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Selection of Residential Child Care Workers:

A Look at Performance Predictors

John J. Bacon

California State University, San Bernardino

Running head: CHILD CARE SELECTION

SELECTION OF RESIDENTIAL CHILD CARE WORKERS:
A LOOK AT PERFORMANCE PREDICTORS

A Thesis
Presented to the
Faculty of
California State
University, San Bernardino

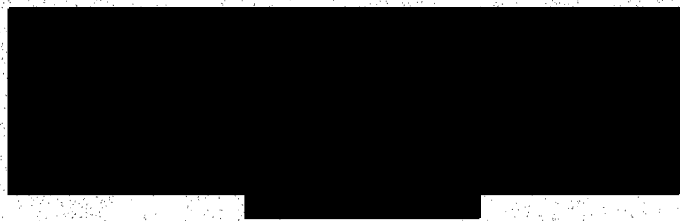
by
John J. Bacon
March, 1986

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3-21-86
Date



Child Care Selection

Abstract

Data from 103 residential child care workers (RCCW) were used to develop a multiple regression equation. The dependent variable was supervisor evaluation score. There were seven predictor variables: Adjective Check List (ACL) scores, number of years of education, marital status, average number of ounces of alcohol consumed per week, number of RCCW's own children, number of years as a residential child care worker and level of parental discipline shown toward the RCCW. Results indicated a significant positive relationship between supervisor evaluation scores and number of years of education, ACL scores and number of years experience as a residential child care worker. The results also indicated a significant negative relationship between the number of own children and the dependent variable. Additionally, demographic data were collected and tabulated. The tabulations suggest that the average RCCW is young, well educated and single with no children. Implications of results were discussed.

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Selection of Residential Child Care Workers:

A Look at Performance Predictors

Residential treatment facilities, as we know them today, had their beginnings in the late 1700's when the Philanthropic Society of London opened cottages for economically and emotionally deprived children (Stone, 1979). The cottages operated in a family-like structure with adults employed as cottage surrogate parents. Today there are thousands of adults performing the duties of cottage parents (also called child care workers and counselors). In a nationwide survey of 489 residential child care workers (RCCWs), Myer (1980) found that the average RCCW was young (mode 24 yrs.) and well educated. More than 60% of the RCCWs had at least two years of college and had been on the job for 1 to 3 years.

The task of selecting the most effective RCCWs has received much discussion but very little empirical research. Many facilities rely on an interview and application blank and meet with erratic results. These erratic results suggest that developing a systematic procedure for selection of residential child care workers could bring benefits such as financial, stability, morale, etc.; however, probably the most important benefit is to find capable people who will provide for the

healthy development of the children living in the facilities. The importance of stability of workers is shown by Rutter (1980) who suggests that some of the social abnormalities shown by adults who grew up in institutions were caused by the phenomenon of frequently changing caretakers. Furthermore, caretaker child abuse is being discovered all too frequently; (Haddock & McQueen, 1983) pointing to the necessity of developing an instrument with the dual purpose of identifying good RCCWs as well as potentially abusive RCCWs.

Attempts by researchers to develop instruments for the selection of residential child care personnel have been complicated by numerous factors. A major factor is that the available pool of applicants is small. Accounts of the selection of residential child care workers have received very little attention and subsequently very little follow-up over the years. Nonetheless a few well designed experiments have been conducted that are suggestive of new knowledge. This paper will review and evaluate the literature dealing with the selection of RCCWs and discuss the most promising variables in a selection instrument designed using modern methodology. The variables to be reviewed are Adjective Check List score, marital status, number of years of education, number of years of experience as a professional

child care worker, number of workers own children, alcohol consumption and level of parental discipline showed toward the worker.

Setting

The literature on selection of personnel to work with emotionally disturbed children covers a variety of settings: psychiatric hospitals (Butterfield & Warren, 1962); foster care homes (Cautley, 1980; Colvin, cited in Cautley, 1980); group homes (Maloney, Warfel, Blase, Timbers, Fixsen & Phillips, 1983); and residential treatment facilities (Allerhand, 1958; Codori & Cowles, 1971; Haddock & McQueen, 1983; Ross & Hoeltke, 1985; Saunders & Fenton, 1975; Saunders & Pappanikou, 1970; Schaefer, 1972). This paper will deal with residential treatment facilities which operate as family-like institutions employing professional and paraprofessional adults who work 40 to 45 hours per week in the cottages as cottage parents. These workers may or may not spend some overnights at the cottage.

Residential child care facilities differ from the other settings mentioned in the type of staff orientation, training, size and type of population in treatment. Hospitals are staffed by medical technicians, physicians and nurses. Foster care homes

are generally staffed by the family residing in the home. Group homes are most usually staffed by couples residing in the home while juvenile detention centers are usually staffed by corrections personnel. These roles are not entirely the same and most likely require different characteristics on the part of the staff.

Experts on residential treatment such as Bettelheim (1950, 1955, 1974); Burmeister (1960, 1967); Kreuger (1978, 1983); Treischman & Whittaker (1972); Treischman, Whittaker & Brendtro (1969); and Whittaker (1979) have offered suggestions into selecting residential child care workers (RCCWs) who best match the nature of the job. Some of their suggestions concern selecting warm, caring, flexible, bright, and cheerful individuals. However, none of them offer any empirical evidence for their reasons, nor are any objective measures of the attributes noted.

Three personnel themes continue to arise in the attempts to develop child care selection instruments: personality, aptitude and experience. These themes are certainly not limited to this area of personnel selection and have been the focus of much literature both for and against using them (Davids, Laffey & Cardin, 1969; Combs, Avila & Purkey, 1971; Barron & Donohue, 1951; Huws Jones, 1966; Schechinger & Liss, 1980; Honig, 1979; Hough,

Keyes & Dunnette, 1983; Reilly & Chao, 1982; Zedeck & Cascio, 1984).

Personality

There are two factors one must consider when using personality measures, the assessment of personality and the application of the measurement. Ickes (1984) and Ickes & Snyder (cited in Ickes, 1984) give an excellent overview of these two issues. The assessment phase is characterized by sophisticated methodological approaches and tests such as the Adjective Check List. The application phase abounds in controversy. Mischel (cited in Ickes, 1984) found that the measures of consistency in personality account for only a small portion of the variance in the behaviors that have been used to predict and seldom give correlations higher than .30. Ickes (1984) argues that accurate predictions can only be made for some of the people some of the time and then only for some traits and some behaviors (i.e., there is never a perfect correlation and thus always some chance of error). Furthermore, Ickes (1984) cites evidence that when multiple-act measures are used correlations of .60 and higher are often obtained between the trait and behavior correspondence. Thus summaries of behavior across time, situation, etc., can be predicted from personality measures. For example measuring

someone's behavior for an isolated incident is not sufficient to predict future generalized behavior; however, measuring someone's behavior for several different incidents at several different times is sufficient to predict future generalized behavior.

Another moderating variable identified by Ickes (1984) is the trait being measured. Since the supervisor is writing the evaluation, if the RCCW reported trait is not observable then there will be a low correlation between that trait and the evaluated behavior. Ickes (1984) states that the trait must be observable and cross-situationally consistent. Consistency should receive high ratings by the supervisor for the better RCCWs.

Miscel (cited in Ickes, 1984) notes that measures of personality should better predict behavior in psychologically weak situations than in psychologically strong ones because of the high predictability of the multiple behavior measures and personality as well as the correlation between personality and psychological situations. The psychologically weak situations that arise in residential child care provide few salient cues to guide behavior (e.g., they are all against me, nobody likes me, they are always picking on me, etc.); thus residential child care should be a good situation in which personality is a good predictor of behavior. In the case of RCCWs then there should

be a high correlation between supervisor evaluations that measure multiple behaviors and a personality measure such as the Adjective Check List.

Personality differences among child care workers can sometimes, although not always, be bridged by different methods of adaptation (Dickinson & Bremseth, 1979). A very dependent person can be very eager to please and carry through with directives while his strongly independent counterpart might carry through on the same task because of a desire to take on responsibility; both do the same behavior in the end but for different reasons. However, there are extremes that may make some individuals unacceptable. Savicki & Brown (1979) report that some people (e.g. a person who is overwhelmed by others, a person who relieves unresolved anger through the young) are not suitable to be residential child care workers. A person who is too independent that she/he cannot work with someone else as a team would be a deficit to a program. Likewise, someone who is so dependent that she/he cannot work without any direction would also be a deficit to a program.

Dauids et al. (1969) found that if supervisors rated RCCWs favorably on job performance they also tended to rate them as

having a favorable personality (mean of combined behavioral ratings correlated with mean of combined personality ratings yields an r of .71 with affiliation and an r of -.77 with alienation). However they found that RCCWs rated themselves differently from the way supervisors rated them i.e., workers who rated themselves higher on alienation traits and lower on affiliation traits received more favorable job evaluations ($r = -.62$ for workers self rating on affiliation and $r = .58$ for workers self ratings on alienation). The authors felt this could be due to the ambiguous nature of interpreting projective tests such as the TAT and Rorschach used in the ratings. They suggest that tests scored more objectively such as the Adjective Check List should be used.

Saunders & Pappanikou (1970) found that the masculine-feminine interest scale (scale J) and the hypochondriasis scale (scale I) on the MMPI were significantly negatively correlated, the former $r = -.550$ and the latter $r = -.517$, with effective RCCWs. Their research design, however, is suspect. They discount some rather well accepted criteria, i.e. length of employment, supervisor ratings, etc. (Zedeck & Cascio, 1984) as acceptable for the dependent variables and instead opt for a highly desirable but extremely questionable criterion of behavioral improvement of the

child (Oxley, 1977). While the RCCW is responsible for carrying out the individual child's treatment plan she/he can hardly be thought of as a poor RCCW if the child does not respond to treatment. A number of other factors (e.g. child's diagnosis, treatment plan goals and methods, child's family structure and contact) may also influence the child's response to treatment (e.g. see Oxley, 1977). It is generally held that the RCCW's primary job responsibility is to carry out the treatment plan in the specified manner.

In a later study, Saunders & Fenton (1975) used the MMPI to develop profiles of seventy-six applicants of typical residential child care workers. Their results revealed that male applicants' scores were significantly different from normative scores on 8 MMPI clinical scales (hysteria, psychopathic deviate, masculinity-femininity interest, paranoia, psychasthenia, schizophrenia, hypomania and social) and three profile scales L, K and F. The female applicants' (n=21) scores were significantly different from the normative scores on two scales: hypochondriasis and depression. These results suggest that if RCCW applicants have statistically atypical MMPI profiles then they may possess non-normative personalities and may need closer supervision to observe these potential harmful deviations.

Ross & Hoeltke (1985) obtained results showing a significant correlation between supervisor evaluations and RCCWs personality scores ($r = .26$, $p < .05$ for concurrent evaluation, $r = .38$, $p < .01$ for 3-month predictive evaluation, $r = .38$, $p < .01$ for 6-month predictive evaluation). The personality scores were derived from an interview format developed by Selection Research Inc. (1981). Each applicant responded to five questions involving ten separate life themes. Each answer is scored as credit or no credit, with possible scores ranging from 0 to 50.

Ross & Hoeltke (1985) define a life theme as "recurring patterns of thought, feeling and behavior" (p. 47). The identifying life themes of a good RCCW were chosen by analyzing the thought patterns of RCCWs who were picked as highly successful RCCWs by supervisory and administrative staff by the Christian Home Association. The ten themes used in the Selection Research Interview were mission (commitment to young people), relationship (favorable for child growth), empathy (good listener), responsibility (clear psychological ownership of work behavior), kinesthetic/work orientation (sees work as positive and personally satisfying), gestalt (drive toward completeness and closure with young person considered first), activation (stimulates young people to think), courage (ability to risk rejection and be

straightforward), objectivity (fair and open) and developer (helping others to be successful). The most desirable candidate would be one who is strong in all ten areas.

Over the past decade personality has been the focus for other researchers. Codori & Cowles (1971) suggested that an informal measure such as an interview would be enough to discern a socially agreeable personality and therefore a qualified RCCW. Schaefer (1973) identified thirty positive attributes and thirty negative attributes pertaining to RCCWs (see table 1). Paulson, Afifi, Thomason & Chaleff (1974) identified subscales of the MMPI that differentiate between abusive and non-abusive parents. An obvious serious consequence of employing an RCCW with a severely disturbed personality is that the children in his/her care may suffer abuse.

Aptitude and Experience

The area of aptitude has been highly prominent in selection research (Zedeck & Cascio, 1984). When one thinks of measuring aptitude one sometimes thinks of ability tests such as I.Q. tests (Wexley & Yuki, 1984). Two other informal indices of ability are number of years of education and previous work experience. A review by Reilly & Chao (1982) shows that past academic

performance is a poor predictor of job performance. Average measures against different criterion yielded r 's ranging from .14 to .27. Overall 20 coefficients produced an average r of .20 ($N=2727$). Satisfactory performance on these two variables are often prerequisites for employment as RCCWs as noted in a check of the L.A. Times classified ads on February 19, 1986. Contrary to expectations this literature (Codori & Cowels, 1971; Davids et al., 1969; Haddock & McQueen, 1983) reveals small and nonsignificant correlations between supervisor evaluations of RCCWs and their I.Q. or number of years of education. Mixed results have been obtained on supervisor evaluations and previous experience working with children (Codori & Cowles, 1971).

Schaefer (1973), in a study conducted at The Children's Village, Dobbs Ferry, New York found a significant difference between the scores of 7 RCCWs with five or more years of experience and the scores of 12 college students on the child care scale of the Adjective Check List. Although not statistically significant, the RCCWs with five or more years of experience also scored higher than those RCCWs with less than one year of experience. At least two possible interpretations are selected; there may be a tendency to acquire certain

attributes after many years of experience (i.e., the 30 positive adjectives of the Child Care Scale) or RCCWs with these attributes may stay on the job longer.

Studies of the relationship between education and performance have yielded results that show no statistically significant relationship. Codori & Cowles (1971) did not find a relationship between the supervisor's evaluations of RCCW performance and average high school rank across school subjects or individuals' I.Q. scores obtained from the Otis Self Administering Test of Mental Ability. Likewise, Haddock & McQueen (1983) did not find a significant relationship between abusive out-of-home caretakers and education or child care experience. Davids et al. (1969) showed that there was no significant relationship between supervisors' evaluations and I.Q. as measured by Form I of the Wechsler-Bellevue Intelligence Scale and no significant relationship between I.Q. and personality as measured by the Rorschach and TAT. Schechinger & Liss (1980) obtained results that showed no relationship between RCCW education and quality of child/RCCW interaction. They also obtained results which suggest that as RCCWs worked longer in a facility their attitudes towards the children's views changed from yielding to others

to showing a willingness to accept the children's views. Furthermore, the experienced worker tended to be opinionated, either optimistically (everything will work out) or pessimistically (children's views are not relevant), as opposed to the inexperienced worker's unsureness and unwillingness to take a strong stand.

Studies of Child Care Selection

There are only a few articles dealing with the prediction of performance of residential child care workers. The following four reports figured substantially in the forming of the hypotheses of this research.

Haddock & McQueen (1983) in a comprehensive review of the literature were unable to identify any specific personality traits that research and theory suggest are characteristic of abusive out-of-home care employees. They found that institutional child abuse seems to be a combination of circumstances and personality types. Using a multiple regression technique 8 of 44 variables were found to account for 73% of the variance between abusers and non-abusers.

The eight variables identified as predictors of abusers are:
inflated score on Milner's Child Abuse Potential Inventory

(cited in Haddock & McQueen, 1983); inflated score on Minnesota Satisfaction Questionnaire (MSQ) Independence; Advancement and Achievement scales; greater number of own children; exposure to abuse by own parents; heavy alcohol consumption or strict abstention due to firm religious beliefs; and marital status (especially if the relationship is distressed).

Even Haddock & McQueen do not accept these factors without some reservations. Milner's scale is still being validated so its usefulness is not yet conclusive. It is possible that an increase in the number of children in the worker's own family may raise his or her stress level to the point that on the job or at home child abuse is more likely. Married RCCWs were more likely to be abusers than their single or divorced counterparts, particularly because when the marital relationship was distressed the anger may be misdirected at the children. Heavy alcohol consumption often accompanies abuse; but rigid abstainers are also prone to be abusers if abstention is due to fundamentalist religious beliefs. (Helfer & Kempe, 1976).

The MSQ results show that the RCCWs who scored low in their perception for advancements on the job usually resented their concomitant inability to increase their earnings. Myer (1980)

and Krueger (1983) report that child care workers earn from \$8,000 to \$12,000 per year which is not equal to other wage categories requiring the same level of training and education.

A low score on the MSQ achievement scale served as a measure of an employee's satisfaction with the feelings of accomplishment from the job. RCCWs feelings of success might be fleeting when seeing only minimal progress for a child. A more realistic set of treatment expectations may be called for and some employees may seek a more immediately-observable line of work.

The final scale of significance discussed was the Independence scale. A person scoring low on this scale appeared to be experiencing dissatisfaction about the chances to work alone on the job. Given the nature of the job, there is very little time for RCCWs to isolate themselves from others.

A problem with using Haddock & McQueen's method is that the MSQ is designed so that it can only be used with those already employed and hence their method may be suitable only for promotion and not selection. The concepts however, may be amenable for use in selecting from job candidates as evidenced by their research. Some of the variables could be measured by

collecting demographic data (e.g. number of children in family, marital status, etc.) while the others may be obtained with paper and pencil inventories.

Allerhand (1958) attempted to develop a questionnaire for the selection of RCCWs. Supervisors rate RCCWs on ten factors that he determined to be essential to good child care: personality; ability to work with other staff members; enjoyment in participating with children in a group; intellectual curiosity; ingenuity; personal standards; leadership qualities; ability to organize; program skills; and, orientation towards children's school work. These factors were determined through group discussions with the RCCW's supervisors. The RCCWs then completed a questionnaire which had eleven work-related questions and eighteen interest personality-related questions.

The results of his investigation indicated three areas showed promise of discriminating good RCCWs from poor RCCWs: interest and personality; job related skills; and actual work related experience. Two major hesitations about Allerhand's study are: 1) the statistical conclusions were unacceptable due to design problems; 2) the performance rating scale and the questionnaire used by the author are not reported and are not available.

Codori and Cowles (1971) conducted a post hoc study to determine if there were any demographic variables that significantly predicted success in a child care training program. As part of their training each student was required to work in a setting with children. During the course of this work the students were evaluated on many variables (see table 1) pertaining to good child care. The faculty teaching the formal courses rated the students on five different variables: ability to relate to the individual child, ability to work with children in groups, ability to work with staff, ability to integrate theory, and a general (garbage) "G" factor (i.e. natural rapport, enthusiasm, etc.).

The results showed that typical academic measures and experience with children were not related to performance ratings by field supervisors or faculty for participants in a child care training program. In addition there were no relationships between the performance ratings and age, race, average high school rank or I.Q. of the student. The ratings by the field supervisors included many of the same variables (see table 1) in the same way that the RCCW supervisors at The Village of Childhelp evaluates their RCCWs (e.g., initiative, team work, enthusiasm).

Schaefer (1973) investigated the possibility of using the Adjective Check List as an instrument for selecting child care workers. In his pilot study 14 RCCWs choose the adjectives from the ACL that they judged most appropriate and most inappropriate for RCCWs, two weeks after they had chosen adjectives from the list that applied to themselves. From this he constructed the Child Care Scale of 30 positive adjectives and 30 negative adjectives (see table 1).

He then scored the 14 RCCWs lists given them 1 point for each appropriate adjective they chose to describe themselves and deducted 1 point for each inappropriate adjective they had chosen. He divided the RCCWs into two groups, group A were RCCWs with 5 or more years of experience, and group B were RCCWs with less than 1 year of experience. A comparison of these two groups to a control group of well-educated young adults who were not oriented towards child care revealed that group A's scores were significantly higher than the control group's ($t=2.90$, $p < .01$). A's scores were higher than B's but not statistically significant. Possibilities of self report bias were checked by using a lie scale developed by Heilbrun (see Gough & Heilbrun, 1965) and none were found.

Summary

In order to develop a selection instrument this study was designed to integrate earlier discrepancies in the research presented above by utilizing methods favored in the current literature. Supervisor evaluations which are considered valid psychometric measures (Zedeck & Cascio, 1984), will constitute the dependent variable. The evaluation format used in this study was one that is currently in use at The Village of Childhelp U.S.A. Each RCCW was evaluated on twenty one criteria (see table 1). Behavioral criteria were given for each of five numerical ratings of excellent, good, standard, needs improvement and unsatisfactory. A Likert type rating scale (1-5) was used ranging from unsatisfactory (1) to excellent (5). The predictor variables were the RCCW's score on the Child Care Scale of the Adjective Check List, (Allerhand, 1958), number of years of education and number of years working with children etc. A questionnaire similar to Myers' was filled out by the RCCWs to assure that the sample is representative of the population. The selection instrument was designed to comply with EED guidelines which were instituted to prevent discrimination.

Hypotheses

RCCWs with a high ACL score will receive a high supervisor rating.

The more children an RCCW has the lower his/her supervisor rating will be.

The more alcohol an individual drinks the lower the supervisor rating will be.

Being single will be positively correlated with supervisor ratings.

The more experience an RCCW has as a professional child care worker the higher his/her supervisor rating will be.

The more severe the RCCW's perception of the level of discipline showed to him/her by his/her own parents the lower the supervisor rating will be.

The level of education will not have a significant relationship to the scores on the supervisor evaluations. Since great weight seems to be given by residential treatment facilities for their RCCWs to have a college education it is imperative for affirmative action reasons that this criterion be examined and therefore a nonsignificant relationship is a valid prediction.

Method

Subjects

The participants were 120 volunteer RCCWs from four different residential child care facilities in Southern California. In the process of getting participants twelve residential facilities were asked to participate. Eight facilities refused to participate for various reasons (e.g., wanted to be paid to participate, felt questions were too personal, didn't have the time, or didn't allow outside researchers to conduct research at the facility). Data from 17 participants could not be used due to either incomplete data sheets or obviously inaccurate data sheets (e.g., one participant listed her age as 21 and then listed her years as a professional child care worker as 14). This left usable data from 103 participants.

The final sample consisted of 54 males and 49 females. The mean age was 29.1 years with a range of 21 years to 61 years.

Materials

An abbreviated version of the Childhelp USA staff evaluation form was used for rating the RCCWs performance. The form consists of 21 areas of competence to be rated at one of five levels:

excellent, good, standard, needs improvement, and unsatisfactory.

A manual consisting of behaviorally anchored descriptive statements for all of the possible ratings was provided to the supervisors to use when evaluating their RCCWs (see appendix). This was to insure consistency among raters (i.e., what one rater rated as excellence was the same as what another rater rated as excellence) thereby increases internal validity (Cook & Campbell, 1979).

Procedure

A letter describing the research and guaranteeing anonymity was given to all potential participants. Included in the letter was a release granting permission for the use of each RCCWs data. They were informed of the purpose of the research and that only cumulative data would be used and that no individual data would be available.

Each supervisor was asked to rate their RCCWs using the Childhelp USA evaluation forms and the descriptive statements (see appendix). After the evaluation was completed it was placed in a sealed envelope which had the RCCWs name on it. Each RCCW was asked to complete the demographic questionnaire and the ACL. Upon completion the forms were attached to the supervisor's evaluations and the envelope with the name on it was destroyed, thus assuring anonymity.

Results

Plan of Analysis

A backwards stepwise multiple regression analysis was performed on the data. The dependent variable was the supervisor rating scores and the seven independent variables were ACL score, number of years of education, marital status, number of ounces of alcohol consumed weekly, number of own children, number of years as a professional child care worker and level of parental discipline shown to the participant.

The scores on the ACL were obtained by using Schaefer's method (1973); for each of the thirty positive adjectives (see table 1) chosen the respondent received one point and for each of the thirty negative adjectives (see table 1) chosen the respondent lost one point. The possible scores range from +30 to -30.

Regression Data

Evaluation Scores

The mean for supervisor evaluation score was 76.078 with the highest possible score being 105 and the lowest possible score being 21. The range was 42 to 104. These scores establish norms for this rating instrument.

Table 1

Variables deemed identifiable of ResidentialChild Care WorkersROSS & HOELTKE

MISSION

RELATIONSHIP

EMPATHY

RESPONSIBILITY

WORK ORIENTATION

GESTALT

ACTIVATION

COURAGE

OBJECTIVITY

DEVELOPER

ALLERHAND

PERSONALITY

ENJOYS KIDS IN GROUPS

INTELLECTUAL CURIOSITY

INGENUITY

PERSONAL STANDARDS

LEADERSHIP QUALITIES

ABILITY TO ORGANIZE

PROGRAM SKILLS

COMFORTABLE TEAM WORKER

ORIENTED TO KIDS SCHOOL

(Table continues)

DAVIDS ET AL.

FLEXIBILITY
RELATION WITH RCCWS
RELATION WITH KIDS
RECREATIONAL SKILLS
EDUCATIONAL SKILLS
DISCIPLINE OF CHILDREN
CONTROL OF CHILDREN
UNDERSTAND CHILDREN
PARENT SUBSTITUTE
FRUSTRATION TOLERANCE
RELATION WITH SUPERVISOR

HADDOCK & McQUEEN

ABUSE POTENTIAL
COMFORTABLE TEAM WORKER
NUMBER OF OWN KIDS
ACCEPT SLOW ADVANCEMENT
FEEL SUCCESSFUL AT JOB
NOT PERSONALLY ABUSED
MODERATE ALCOHOL INTAKE
GOOD PERSONAL MARRIAGE

(Table continues)

Child Care Selection

27

SCHAEFER COL 1

ACTIVE

ADAPTABLE

ALERT

CALM

CAPABLE

CHEERFUL

CLEAR-THINKING

COOPERATIVE

DEPENDABLE

ENERGETIC

ENTHUSIASTIC

FAIR-MINDED

FRIENDLY

GOOD-NATURED

HEALTHY

SCHAEFER COL 2

HONEST

INTELLIGENT

INTERESTS WIDE

KIND

MATURE

ORGANIZED

PATIENT

PRACTICAL

RELIABLE

RESPONSIBLE

SELF-CONTROLLED

SINCERE

STRONG

UNDERSTANDING

WARM

(Table continues)

Child Care Selection

28

SCHAEFER COL 3

NOT ABSENT MINDED

NOT APATHETIC

NOT ARROGANT

NOT BITTER

NOT BOSSY

NOT CARELESS

NOT COARSE

NOT COLD

NOT CONFUSED

NOT COWARDLY

NOT CRUEL

NOT DULL

NOT FOOLISH

NOT HOSTILE

NOT IMMATURE

SCHAEFER COL 4

NOT IMPATIENT

NOT IMPULSIVE

NOT INFANTILE

NOT NARROW INTEREST

NOT INTOLERANT

NOT IRRESPONSIBLE

NOT LAZY

NOT MOODY

NOT RIGID

NOT SELF-SEEKING

NOT TENSE

NOT TOUCHY

NOT UNFRIENDLY

NOT UNKIND

NOT UNSTABLE

(Table continues)

CODORI & COWLES

WARM
HUMOROUS
GOOD OBSERVER
LEARNS FROM CRITICISM
MATURE
CONSCIENTIOUS
ENTHUSIASTIC
QUIET MANNER
SURENESS
INITIATIVE
CREATIVITY
NATURAL WITH KIDS
SENSES NEEDS
COMFORTABLE TEAM WORKER
VOLUNTEERS EXTRA EFFORT
HANDLES DIFFICULTY

CHILDHHELP USA 1

WRITING SKILLS
DEPENDABILITY
FLEXIBILITY
SELF ASSURANCE
SUBJECT MATTER KNOWLEDGE
IMPLEMENTATION OF ROUTINE
GOOD DISCIPLINE TECHNIQUE
IMPLEMENTATION OF
TRAINING
RELATE TO KID'S
DEVELOPMENT LEVEL
THERAPEUTIC RELATION
WITH KIDS

(Table continues)

CHILDHELP USA 2

RESPONSE TO SUPERVISION

EVALUATING WORK IN PROGRESS

COMMUNICATION SKILLS IN

MEETINGS

ABLE TO WORK AS A TEAM

INTEREST IN SELF-

IMPROVEMENT

PROFESSIONALISM

CONSISTENCY

CREATIVITY

INITIATIVE

ENTHUSIASM

GOOD ROLE MODEL

ACL Scores

The mean for ACL score was 20.466. The potential range of scores was -30 to 30. The range was -3 to 30.

Education

The mean for number of years of education was 14.435. The range was 6 to 18.

Years RCCW

The mean for number of years experience as an RCCW was 3.961. The range was 1 to 40. If we drop the outlier, 40 years experience, we get a range of 1 to 15. For this research all workers with 1 or less years of service were counted as having 1 year of service in the statistical calculations.

Number of Own Kids

The mode for number of own kids was 0. The range was 0 to 8. Sixty-five of the participants did not have children, 16 of the workers each had 1 child, 11 of the workers each had 2 children, 4 of the workers each had 3 children, 3 of the workers each had 4 children and the remaining 4 participants of the study each had 5 or more children.

Martial Status

There were 31 married participants and 72 single participants. Of the 31 married participants 15 were male and

16 were female. Of the 72 single participants 39 were male and 33 were female.

Alcohol Consumption

The mean for average ounces of alcohol consumed weekly was 23.010. The range 0 to 374. Forty-nine of the participants did not drink alcohol at all. The consumers considered separately had a mean alcohol consumption of 43.889 ounces. If the outlier data fact 374 ounces is dropped from the analysis the mean for consumers average ounces of alcohol consumed weekly was 37.660. The range 1 to 144.

Parental Discipline

Four workers reported that their parents showed no discipline towards them, 19 reported mild discipline, 65 reported moderate discipline and 14 reported severe discipline.

Questionnaire Data

There were a total of eighteen questions asked on the demographic questionnaire. Of the eight not yet discussed four were quite often left blank or crossed out. The four were salary, number of hours per week on the job, job title and length in hours of longest consecutive shift in your current schedule. However, using the data obtained on these four

questions it appears that the workers make from \$800.00 to \$1,500.00 a month, they work from 36 to 45 hours per week, they are known as counselors or child care workers and the longest shift ranges from 8 hours to 36 hours.

Based on the results (see table 2) the average RCCW is young, well educated, single with no children, experienced moderate discipline as a child, feels she/he has an adequate voice in their job, works for the emotional rewards, feels the position should be professionalized by requiring credentials, is not very pleased with his/her salary and will not stay in the position for a great number of years.

These results point up the necessity for residential care facilities to explore pay raises for their workers, to explore the possibility of credentialing their workers, and to capitalize on the emotional rewards the workers get from their job.

Table 2

Tabulations of Job Survey Questionnaire

Do you intend to be a residential child care worker five years from now?

14 Yes

50 No

39 Undecided

Do you have an adequate voice in treatment decisions?

70 Yes

13 No

20 Undecided

Please rank (in order) the following five reasons you would stay a RCCW. (Results are reported as the number of times the category was listed as the #1 reason.)

24 Salary

44 Emotional reward

2 Prestige

24 Service

9 Team

(Table continues)

If you were planning on leaving, what would be the most likely reason? (Results are reported as the number of times the category was listed as the #1 reason.)

- 40 Financial
- 23 Further education
- 8 Personal reasons
- 4 Job frustrations
- 21 Enter another profession
- 7 Other

Should RCCWs be credentialed as teachers are?

- 44 Yes
- 28 No
- 31 Undecided

Salary Satisfaction

- 0 Very satisfied
- 7 Satisfied
- 40 Neutral
- 46 Dissatisfied
- 10 Very dissatisfied

Correlations

The zero order correlations were calculated and are presented here for the reader to inspect (see table 3). There is a suppressor variable, marital status (M/S), because M/S has a low correlation with our criterion variable yet has a high correlation with the predictor variable number of children a child care worker has (# KIDS). Because of this a facility using the final regression equation may want to consider how many children a married person is planning on having since the results predict that the one children a person has the lower his/her evaluation score is likely to be. The reader also might want to consider that the highest correlation is that between # KIDS and YRS RCCW. This is probably more due to the fact that with years of experience also come years of age and/or years of marriage which if combined and then partialled would probably lower YRS RCCW's correlation coefficient with # KIDS.

Regression

There are some variables which predict better than others. This assessment showed that a good prediction equation can be formed by four of the variables used in the analysis.

Using all seven variables in the equation $R = .50$ and $R\text{-SQUARE} = .25$, that is 25% of the variance of the supervisor ratings is explained by these seven variables. The more conservative shrunken R (or adjusted R) is $R = .44$ and $R\text{-SQUARE} = .20$. The analysis of variance indicated a significant correlation between the criterion variable supervisor ratings and the linear combination of predictor variables including number of years of education, number of own children, number of years as a professional child care worker, ACL scores, marital status, average number of ounces of alcohol drank per week and level of parental discipline shown towards the residential child care worker, $F(7, 95) = 4.671, p < .01$.

Of the seven independent variables analyzed in the multiple regression equation four were significantly predictive of the dependent variable (see table 4). Staff evaluation scores increased with increases in ACL scores, number of years of education and number of years of experience. Staff evaluation scores decreased as the number of workers own children increased.

Marital status, average amount of alcohol an RCCW drinks weekly and level of discipline RCCW parents used were not significantly predictive of supervisor ratings.

Table 4

Coefficients of Original Multiple Regression

Variable	b	T	Sig Level	Beta Weight
# YRS EDUC	2.007	3.781	$p < .001$.229
# OWN KIDS	-2.599	-2.960	$p < .005$	-.294
# YRS RCCW	.861	3.005	$p < .005$.294
ACL SCORES	.342	1.822	$p < .05$.169
MAR/SINGLE	3.859	1.401	$p < .10$.130
ALCOHOL	.029	1.070	$p < .25$.100
DISCIPLINE	.856	.444	$p < .40$.041

The purpose of this research was to be able to make as good a prediction to the criterion as possible on the basis of several predictor variables. Because many variables are often intercorrelated it may be possible to select from the pool of variables a smaller set which will yield an R-SQUARED almost equal in magnitude to the original total set. The method used here was a backwards stepwise regression dropping out the three variables whose regression coefficients were not statistically significant (i.e., marital status, average amount of alcohol consumed weekly, and level of discipline showed to RCCWs by their parents) and then recalculate the equation using only the variables that were statistically significant (see table 5).

After dropping the three independent variables which were not statistically significant $R = .48$ and R-SQUARE = .23 with the adjusted $R = .44$ and adjusted R-SQUARE = .20. After dropping the three nonstatistically significant variables there is no loss of any of the predicted variance in the adjusted R-SQUARE.

Table 5

Coefficients of 2nd Multiple Regression

Variable	b	T	Sig Level	Beta Weights
# YRS EDUC	2.022	3.822	$p < .001$.341
# YRS RCCW	.868	3.052	$p < .005$.296
# OWN KIDS	-2.325	-2.704	$p < .005$	-.263
ACL	.291	1.612	$p < .10$.144

In the second equation the variable ACL's statistical significance decreases from $p < .05$ to $p < .10$ suggesting that it might not be reliable. The ACL variable accounts for 1.5% of our variance and the future employer will have to decide whether he/she wants to use it in the final regression equation.

Using all four variables that were statistically significant from the original equation we get the following regression equations: \hat{Y} (predicted supervisor evaluation score) = EDUC (2.022) + YRS RCCW (.868) + # OWN KIDS (-2.325) = ACL Score (.291) = 39.491.

The regression curve was plotted for all seven variables. The curves for marital status and alcohol consumption were not as predicted. The curve for marital status was almost horizontal. The curve for alcohol consumption was non-linear and washed out statistically. The curve for discipline level was in the direction predicted but it was not statistically significant. The curves for ACL scores, number of years of experience and number of workers own children were as predicted and statistically significant. The regression curve for number of years of education was in the opposite direction as predicted and it was statistically significant.

Discussion

The reader should bear in mind that due to the nature of the design of this study that the inferences drawn are not as empirically strong as they would have been if the subjects had been randomly assigned to facilities. There is the possibility that variables other than those studied influenced the results. Location of the agency, requirements for employment at the agency and benefits offered by the agency are just a few examples of the factors that might influence a set of workers to gain employment at a certain facility.

In this study results were combined from the four participating facilities and not compared for homogeneity. However, it should be remembered that the purpose of this study was to develop one instrument which could be used by a variety of facilities. It is possible that the means for each group were different and if so this would have influenced the inferences made from the results. Since this possibility must be considered, the administrator utilizing the equation developed in this study should be aware that she/he might need to make adjustments for his/her facility.

Another statistical weakness that the administrator should be aware of is that some of the means plotted on the graphs have

as few as one participant's data used in the calculation of the mean. Caution must be exercised in drawing inferences when certain levels of a variable have data from only a few participants. However, since this study was designed to examine RCCWs currently working there was a natural selection bias that created these data points and in itself raised more questions than it answered as to why there were few who fit these points (e.g., Why was there only one participant over the age of 45?).

The regression results for the variable average weekly consumption of alcohol were not statistically significant, however, the results obtained suggested that a linear analysis might not be appropriate. The regression curve was non-linear and washed out statistically. A quadratic analysis would seem more appropriate based on the shape of the curve.

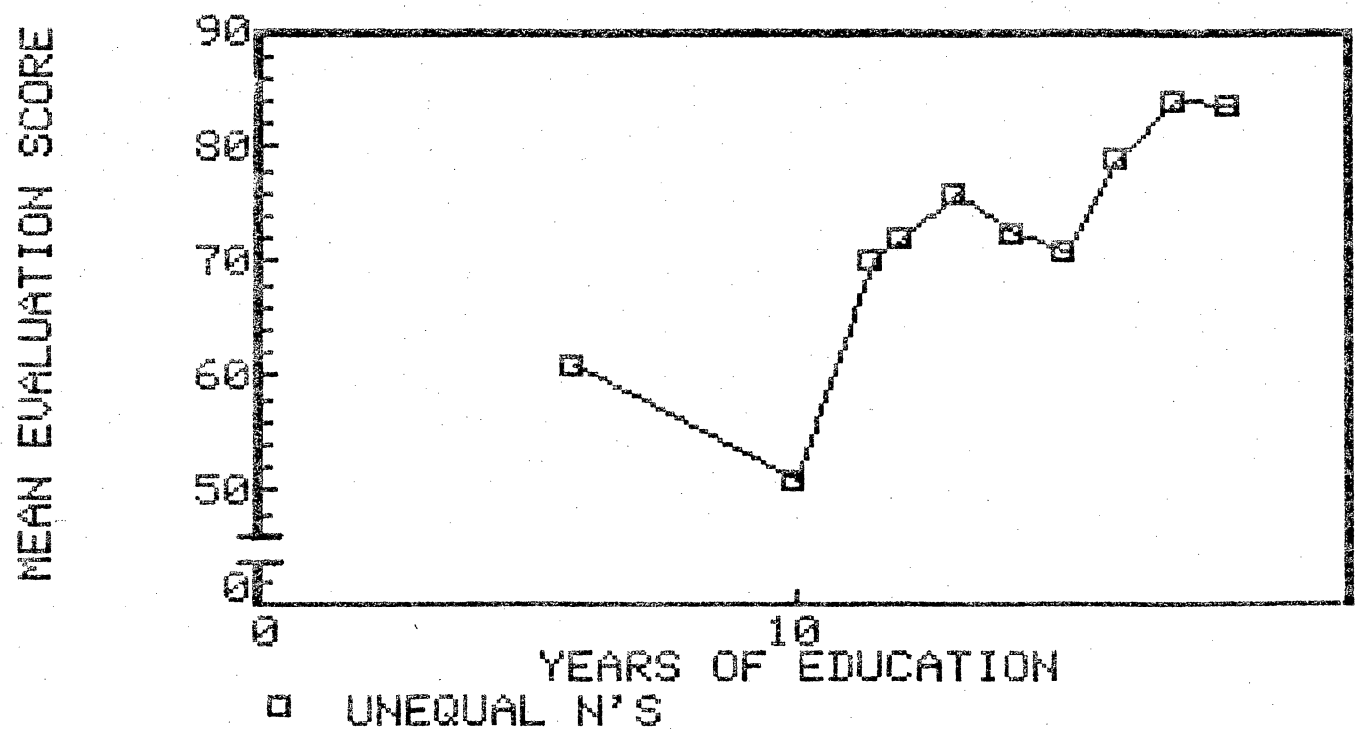
The regression results for the variable number of years of education were not as predicted. Previous research had generally suggested that there would be no relation between level of education and job performance. However, the results show that there is a statistically positive relationship between number of years of education and supervisor evaluation scores. A possible explanation for this is that the job has become more

specialized and thus requires an education to know and understand the terminology unique to the field. Most facilities use a team approach which may or may not include a psychiatrist, psychologist, social worker and the residential child care worker. Each of these jobs use terms that the worker must understand in order to fulfill their duties. Getting a formal education in the helping services could aid the worker in understanding these terms. Another possibility is that people who are educated today may be receiving education that is more closely related to the field of residential child care.

The regression curve for the variable number of years of education (see figure 1) suggests that anyone with less than a high school education is unlikely to receive a high supervisor evaluation. As the RCCWs begin their post secondary education they will not see any significant change in their supervisor evaluations for about three years, then there will be an increase followed by a decrease. This might be explained by Peterson's (cited in Savicki & Brown, 1981) professional developmental model. This model suggests that a new journeyman might be jittery and lose some confidence and thus see his/her evaluation scores decrease. After that the skilled journeyman continues to excel at his/her craft as long as promotions and duties increase respective with job knowledge. The RCCW's supervisor would be wise to be alert for the drops in performance and be proactive in helping the worker get through the period with as little decrease in performance as possible.

Figure 1

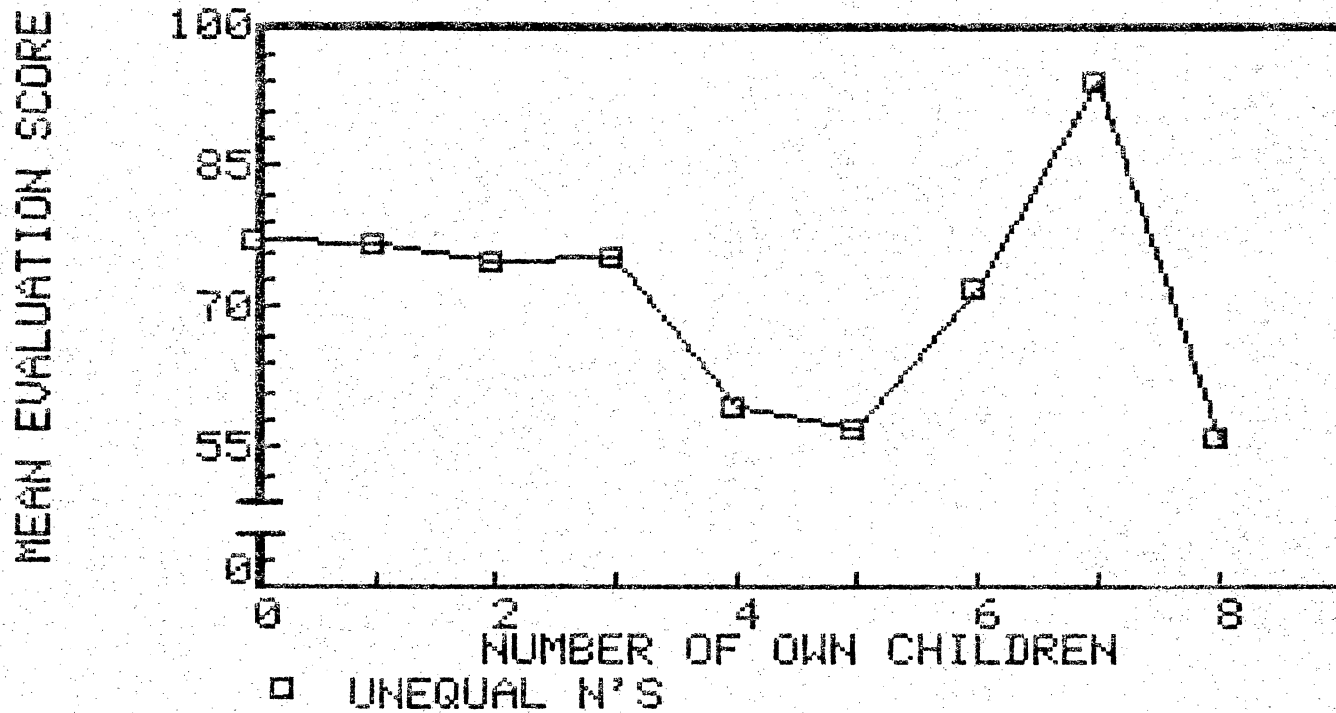
PERFORMANCE VS EDUCATION



The regression curve for the variable number of RCCW's own children suggests that after the RCCWs have more than two of their own children that their performance decreases. This might be due to factors such as amount of salary required to raise more than two children is more than offered by the position or after dealing with children at work all day the RCCWs may be unwilling or unable to deal with kids when they get some possibly due to the stress level encountered at work. The RCCW's supervisors should counsel their workers who have children on how to deal with stress encountered at work so that it doesn't carry over to their home life thus causing more stress which carry over back to the work place.

Figure 2

PERFORMANCE VS # OWN KIDS



The regression curve for the variable number of years of experience as a RCCW suggests that there are some periods when the RCCW's performance decreases. It appears that after a few years the RCCWs begin a period of decreasing performance that lasts for about a year and then levels off once again. The RCCWs go through one more period of increase for about a year and then their performance drops again. The directors of residential child care facilities should be aware of such periods of declining performance and institute plans to decrease burnout. Increasing responsibilities of RCCWs by promoting them is one such possibility. Some other possibilities are to rotate job positions without promotion, offer extra training or offer leaves of absence.

Figure 3

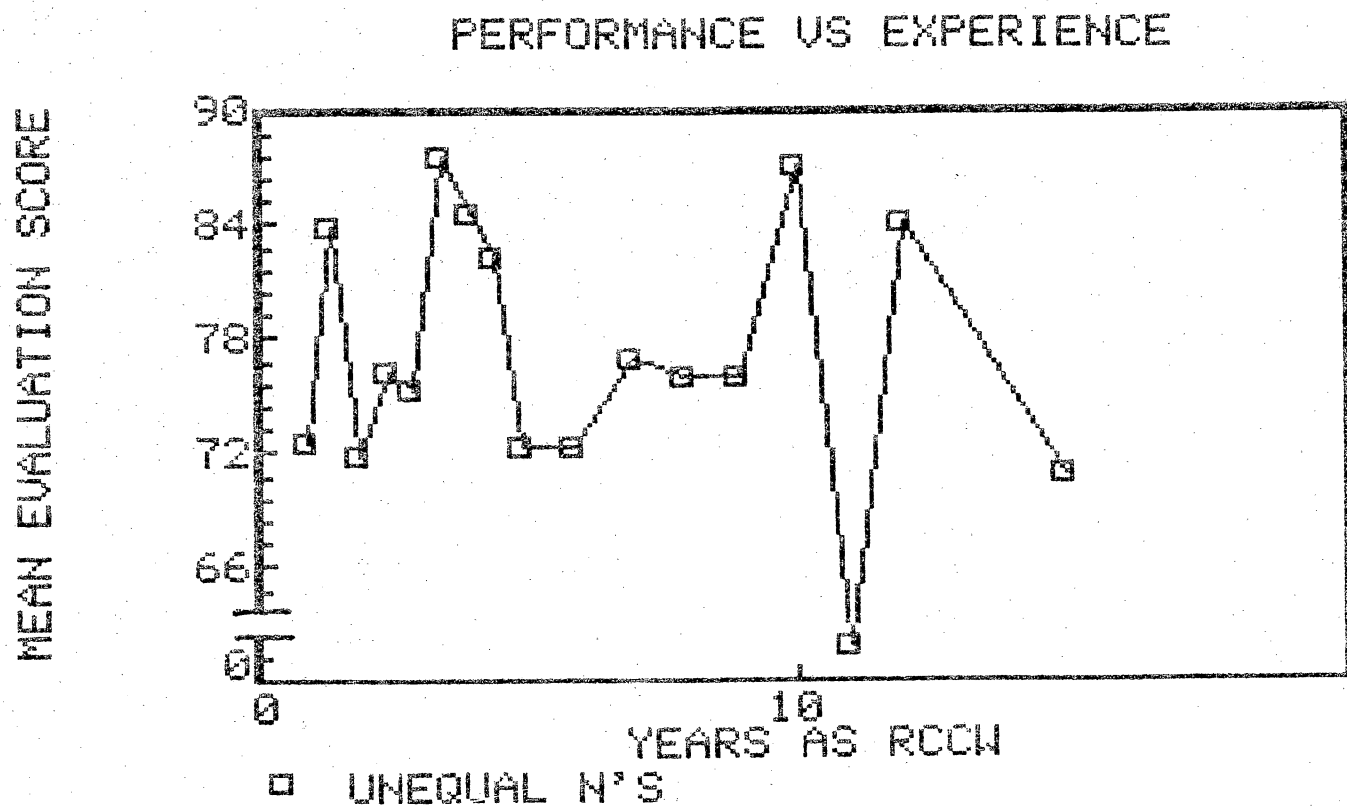
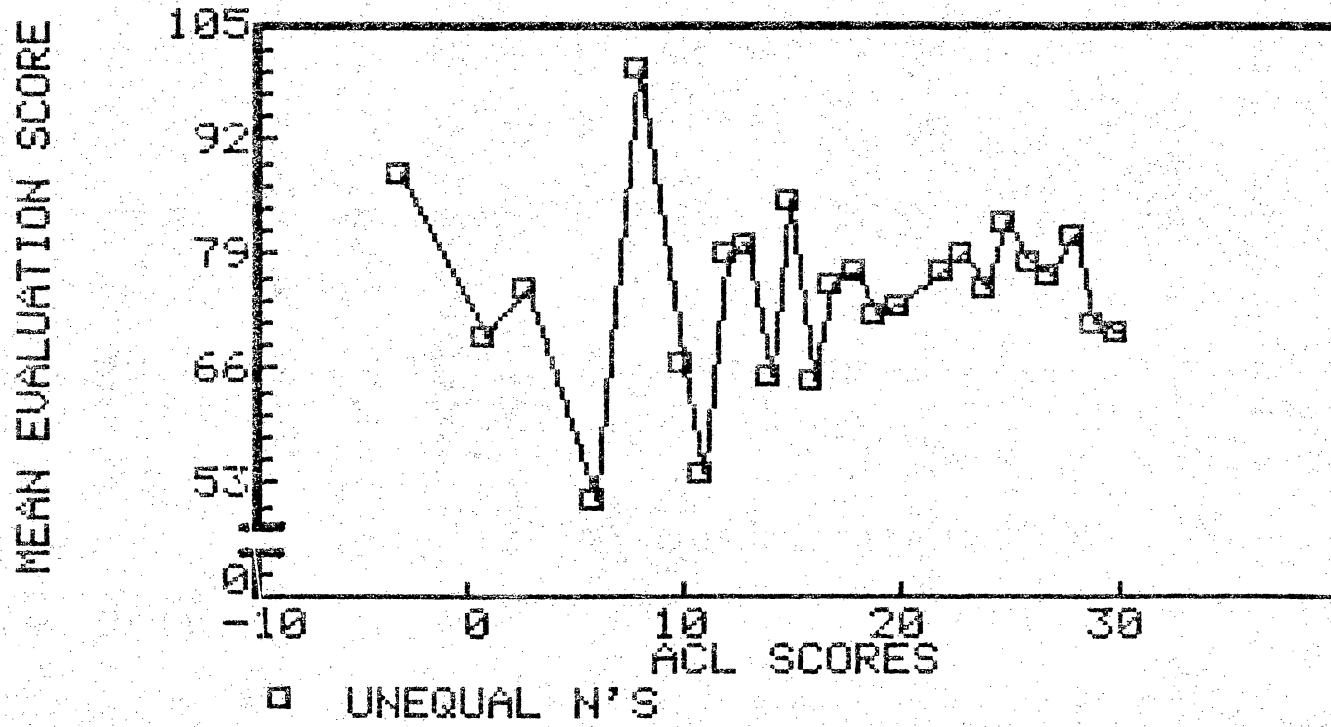


Figure 4

PERFORMANCE VS PERSONALITY



The regression curve for the variable ACL scores does tend to rise as evaluation scores increase. However, it rises and falls no fewer than twelve times from beginning to end. This constant rising and falling suggests that the variable might not be reliable. The tendency towards prediction does suggest promise in use of the ACL. The child care subscale may need to be revised or some of the other scales might be more accurate predictors.

Implications

There are three significant areas of personnel management about which facility administrators need to be concerned. They are the hiring of RCCWs, the performance of RCCWs and the stability of the RCCW work force.

The personnel administrator hiring the RCCWs would ideally look for people who are experienced, well educated and have no more than two children. The feasibility of using the number of children a person has as a requirement for employment is low due to equal employment guidelines.

The personnel responsible for the performance of RCCWs should have training programs for staff to make up for lack of experience and they should be liberal in adjusting schedules or

supplying funds for their workers to attend school. They also need to be alert for the periods where RCCW performance decreases and institute some proactive programs in order to minimize the decrease.

The personnel responsible for keeping a stable work force should look to professionalize the field by requiring credentials and to increase RCCW's salary to bring their pay more in line with other fields that require education and credentials.

Further Research

Further research should explore other scales of the ACL (e.g., nurturance or nurturing parent scale) for a possible more reliable indicator of who would be a good RCCW. Research should also explore the interventions suggested toward heading off decreases in RCCW performance. Since education has come out significantly predictive of RCCW performance contrary to expectations further research should investigate if a specific type of education is more beneficial than another.

Although alcohol consumption did not come out statistically significant in this design a different design may provide different results. In this analysis design the variable washed out. The results had shown that alcohol consumption may be

curvilinear in that abstainers and moderate drinkers perform adequately while heavy drinkers do not.

In order to investigate variables such as alcohol consumption the future researcher will have to overcome obstacles that hindered this research. A good starting point would be for facility administrators to be more willing to allow their RCCWs to be part of research. If this kind of help to the researcher is provided the results might enable the facilities to provide better care for their children and better working conditions for their workers.

APPENDIX A

GUIDELINES FOR EVALUATING
RESIDENTIAL CHILD CARE WORKER PERFORMANCE

JOHN J. BACON, JR.

COTTAGE SUPERVISOR

THE VILLAGE OF CHILDHELP, BEAUMONT, CA.

SUBJECT MATTER KNOWLEDGEEXCELLENT

Possesses superb technical/professional knowledge.

Is sufficiently well versed in the job to discuss and implement improved methods resulting in savings in manpower.

Maintains and increases professional knowledge.

Actively pursues new ideas and developments and their relation to the overall goals.

GOOD

Possesses keen insight and the ability to evolve it into practical solutions.

Keeps informed of important developments in related fields.

Can handle difficult situations effectively.

Has broad knowledge of related missions.

Rarely requires guidance or assistance.

STANDARD

Demonstrates adequate professional knowledge required for the job.

Searches out facts and arrives at sound solutions to problems.

Has broad knowledge of related jobs and functions.

Is conversant with significant job related developments.

NEEDS IMPROVEMENT

Professional knowledge is inadequate for the job.

Must be assigned only routine duties and monitored regularly.

Requires close supervision.

UNSATISFACTORY

Has serious gaps in professional knowledge.

Knows only most rudimentary phases of job.

Lack of knowledge affects productivity.

Requires abnormal amount of checking.

IMPLEMENTATION OF TRAININGEXCELLENT

Is a keen analytical thinker.

Makes accurate decisions under intense pressure.

Is extremely effective in exercising logic in broad areas of responsibility.

GOOD

Is an exceptionally sound, logical thinker.

Does not hesitate to make required decisions.

Decisions are consistently correct.

Opinions and judgments are solicited by others.

STANDARD

Seeks out all available data before arriving at decision.

Consistently provides accurate decisions.

Accepts responsibility for decisions and learns from incorrect judgments.

Provides effective decisions by clear and logical thinking.

NEEDS IMPROVEMENT

Seldom makes sound routine decisions

Tends to procrastinate on necessary decisions.

Is reluctant to evaluate factors before arriving at decisions.

UNSATISFACTORY

Is reluctant to make decisions.

Decisions are usually not reliable.

Declines to accept responsibility for decisions.

WRITING SKILLS

60

EXCELLENT

Reports contain specific, concrete, observable behaviors.

Reports are highly accurate.

Reports differentiate internal states from descriptions of behavior.

Reports cover event completely.

GOOD

Reports are always done on time.

Is able to describe clearly a broad range of behaviors.

Reports are purposeful.

Events are recorded in correct sequence.

STANDARD

All events are recorded.

Definitions have consensus of people using them.

Inferential observations are usually free of errors of observation.

NEEDS IMPROVEMENT

Writing skills are inadequate for the job.

Events are often recorded out of sequence.

Inferences are made without indication.

Uses nonbehavioral terms.

UNSATISFACTORY

Assumptions and biases distort reality.

Reports are incomplete and inaccurate.

Reports are always late.

Observation skills are seriously inadequate.

ABILITY TO RELATE TO CHILDREN
ON AN APPROPRIATE LEVEL

EXCELLENT

- Is knowledgeable on child developmental stages.
- Is able to accurately assess the developmental level of the children.
- Is able to respond to the functional needs of the children.
- Recognizes that the level a child is functioning at is fluid.

GOOD

- Uses concrete, tangible, and visual aids whenever possible.
- Has a knowledge of child development.
- Recognizes child's feelings and nurturance needs.
- Never assumes a child knows how to do something.
- Relates to appropriate levels.

STANDARD

- Is aware there can be chronological and developmental differences in ages.
- Is able to respond to child's physical and emotional needs.
- Communications are clear with no mixed messages.
- Expectation settings are realistic.

NEEDS IMPROVEMENT

- Developmental knowledge is inadequate.
- Expectations are sometimes too high or too low.
- Often assumes that because a child is a certain chronological age that the child is at the proper developmental stage or vice versa.

UNSATISFACTORY

- Possesses not even rudimentary developmental knowledge.
- Projects selected for groups are usually developmentally inappropriate.
- Refuses to accept that developmental stages are fluid.
- Cannot identify child's emotional or physical needs.

IMPLEMENTATION OF ROUTINESEXCELLENT

- Carries out routines with positive growth-oriented attitude.
- Is able to distinguish when a routine needs to be sacrificed.
- Recognizes changing needs of cottage.
- Assists in developing routines.

GOOD

- Approaches routines with positive attitude.
- Gives children prior notice to onset of routines.
- Makes suggestions for improving routines.
- Uses routines to children's advantage.

STANDARD

- Routines are implemented on time.
- Necessity for routines is understood.
- Can adjust to sudden needs for changes in the routines.
- Recognizes when routines have become inadequate.

NEEDS IMPROVEMENT

- Routines are sometimes not carried through.
- Necessity for routines is not understood.
- Routines are often off schedule.
- Cannot adjust to new routines.

UNSATISFACTORY

- Will not sacrifice routines for any cause.
- Routines are never on time (late or early).
- Cannot identify routines.
- Sees no need for routines.

APPROPRIATE DISCIPLINE TECHNIQUESEXCELLENT

Makes excellent use of preventive intervention, i.e., signal interference.

Uses touch control; maintains growth-oriented approach.

Uses effective tension decontamination through humor.

Finds ways for child to save face.

GOOD

Techniques are natural and logical.

While not letting a child get away with anything, it is done with growth in mind; confronts behavior clearly.

Uses re-grouping to prevent chaos.

STANDARD

Discipline techniques are within Village guidelines.

Uses direct appeal well; uses non-punishing expression.

Effectively limits space and tools of problem children.

Effectively utilizes positive reinforcement and rewards.

NEEDS IMPROVEMENT

Often overlooks violations unless they are flagrant.

Often improvises consequences instead of following guidelines.

Never acts - only reacts.

Often over-consequences or under-consequences.

UNSATISFACTORY

Disregards obvious misbehavior.

Enforces regulations only when pressed by the strongest motives or the severest circumstances.

Goes out of the way to discover and discipline misconduct.

Often pounces.

ROLE MODELING

64

EXCELLENT

Complex modeling behavior can be broken into smaller portions and explained.

Rewards positive behavior directed toward staff.

Accentuates appropriate significant other's behavior.

Realizes child must be capable of imitative behavior for modeling to be successful.

GOOD

Accentuates own appropriate role modeling behavior.

Is consistent with verbal and nonverbal cues and actions.

Uses a variety of modeling approaches.

Identifies child's appropriately modeled behavior.

STANDARD

Conducts self respectfully.

Normally reinforces appropriately modeled behavior.

Points out good and bad models used in media.

Responds tactfully when child is imitating an inappropriate model.

NEEDS IMPROVEMENT

Is sometimes inconsistent with own actions and verbalizations.

Assumes child can distinguish between good and poor models.

Practices do as I say - not as I do.

Criticizes and berates uncommon ways.

UNSATISFACTORY

totally inconsistent with own actions.

Has no concept of role they are filling.

Often accentuates inappropriate models behavior.

Lets personal preference over-rule societal norms.

RESPONSE TO SUPERVISIONEXCELLENT

Views supervisors as collaborative and problem solving.

Possesses a high degree of communicative freedom.

Distinguishes between philosophies and attitude.

Uses supervision time well.

GOOD

Is able to give and ask for information in supervisories.

Attendance is prompt for supervisories.

Views supervisories as learning sessions.

Receives the information and complies with it acceptingly.

STANDARD

Is attentive to supervisor's messages.

Makes honest attempts to correct failings.

Uses highlights as source of gratification.

Approaches problems independently and with a genuine attempt at correction.

NEEDS IMPROVEMENT

Verbalizes agreement with supervisors but never follows through.

Has problems comprehending the message supervisor is delivering.

Offers little response to supervisor's comments.

Becomes overly emotional during supervision.

UNSATISFACTORY

Rebuffs supervisor's statements.

Undermines supervisor's directives.

Avoids supervisories whenever possible.

Approaches supervisories with a hostile attitude.

EVALUATING WORK PROGRESSEXCELLENT

Brings own shortcomings up for discussion and example.

Establishes an air of success by capitalizing on areas of excellence.

Is able to make immediate correction of mistakes or capitalization of excellence.

GOOD

Recognizes and corrects mistakes early.

Consistently goes over methods and approach.

Evaluations are exceptionally sound and logical.

Uses self-evaluation as personal motivation.

STANDARD

Accepts own limitations and assets.

Arrives at accurate evaluation by clear and logical thinking.
Benefits from self-evaluation.

Interventions are resourceful and helpful.

NEEDS IMPROVEMENT

Has problems recognizing own limitations.

Is reluctant to accept own assessment of work progress.

Arrives at wrong conclusions.

Often ignores overt clues to performance.

UNSATISFACTORY

Is unable to identify any areas of failings or excellence.

Is unable to focus on anything other than the task at hand.

Has extreme difficulty in utilizing outside feedback.

DEPENDABILITY

67

EXCELLENT

Is conscientious, thorough, and accurate.

Is reliable with respect to attendance, breaks, etc.

Can be counted on to help out above and beyond call of duty.

Is able to deal with unplanned critical events.

GOOD

Is flexible and able to cover for differing priorities.

Does not hesitate to make necessary decisions.

Requires minimal supervision.

Picks up where others leave off with little direction.

STANDARD

Misses very little work and is rarely late.

Completes all tasks as assigned.

Verifies all major policy and routine changes.

NEEDS IMPROVEMENT

Is late or absent frequently

Often neglects assigned chores.

Needs constant reminders and pushes.

Can be assigned only routine chores.

UNSATISFACTORY

Is often late or absent.

Neglects assigned chores.

Has problems even with constant reminders.

Cannot be assigned anything of consequence.

COMMUNICATION SKILLS AS DISPLAYED IN UNIT MEETINGS

68

EXCELLENT

Gives all relevant behavioral information - individual and/or interactional.

Is able to reflect and summarize content as well as feelings when appropriate.

Accurately reflects non-verbal cues.

Uses open questions and open statements, initiates topics, creates comfortable conversation.

GOOD

Presents relevant topics and helps return discussion to central issues.

Attends to both content and process of discussion.

Accepts disagreement of perception without discounting self or others.

Tactfully questions misinformation.

STANDARD

Provides relevant information

Delivery is direct and specific.

Stays on topic.

Responds to and comments on all areas of discussion.

NEEDS IMPROVEMENT

The manner of delivery is often vague, indirect, judgmental, inexpressive, repetitious, or rambling.

Engages in extensive off-topic rambling.

Has inaccurate responses to content.

UNSATISFACTORY

Doesn't speak in unit meetings.

Information is inappropriate.

Falls asleep in meetings.

Tends to matters other than meeting matters.

FLEXIBILITY

69

EXCELLENT

- Meets the vicissitudes of the job with composure.
- Is ready to support new decisions even when unpopular.
- Utilizes a variety of disciplines in problem solving.
- Adjusts to anti-traditional and chaotic happenings.

GOOD

- Willingly makes schedule adjustments.
- Can move from leader to follower and vice versa when necessary.
- Planning takes into consideration what the future may hold.
- Capable of being spontaneous and yet structured.

STANDARD

- Is flexible and able to adjust priorities.
- Can adjust to differing situations.
- Appreciative of needs of others - listens to persuasive argument.
- Shows tolerance for ambiguity.

NEEDS IMPROVEMENT

- Is still working on settling control issues with fellow staff.
- Has the ability only to say no.
- Refuses to try new or others' ideas.
- Usually doesn't shown appreciation for needs of others.

UNSATISFACTORY

- Will not budge under any conditions - too rigid.
- A sudden reversal or change in action completely unsettles employee.
- Goals become more important than the method.
- Ignores or denies needs of others.

SELF ASSURANCEEXCELLENT

Speaks with the utmost confidence.

Is courageous enough to risk failure based on sound judgments.

Makes active efforts to influence events rather than passive acceptance.

Is extremely confident in the nature and implications of decisions.

GOOD

Shows desire to lead.

Makes sound split-second decisions when necessary.

Is circumspect with regards to decisions.

Understands self-impact on others and self.

STANDARD

Actual ability corresponds with perceived ability.

Conducts self with a sense of purpose.

Makes decisions based on own knowledge.

Grows from criticism if a mistake is made.

NEEDS IMPROVEMENT

Usually finds it easier to ask others for decisions.

Is fearful of (upset by) criticism if a mistake is made.

Is short on self-confidence.

Sometimes pressures become quite annoying.

UNSATISFACTORY

Procrastinates on even routine decisions.

Makes no commitment under any circumstances.

Shows no signs of self-confidence.

Finds it threatening to engage in decision making.

ABILITY TO WORK AS A TEAM

71

EXCELLENT

- Shares new and proven ideas with other staff.
- Fills in relief staff as to cottage staff.
- Constantly establishes air of support with fellow staff.
- Helps move team towards common goals.

GOOD

- Sees mutual value in staff contacts.
- Implements treatment plans convincingly even when in disagreement.
- Utilizes and gives credit to each other's best qualities.
- Is patient and non-condemning with inexperienced staff.

STANDARD

- Shows respect for other workers.
- Has faith in colleagues' good intentions even if dissatisfied with performance.
- Shows interest in the work of colleagues.
- Communicates freely with other staff.

NEEDS IMPROVEMENT

- Is reluctant to ask co-worker for assistance.
- Is often too competitive with fellow staff.
- Appears offended when not center of children's attention.
- Is reluctant to fill co-worker in on daily status.

UNSATISFACTORY

- Tries to play the game alone - unable to settle personality conflicts.
- Berates and ridicules fellow staff.
- Engages in open conflict with fellow staff.
- Expresses jealousy towards better liked staff.

INTEREST IN SELF IMPROVEMENT

72

EXCELLENT

- Is involved in continuing education and seminars.
- Brings problems to supervisor along with possible solutions.
- Reads current literature and critically analyzes it.
- Researches fully new situations for personal knowledge.

GOOD

- Attends some outside classes and seminars.
- Offers much input during training sessions.
- Searches for new methods when known methods are unsuccessful.
- Takes suggestions from supervisors and subordinates to improve self.

STANDARD

- Attends supervisories.
- Attends all training classes.
- Questions own shortcomings.
- Uses suggestions made for self improvement.

NEEDS IMPROVEMENT

- Often misses supervisories - claims all problems are mutual, not unilateral.
- Often makes excuses for shortcomings.
- Argues about critical feedback.
- Often misses training or is late for training.

UNSATISFACTORY

- Does anything to avoid receiving performance feedback.
- Belittles supervisory feedback.
- Changes subject when receiving feedback on weaknesses.
- Refuses to attend training.

PROFESSIONALISM

73

EXCELLENT

- Reads available literature for continued update of program.
- Offers personal services for the betterment of the organization.
- Assesses the existing program on a continuing basis in order to evaluate strengths and shortcomings.
- Expresses self in languages that claim more certainty or validity and expertise.

GOOD

- Maintains ease of contact with administration.
- Develops and updates personal philosophy on how to conduct and optimize interaction with children.
- Expresses self on language with a more formal range of possibilities.
- Appearance is well-groomed and clean.

STANDARD

- Maintains contact with administration.
- Implements administrative policies and regulations.
- Keeps administrators informed of needs and progress.
- Is familiar with the operation, program, and emergency procedures of the facility.

NEEDS IMPROVEMENT

- Avoids administrators or bothers them with unnecessary details.
- Can be expected to occasionally ask co-workers about policies.
- Occasionally uses undesirable language.
- Appearance is sometimes less than desirable.

UNSATISFACTORY

- Undermines administrative policies and regulations.
- Can be expected to misinform co-workers about policies.
- Appearance is often unclean.
- Appears to be at position only for personal gains.

CONSISTENCY

74

EXCELLENT

Deviations are almost unnoticeable.

Performance is stable under extreme pressure and opposition.

Approaches problems in a systematic and technical way.

Uses a plausible, definite, but flexible, plan for reaching objectives.

GOOD

Stays with line-of-thought until problem is settled.

Performance is stable under pressure and opposition.

Sets long and short term goals consistent with philosophy and procedures.

Constantly monitors established priorities and objectives.

STANDARD

Stays with problem until the matter is settled.

Performance is stable.

Is well versed on Village policies, philosophies, and desired practice.

Follows the exercises and proposed solutions diligently.

NEEDS IMPROVEMENT

Performance is often unstable.

Often changes priorities in midstream.

Misses scheduled appointments.

Is often irrational.

UNSATISFACTORY

Performance is extremely unpredictable.

Goals inconsistent with Village philosophy and procedures.

Cracks under even the slightest pressure.

Is unable to stay on track attaining goals.

CREATIVITY

75

EXCELLENT

Creative goals emphasize best interest of the children.

Proposes unique or unusual solutions to problems.

Is comfortable with abstract thought; has a grasp of the complicated.

Shows high level of insight, ingenuity, and originality.

GOOD

Generates alternative ideas.

Capitalizes on unique experiences.

Plays with make-believe ideas of children to organize good recreation groups.

Has a desire for experimentation.

STANDARD

Is accepting of non-traditional thought in the creative context.

Is able to judge the adequacy of possible alternatives.

Utilizes child's imagination in recreation group and daily activity planning.

Discusses how else some activity could be done.

NEEDS IMPROVEMENT

Often lets the past dominate the future.

Hesitates to deviate from the tried and the true.

Transfers from artificial world to real world often not accomplished.

Usually only focuses on facts, detail, reality and practicability.

UNSATISFACTORY

Is rigid and unbending to conventional ways.

Clings to proven strategies.

Shows no originality whatsoever.

Refuses to consider alternative ideas.

INITIATIVE

76

EXCELLENT

Is earnest in seeking increased responsibilities.

Is a self-starter and unafraid to proceed alone.

Never has to be stimulated by supervisor.

Actively pursues new projects and ideas.

GOOD

Volunteers efforts often.

Takes care of chores others have neglected.

Has goals completed ahead of time.

Searches out answers to questions.

STANDARD

Can be expected to do the job when supervisor is gone.

Occasionally needs pressure applied to get work done.

Personal chores are completed on time.

Will follow through with requests normally.

NEEDS IMPROVEMENT

Refuses overtime, even in a pinch.

Has a tendency to sit around and wait for directions.

Cannot be expected to do anything extra.

Is only mildly interested in work.

UNSATISFACTORY

Never does anything that is not self-serving.

Criticizes peers who put forth initiative.

Intentionally neglects responsibilities.

Does as little as can get away with.

ENTHUSIASM

77

EXCELLENT

Often inspires others through own enthusiasm.

Can be counted on to give a smile and encouragement.

Can be expected to stimulate enthusiasm about the Village.

Approaches duties with vigor.

GOOD

Approaches work positively.

Puts forth extra effort in understanding other people.

Attempts to motivate fellow employees.

GOOD

Is generally positive and optimistic.

Has an honest desire to resolve problems.

Seeks new avenues to express themselves.

Seeks and enjoys experiences which enrich lives in terms of position

NEEDS IMPROVEMENT

Is often negative.

Is often critical of organization.

Sometimes shows disinterest and low effort.

Often appears bored and dissatisfied.

UNSATISFACTORY

Is always negative.

Can be expected to take sick leave whenever workload becomes high.

Slows down whenever supervisor is away.

Encourages others to be negative.

DEVELOPING AND MAINTAINING
THERAPEUTIC RELATIONSHIPS WITH CHILDREN

EXCELLENT

Is capable of analyzing children and situations quickly and accurately.

Has a good grasp of the abstract concepts involved in a therapeutic model.

Helps children develop personal social skills for successful, pleasant interaction with peers, adults, and the environment.

Helps children achieve self-control to further their own moral development.

GOOD

Is warm, friendly and understanding.

Is sensitive to the culture and perspective of each child.

Paraphrases and summarizes child's message.

Fosters child's feelings of self-worth through love, respect, and praise.

STANDARD

Relationship is based on knowledge of child's current status and directed toward child's goals.

Uses good eye contact and affectionate touch creating setting that promotes comfortable posture.

Stays with main train of child's thought.

Arranges physical space for comfort and encouragement of learning.

NEEDS IMPROVEMENT

Is often overprotective or ignores child.

Avoids eye contact and becomes rigid.

Is often confused as to child's needs and potential.

Uses consequences for punitive control rather than self-control.

UNSATISFACTORY

Avoids obvious cues that child needs unconditional positive regard and basic nurturance.

Uses tunnel vision - often responds with hostility, suspicion or outright anger.

Ignores child's basic physical and emotional needs.

Uses relationship to further personal needs.

- 1) AGE _____ 2) SEX _____ 3) YRS. OF EDUCATION _____ 4) SALARY \$ _____ MO
- 5) MARITAL STATUS _____ 6) SALARY SATISFACTION _____
- ____ Single _____ Very Satisfied
- ____ Married _____ Satisfied
- ____ Divorced _____ Neutral
- ____ Separated _____ Dissatisfied
- ____ Remarried _____ Very Dissatisfied
- ____ Widowed _____
- 7) AVERAGE ALCOHOL CONSUMPTION PER WEEK _____ 8) NUMBER OF OWN CHILDREN _____
- ____ Number of 12 ounce beers _____ Living with you
- ____ Number of 8 ounce glasses of wine _____ Not living with you
- ____ Number of 1 ounce mixed drinks _____
- 9) NUMBER OF HOURS PER WEEK ON JOB _____ 10) JOB TITLE _____
- 11) LENGTH IN HOURS OF LONGEST CONSECUTIVE SHIFT IN YOUR CURRENT SCHEDULE _____
- 12) NUMBER OF YEARS IN THE CHILD CARE WORK PROFESSION? _____
- 13) DO YOU INTEND TO BE A RESIDENTIAL CHILD CARE WORKER FIVE YEARS FROM NOW?
- ____ Yes
- ____ No
- ____ Undecided
- 14) LEVEL OF DISCIPLINE YOUR PARENTS SHOWED TOWARDS YOU
- ____ None
- ____ Mild
- ____ Moderate
- ____ Severe
- 15) DO YOU HAVE AN ADEQUATE VOICE IN TREATMENT DECISIONS?
- ____ Yes
- ____ No
- ____ Undecided
- 16) PLEASE RANK (IN ORDER) THE FOLLOWING FIVE REASONS YOU WOULD STAY A RCCW.
- ____ Salary
- ____ Emotional Reward
- ____ Prestige
- ____ Service
- ____ Team
- 17) IF YOU WERE PLANNING ON LEAVING, WHAT WOULD BE THE MOST LIKELY REASON?
- ____ Financial
- ____ Further Education
- ____ Personal Reasons
- ____ Job Frustrations
- ____ Enter Another Profession
- ____ Other
- 18) SHOULD RCCWs BE CREDENTIALLED AS TEACHERS ARE?
- ____ Yes
- ____ No
- ____ Undecided

(E)-EXCELLENT (G)-GOOD (S)-SATISFACTORY (N)-NEEDS IMPROVEMENT (U)-UNSATISFACTORY

E G S N U SUBJECT MATTER KNOWLEDGE

E G S N U IMPLEMENTATION OF TRAINING

E G S N U WRITING SKILLS

E G S N U ABILITY TO RELATE TO CHILDREN ON AN APPROPRIATE LEVEL

E G S N U IMPLEMENTATION OF ROUTINES

E G S N U APPROPRIATE DISCIPLINE TECHNIQUES

E G S N U ROLE MODELING

E G S N U RESPONSE TO SUPERVISION

E G S N U EVALUATING WORK PROGRESS

E G S N U DEPENDABILITY

E G S N U COMMUNICATION SKILLS AS DISPLAYED IN TEAM MEETING

E G S N U FLEXIBILITY

E G S N U SELF ASSURANCE

E G S N U ABILITY TO WORK AS A TEAM

E G S N U INTEREST IN SELF IMPROVEMENT

E G S N U PROFESSIONALISM

E G S N U CONSISTENCY

E G S N U CREATIVITY

E G S N U INITIATIVE

E G S N U ENTHUSIASM

E G S N U DEVELOP AND MAINTAIN THERAPEUTIC RELATIONSHIP WITH CHILDREN

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