See Service elements

Residential services, **33–34**;
administrative framework
for, 4.1–4.3; for American
Indian children, 2.4; array
of, **30**, 1.1–1.11; attributes
of all types of, 1.3; children
receiving, **26–27**; common
characteristics of, 3.1–3.6;
continuum of care for, 1.11;
delivering, 4.10–4.16;
desired outcomes of, **21–24**;
diversity of services, 2.5;
early intervention and
permanency for children,
23–24; historical develop-
ment of, **1–2**; locating, 5.2;
making a referral for, 2.1;
need for an array of, 1.1; not
replicating in a community,
5.1; organization and

- administration of, 4.1–4.67;
- organizing and delivering, 4.8–4.9; primary purpose of, **34**; principles of family-centered, **21–23**; purpose of all types of, 1.2; purposes of, **20–21**; recent developments in, **24–30**; role in the community approach, **19–20**; roles in delivering, 4.14; selecting appropriate, 2.5; sources of referral for, 2.6; standards of excellence for, **30–31**; training on, 4.55
- Residential treatment, 1.6; center, **2**; facilities, 1.1; programs, 1.6
- Resiliency, **15**
- Resources, ensuring adequate, 4.11
- Restraint, prohibited practices, 3.64
- Restrictive interventions, 3.63, 4.51
- Restrictiveness, determining for placement, 2.5
- Results, measuring, **19**
- Retention, of service records, 4.22
- Retraumatizing practices, 3.34
- Reunification: concurrent planning of alternatives, 2.17; as the goal for a child and family, 2.24; as the preferred option, 2.23; providing transition services for, 3.37
- Review process: for restrictive interventions, 3.63; for service plans, 2.21
- Rights, of children and families, 4.24
- Risk, in providing residential services, 4.31
- Risk and resilience, 3.59
- Risk management, 4.66
- Routines, daily, 3.10
-)
- Safety: for residential facilities, 5.22. *See also* Child safety
- Safety and risk management program, 4.66
- Safety committee, 4.66
- SAMHSA (Substance Abuse and Mental Health Services Administration), **5**
- Satisfaction measures, from stakeholders and clients, 4.25
- School attendance, 3.48
- Schools: on-site at residential service providers, 3.47; role of, 6.7
- Seclusion, 3.63, 3.64, 3.65
- Seclusion rooms, 3.66
- Secure treatment, 1.1, 1.10
- Selection process, for staff, 4.37
- Self-management, fostering the child's, 3.58
- Sense of purpose, in children and youth, **15**
- Separation, understanding and coping with, 3.35
- Service delivery, 2.1–2.30
- Service elements: common characteristics of, 3.1–3.6; individualizing, 3.8; range of, 3.7–3.8
- Service goals and objectives, 2.20
- Service organizations, role of, 6.11
- Service outcomes, for an agency, 4.9
- Service plan, 2.18, 4.19;

- addressing life skills in, 3.16; developing, 2.18; including in case management services, 3.28; including recreational objectives in, 3.67; incorporation of education into, 3.52; monitoring and evaluating, 2.21; responding to needs for decisionmaking, 3.31. *See also* Behavior support and intervention
- Service planning team, developing a written discharge plan, 2.27
- Service records: confidentiality and safeguards in the use of, 4.20; logging occurrence of access to, 4.20; maintenance of, 4.19, 4.21; protection of, 4.23; retention and destruction, 4.22; training in the access and use of, 4.19
- Service specialization, considering, 2.5
- Services: culturally competent, **10–11**; delivery of, 2.1–2.30; by detention programs, 1.9; by emergency shelter care programs, 1.7; by group homes, 1.5; immediately preceding placement, 2.7; by residential treatment programs, 1.6; shared responsibility in the delivery of, 4.65; by short-term/diagnostic programs, 1.8
- Sexual orientation, 3.79
- Sexuality, counseling and education, 3.78
- Sexually transmitted infections (STI), 3.78
- Shoes, for children, 3.14
- Short-term/diagnostic care, 1.1
- Short-term/diagnostic services, 1.8
- Single bedrooms, 3.11, 5.14
- Single parent families, percentages of, **7**
- Sleep, 3.11
- Sleeping rooms. *See* Bedrooms
- SMART outcomes, 4.9
- Snacks, 3.80
- Social and economic conditions, changing, **6–14**
- Social competence, in children and youth, **15**
- Social history, obtaining for children, 2.16
- Social justice, advancing, **18**
- Social organizations, role of, 6.11
- Social skills, developing, 3.36
- Societal violence, impact on families, **11–13**
- Solitary activities, 3.70
- Special concerns, counseling about, 3.39
- Special-education teachers, 1.6, 1.10
- Specialists, 4.45, 4.46
- Specialized recreational activities, 3.71
- Specialized services, 3.8
- Special-use areas, **230**
- Spontaneous activities. *See* Leisure activities
- Staff: administering consequences, 3.61; attracting and retaining competent, 4.35–4.42; cultural diversity and competence of, 4.52; interpersonal approach of, 4.43; liability of, 4.31; living accommodations for, 5.19; managing, 4.42; orientation for new, 4.57; preservice training for, 4.58; qualifica-

- tions, 1.3; qualifications, competencies, and qualities of, 4.43–4.53; quantity of space for, 5.20; recruiting and selecting, 4.35–4.37; responsibilities, 1.3; reviewing performance of, 4.62; skills of, 4.35; supervisory, 4.41–4.42; treating volunteers as, 4.47
- Staff constellation: for detention programs, 1.9; for emergency shelter programs, 1.7; for group homes, 1.5; for residential services, 1.3; for residential treatment programs, 1.6; for secure treatment settings, 1.10; for short-term/diagnostic programs, 1.8; for staffed/supervised apartments, 1.4
- Staff development, competency-based, 4.54
- Staff development plan, 4.56
- Staff development program, 4.52
- Staff ratios: for detention programs, 1.9; for emergency shelter programs, 1.7; for group homes, 1.5; for residential services, 1.3; for residential treatment programs, 1.6; for secure treatment settings, 1.10; for short-term/diagnostic programs, 1.8; for staffed/supervised apartments, 1.4
- Staffed/supervised apartments, 1.1, 1.4
- Staffing, of residential providers, 2.5
- Standards, scope of, **30–31**
- Standards for Privacy, 4.34
- Standard-setting agencies, coordination with, 5.4
- State department of social services, 4.10
- State entitlements, seeking for education, 3.48
- STI (sexually transmitted infections), 3.78
- Stigma, associated with residential services, 3.69
- Storage space: for each child, 3.15; in a residential facility, 5.17
- Strengths-based approach, 3.5
- Stress, managing, 3.33
- Structured verbal interventions, 4.58
- Substance abuse, impact on families, **11**
- Substance Abuse and Mental Health Services Administration (SAMHSA), **5**
- Suicides, youth, **13–14**
- Supervised visitation, 3.43
- Supervised/staffed apartments, 1.1, 1.4
- Supervision: versus consultation, 4.46; for a residential services placement, 2.5
- Supervisors: inservice training for, 4.60; preservice training for, 4.59; professional qualifications, competencies, and qualities of, 4.42; responsibilities of, 4.41
- Support groups, for reunification, 2.24
- Support person/advocate, for a family, 2.19
- Support services, ensuring a range of, 6.4
- Support staff, qualifications, competencies, and qualities of, 4.44
- Supportive work environment, 4.53

Swimming areas, securing,
5.12, 5.22

Systems of care, 1.11

T

TANF (Temporary Assistance
to Needy Families), **6**

Teaching family model, 3.59

Team, developing educational
plans, 3.53

Team approach, 2.19

Team sports, 3.69

Technical schools, relation-
ships with, 4.63

Teenage parents, medical and
health services required by,
6.8

Temperature, of seclusion
rooms, 3.66

Temporary Assistance to
Needy Families (TANF), **6**

Therapeutic recreational
activities, 3.71

Therapeutic services, **20–21**

Therapeutic work, 3.30

Therapists, requirements for,
3.30

Toddlers. *See* Young children

Toilet facilities, in residential
facilities, 5.15

Torsion, of joint or skin, 3.64

Training curriculum: for new
supervisors, 4.59; for staff,
4.57

Training plan, for each new
worker, 4.58

Training program, for staff,
4.55–4.56

Transition, planning for, 2.25

Transition services, for chil-
dren, 3.37

Transportation assistance, for
visits, 3.43

Transracial placement practice,
3

Trauma assessment, 3.34

Trauma-sensitive culture, 3.34

Treatment plan. *See* Service
plan

Treatment services. *See* Spe-
cialized services

Tribal department of county
social services, 4.10

Tribes, reaching out to, 2.14

Tutoring services, 3.49

24-hour access, 1.5

U

Unacceptable behavior, conse-
quences of, 3.61

Universal needs, of children
and youth, **17**

Universal service characteris-
tics, 3.1–3.6

Universities, relationships
with, 4.63

Unmet needs, addressing, 6.5

Unplanned discharge, 2.29

Utility equipment, in a residen-
tial facility, 5.17

V

Vehicles, 5.26

Verbal interventions, struc-
tured, 4.58

Violence, impact on families,
11–13

Visitors, guidelines for ap-
proval of, 3.44

Visits, encouraging family, 3.43

Visual monitoring, of seclu-
sion, 3.65

Vocational assessment, 3.46

Vocational counseling, 3.55

Vocational education, 3.56

Volunteer programs, 4.47, 4.48
Voucher program, added to the
Chafee Program, **6**

W

Wake-up routines, 3.11
Wall padding, in seclusion
rooms, 3.66
Wilderness activities, 3.69
Windows, in seclusion rooms,
3.66
Work environment, supportive,
4.53
Work experiences, 3.20
Workers, inservice training for,
4.60
Workforce, **27–28**. *See also*
Staff
Working poor families, **9–10**

Y

Young children: referral for
residential services, 2.3. *See also* Children
Youth, **1**; allowing access to
service records, 4.20; basic
needs of, **17**; core principles
guiding actions in behalf of,
18; mental health of, **13**;
participation of, 3.6;
strengths and resiliency of,
14–16; universal needs of,
17; violence, **12**
Youth care workers, 1.4, 4.43
Youth development model, 3.6
Youth-adult partnerships, 3.6

Z

Zoning requirements, 5.1