CHAPTER IV

SOCIAL INTERVENTION ROLE OF RESPONDENTS - I

It is part of the cure to
wish to be cured.

- Seneca.

Social Intervention Role - I

In the last chapter, we dealt with the general description of the institutional care agencies in Baroda city and 25 workers selected as respondents (from the agencies). The present chapter deals with social intervention practiced by the respondents. As mentioned earlier, social intervention role in the context of the study, refers to the activities of the respondents while at work. The focus, therefore, would be on describing:

i.   The roles/usual functions of the respondents.

ii.   The tasks/activities they do to complete the functions.

iii.   The time they devote to carry out different tasks/activities.

iv.   The social intervention components in the activities done by the respondents.

The study of the role, as mentioned earlier, was approached by enquiring about and observing the daily tasks/activities of the respondents in the agency, and the relative amount of time spent on these activities. The tasks/activities were further classified into job functions.

The performance of job functions in the nine

agencies selected for the study, followed an uniform
pattern, throughout the year. The clients committed by
the court or referred to by the governing bodies, had
to be admitted at any said time of the year. The res-
pondents were observed for one month on normal working
days with the purpose of recording the number of hours
spent by them in various job functions.

The social intervention role in terms of (i) Job
functions, (ii) tasks/activities, (iii) total approach
of respondents and (iv) the relative amount of time
spent in doing the functions, is entirely according to
the existing situation in the institutional care agencies,
under study. The study is based entirely on the pers-
pective of workers' point of view. Therefore, the time
noted down is according to the rough or approximate
average of the aggregate time spent by the respondents
in performing the job functions.

In the present Chapter, we will be discussing the
major functions of social intervention. In the following
Chapter V, we will be discussing the supportive functions
of social intervention, followed by the summary of all
the functions discussed so far.

The sequence of discussions would be:

i.   First of all a description of the functions.

ii.   Then the table and its interpretations in
        terms of participation of the respondents in
        the functions, and

iii.   Finally, average time per week spent by the
        respondents in the functions.

4.1   Reception of clients

Reception of the clients in the agency is an
inherent function of the agency personnel. During this
phase, the incoming cases are received and judged for
their eligibility for admission. This is also the phase
which decides client's initial reaction about the agency
and hence, it is important to know how they are received
by the agency.

During this study, following general observations
were made about the clients first entry into the agency.
1. Each of the nine agencies had the Administrator's
office in the entrance of the building, therefore, it was
but natural that the clients came or were brought to the
Administrator's office directly. In this case, the first
person they encountered was the Administrator, if he
was present in the office. 2. In case the Administrator
was not present, they usually went to other workers for
guidance. 3. Many a times it was observed that if the

Administrator was busy, he directed the clients and their
guardians to other workers, for information and other
formalities. 4. It was also observed that some of the
clients and their guardians first approached other
staff members before approaching the Administrator. Every
worker that encountered these clients had their own
method of helping the client, be it merely completing
admission formalities or directing the clients to other
workers, for further information. The following discussion
attempts to throw light on the actual processes adopted
by the workers in receiving the clients.

Table V: The Tasks/Activities performed by the respondents
in reception of clients.

Sr. No.	Tasks/Activities		Adm. N=9	S.Adm. N=8	Tech. N=8
1.	Receiving the cases	- Yes	9	8	2
		No	0	0	6
		Total	9	8	8
2.	Scrutinizing the cases	- Yes	4	6	2
		No	5	2	6
		Total	9	8	8
3.	Discussing the need and need catering agencies	- Yes	9	6	2
		No	0	2	6
		Total	9	8	8
4.	Referring and re- commending the clients to other agencies	- Yes	4	3	2
		No	5	5	6
		Total	9	8	8

Table V (item 1) depicts that 19 out of 25 respondents received the clients when they came to the agency for seeking admission. All the Administrators and semi-administrators participated in receiving the clients while 6 of the Technicians did not participate at all. One of our observations, which might explain this situation, was that these Technicians had their workshop rooms or class rooms in the interior of the building whereby they were not easily accessible for receiving the clients.

It was further observed that 3 Administrators (out of 9), 5 semi-administrators out of 8 and both the Technicians showed their concern for clients feelings while receiving them. This concern was shown by pleasantly greeting them and giving them a seat before asking questions. In other words, out of 19 workers, who received the clients, 10 performed this task with greater concern.

Item 2 of table V shows that 12 out of 25 respondents scrutinized the cases for admission. Simple explanation for this situation was that whenever the Administrators were involved in the scrutinization, the semi-administrators and Technicians were not given this responsibility and vice versa.

The process of scrutinizing the cases involved,

listening to the clients/parents and taking interest
in client by patiently asking relevant questions. Un-
fortunately, we did not observe any Administrator who
showed these qualities. However, 5 out of 6 semi-adminis-
trators and both the Technicians performed scrutini-
zation with the qualities mentioned above. In other
words, out of 12 workers, who scrutinized the cases, 7
were patient in asking relevant questions and listening
attentively.

Item 3 of Table V reveals that out of 25 res-
pondents, 17 discussed the needs of the clients and other
agency that would cater to their needs. This process
involved explaining the programmes and policies of the
particular agency and of other related agencies in rela-
tion to the needs of the clients. Surprisingly, all of
the 17 workers did explain the programmes and policies
of their own agencies, however, only 11 could explain
the same of other related agencies. Of those 6 workers,
who could not/did not explain the programmes and policies
of related agencies, 5 were Administrators and one was
semi-administrator.

Item 4 of Table V clarifies that only 9 (out of
25) workers recommended or referred the clients to other
agencies. All of these 9 workers helped the clients by

writing references, however, only 5 workers personally
contacted other agencies for the clients. The four
workers who did not contact other agencies were all
Administrators.

Time spent in the reception of clients

So far we have discussed the process of receiving
the clients. It would be interesting to know the time
spent by the workers in receiving the clients. All of the
9 Administrators spent an average of 2.2 hours every
week in receiving the clients. All of the 8 semi-adminis-
trators and both of the Technicians spent an average of
one hour every week for receiving the clients.

4.2   Intake of Clients

Intake of clients is an important function. After
ascertaining the clients' eligibility for admission
their residual abilities are assessed by interview/
examination before admission. The agency personnel (intake
interviewer) gathers medico-socio-economic data about
the clients which is presented before the admission
committee/court. Once again this phase influences the
worker-client and client-client future relationship in
the agency. The attitude of the client towards the
workers, the agency and other clients is also shaped
during this time. The experiences clients get during

intake and through whom they get these, are very important for the clients. They may carry these experiences (happy or otherwise) alongwith them, when they are finally admitted to the agency. They may draw from them for references in building up relationship with the workers.

Looking to the importance of this phase, it can be seen that not all the respondents selected for the study were participating in this function. There were only 16 of the respondents who were directly handling this job function. From among these, 5 were the Administrators, all 8 semi-administrators and 3 Technicians. From among those not participating were 4 of the Administrators who were merely heading the admission committee comprising of a team of workers. They had no active contributions to make in intake, clients. They were only present in the committee to sign the agreement/disagreement regarding the clients' admission to the agency.

However, in all the 9 agencies, there was atleast one respondent who was performing this function. In 8 agencies, all the 8 semi-administrators of the agencies respectively, and additionally 4 Administrators and 2 Technicians discharged this function. In the remaining one agency the Administrator and the Technician

together discharged this function. Thus all the 9

agencies were covered in this way.

Table VI: The Tasks/Activities performed by respondents

in Intake of Clients.

Sr. No.	Tasks/Activities	Admn. N=9	Semi-Admn. N=8	Techni- cians N = 8
1.	Interviewing the clients and persons accompanying			
	Yes	5	8	3
	No	4	0	5
	Total	9	8	8
2.	Assessing clients resi- dual ability, Psycho- socio-economic history and medical examination			
	Yes	4	6	2
	No	5	2	6
	Total	9	8	8
3.	Preparing reports			
	Yes	5	8	3
	No	4	0	5
	Total	9	8	8

Table VI (item 1) depicts that during the intake

interview, 16 out of 25 respondents interviewed the

clients and persons accompanying them. These were, five

of the administrators, all the 8 semi-administrators

and 3 technicians. Four administrators and 5 technicians

did not participate in interviewing the clients. It
was observed that these respondents were from the
agencies where the semi-administrators (respectively)
were interviewing the clients.

It was observed that 3 semi-administrators and
3 technicians showed concern about the place where the
interview was to be held. Further 5 semi-administrators
(including the above 3) and the very same 3 technicians
made the clients feel more comfortable before inter-
viewing them. They made few pleasant remarks or discussed
topics of client's interest. It was also observed that
in order to make the clients comfortable, 2 of the
administrators, 7 semi-administrators (including above
5) and the above 3 technicians invited other inmates
of the agency to help the new clients out. Therefore,
out of the 16 who participated in interviewing the
clients 12 respondents showed greater concern in per-
forming this task.

Item 2 of table VI shows that 12 out of the 25
respondents assessed the client's residual ability,
psycho-socio-economic history and also held medical
examinations. It was observed that atleast one res-
pondent (and in few cases, 2 respondents) from each
agency was performing this task.

It was observed that all the 12 respondents interviewed the referrals in order to get information about the psycho-socio-economic history of the clients. In addition to this, the 4 administrators and 6 semi-administrators also listened to the clients while they narrated their experiences. For assessing the clients residual ability, it was observed that 2 of the technicians observed and probed the clients over various activities. They conducted activities deliberately so as to assess the clients residual abilities as they were dealing with mentally and physically handicapped clients. None of the 4 administrators and 6 semi-administrators were observing and probing the clients. While on the other hand, above 2 technicians did not allow the clients to ventilate. In other words, the 4 administrators and 6 semi-administrators showed more concern in finding out the psycho-socio-economic history of the clients in order to present a detailed information about the client for court hearing. While the 2 technicians showed more concern for assessing the clients' residual abilities as they were interested in improving the clients' physical and mental disabilities. This information was presented in the committee meeting where the team also consisted of persons from medical professions.

Item 3 of table VI reveals that out of 25 respondents the same 16 respondents described the above 2 items prepared reports based on observations. This served as a document of initial details about the clients. It was observed that 5 of the administrators, 7 semi-administrators and one technician filled up the agency admission proforma as a part of intake of clients in the presence of the clients. While one semi-administrator filled the agency admission proforma in the absence of clients and additionally prepared detailed report which were based on observations. Two of the technicians also did the same.

In other words, the observations conclude that 13 of the respondents performed all the 3 items in the function intake of the clients with an aim to fill up information required in the agency's admission proformas. Hence, they kept the agency proforma in front of them while they were conducting intake interview. While 3 of the respondents conducted the intake interview in a natural and relaxed atmosphere. The clients were not threatened with the presence of a proforma.

Time spent in the intake of clients

It is interesting to note that the administrators and the semi-administrators spent on an average 2.4 hours

per week. While the technicians spent 0.75 hours per

week. This reveals that the administrators and semi-

administrators played a significant role.

4.3   Introduction and Orientation of the Clients

Introduction and orientation of the clients to

the agency follow intake interview. This entails initial

adjustment which are important for their rehabilitation.

Hence, the initial residential experience should be

as meaningful and tolerable as possible. A lot depends

on how the clients are introduced to the total agency

set up. The clients come with a feeling of guilt,

defiance and bewilderment. They have mixed feelings

concerning their separation from their home and familiar

surroundings. At the agency (in most cases) they suddenly

find themselves amidst strange surroundings and people.

For these and other reasons, the period of introduction

to the agency is very important.

The following discussion gives an account of the

methods and practice followed by the agencies under study.

The semi-administrators and technicians partici-

pated in the introduction of the clients. Administrators

handed over this job function to them as they themselves

were busy in receiving new entrants at times or busy
in administrative work. Apart from this, the adminis-
trators have expressed that it is better to introduce
the new entrants by a person who is more in contact
with older inmates.

Table VII: The Tasks/Activities performed by respondents
in introduction of clients.

Sr.No.	Tasks/Activities	Semi-administrators N=8	Technicians N=8
1.	Helping the clients to transfer relationship		
	Yes	5	3
	No	3	5
	Total	8	8
2.	Helping the clients to get adjusted to the agency		
	Yes	8	3
	No	0	5
	Total	8	8
3.	Involving the clients into the institutional activities		
	Yes	8	8
	No	0	0
	Total	8	8

Table VII (item 1) depicts that out of the 16 respondents in the category of semi-administrators, 8 of them were helping the clients to transfer relationship. All these 8 respondents (i.e. 5 semi-administrators and 3 technicians) were present during the intake of clients and hence they were in a position to help out the clients to transfer relationship. On the other hand though the remaining 3 semi-administrators were present during intake, they did not participate in this task. After the admission procedures were completed they requested the parents/guardians/escorts to leave while the clients were taken into the agency for introductions.

It was observed that in order to help the clients to transfer relationships, all the 8 respondents, re-assured the clients in front of the parents/escorts. At times when they were dealing with younger clients, they involve them in various activities like games, puzzles, books etc. so that the parents/escorts could leave the agency. All these 8 also involved other in-mates to assure the new clients. Therefore, out of the 16 respondents, there were eight who showed concern towards clients feeling at the time of being separated from the loved ones.

Item 2 shows that 11 out of 16 respondents helped the clients to get adjusted to the agency in the initial stages of their stay. The remaining 5 technicians as mentioned earlier were not present during intake, hence they were not yet in contact with the clients.

In order to help the clients to get adjusted to the agency, all the 11 respondents were observed to introduce the clients to other inmates and staff of the agency. They even accompanied the clients to show them their sleeping quarters, dining hall, etc. After the parents/escorts left the agency, the clients were usually tearful or at times in a mood to talk. There were 5 semi-administrators who talked to the clients and allowed them to ventilate. While none of the technicians showed this concern.

Item 3 of Table VII reveals that all 16 of the semi-administrators and technicians respectively helped the clients to get involved into the institutional activities. Five semi-administrators and 3 technicians took the help of other inmates to give information regarding the agency activities. They usually took the new entrants on a round of the agency. The inmates who durings the rounds were asked to explain and demonstrate to the entrants.

Three from the above 5 semi-administrators also explained rules, regulations and activities of the agency. While 4 technicians other than the 3 mentioned above did this explanations. All the 8 technicians and 3 semi-administrators other than the above mentioned 5, gave special attention to the new entrants by introducing them to the other inmates.

Time spent in introduction and orientation of clients

The semi-administrators spent approximately 4.12 hours per week, while the technicians spent 2.75 hours. The discussions on participation also revealed that the semi-administrators participated significantly in all the three tasks. While the technicians participated more significantly in the third task as compared to other tasks.

4.4   Clinical Assessment of clients

Clinical assessment over here means assessing the clients through various interviews, special observation of them for educational/vocational aptitude, and medical examination. This phase involves bringing together all information that will help the respondents to understand the clients problems, and plan accordingly. In intake of clients, some sort of assessment regarding clients abilities is done. After the formalities like admission

and introduction of clients to the agencies is comple-
ted a detailed assessment is done once again to see
where the clients fit in.

Few respondents participated in this job function.
The medical check up was conducted by the nurses and
the result handed over to the respondents. Wherever it
was possible, few workers conducted home visits in order
to substantiate the clients' data for court hearing.

Table VIII: The Tasks/Activities performed by respondents
in clinical assessment of clients

Sr. No.	Tasks/Activities	Adminis-trators	Semi-Ad-ministra-tors	Techni-cians
		N=9	N=8	N=8
1.	Collecting Clients' background information			
	Yes	4	8	0
	No	5	0	8
	Total	9	8	8
2.	Assessing residual abilities, interests, needs, potentials through activities			
	Yes	0	0	2
	No	9	8	6
	Total	9	8	8
3.	Assessing educational/vocational aptitude			
	Yes	0	7	2
	No	9	1	6
	Total	9	8	8

Item 1 in Table VIII shows that 12 out of the 25 respondents were collecting clients background information in a greater detail. There was atleast one respondent in each of the 7 agencies and 2 respondents in the remaining two agencies, who participated in this task.

Observations of these respondents at work in greater length revealed that 9 of the respondents out of the 12 i.e. 2 administrators and all semi-administrators, interviewed the clients for a longer period. They spent sometime during the day in talking with them. In case the clients were defensive in revealing any information, these very same respondents involved the clients in activities and talked to them informally. All the 11 respondents also tried to seek information from other workers in the agency regarding their observations about the new clients. But there were only 3 semi-administrators who made home visits in order to get more details about the client. Therefore, out of the 12 respondents who participated in this task, there were 2 administrators and 8 semi-administrators who showed concern in knowing more details about the clients in order to do realistic assessment about clients' background.

There were only 2 technicians who further assessed residual abilities, interests, needs and potentials through various activities (item 2) before assessing

the clients' educational and vocational aptitude. These
two technicians were occupational therapists by desig-
nation. As they dealt with physically and mentally
handicapped client, they observed the clients over
recreational and creative activities to judge their
interests and potentials. They also observed the clients
in group activities to see how well they handled them-
selves. The other respondents did not further assess the
clients interests, potentials etc. like the above two
technicians. They straight away engaged the clients in
various activities and if the clients showed less or no
interest in the activity, they made them do something else.

Item 3 in Table VIII depicts that there were 9
respondents out of 25 who assessed educational/vocational
aptitudes of the clients. The earlier mentioned 7 semi-
administrators and above 2 technicians participated in
this task.

All the 9 respondents personally questioned the
clients about their interests. They explained to them
about various vocational training activities and asked
them to choose anyone. Five semi-administrators and two
technicians observed the clients over ongoing activities
and encouraged and praised them for their efforts. This
indicates that these 9 respondents showed concern for

the clients. They showed the belief that every individual client is unique, has ability to decide his career and has qualities.

On the whole, there were 11 respondents i.e. 2 administrators, 7 semi-administrators and 2 technicians who performed this task with more concern and consideration for clients interest, needs and potentials.

Time spent in the clinical assessment of clients

We have discussed the processes involved and respondents concern in clinical assessment of clients. It would be interesting to see the time spent by the respondents in this function.

Comparatively, the semi-administrators spent more time in clinical assessment of clients (2.87 hours on an average) followed by administrators (1 hour per week on an average) and lastly Technicians (0.62 hours per week on an average). Table VIII shows that the 7 semi-administrators were more significantly involved in clinical assessment of clients. The technicians also had a significant role to play even though their participation was limited to only two respondents.

4.5 Non-clinical Assessment of Clients

Non-clinical assessment of clients does not involve

a lot of procedures where the client is interviewed
and made to go through various tests. It involves taking
a round of the agency every morning, and observing the
clients over the ongoing activities. During this round,
they observe the newly admitted clients while they are
engaged in various activities. Except for two, the
remaining Technicians observed the clients in their class-
room or training room to see where the clients interest
lies. They did not go on agency rounds like the rest of
the respondents. Therefore, whatever assessment they
made about the clients pertained to their subject or
vocational training only. They relied on their own judge-
ment about the client. The other two Technicians who
were the occupational therapists by designation, went
on agency rounds so that they could do overall assess-
ment of the clients.

Time spent in non-clinical assessment of clients

The Administrators and semi-administrators on an
average spent approximately same number of hours per
week in non-clinical assessment of clients (i.e. 1.88
hours and 2 hours respectively). Every morning they
devoted about 20 minutes taking rounds of the agency
so that they could observe the clients on ongoing work.
The technicians on the other hand spent a little more

time (3.25 hours). The variation in the range of time
spent by these respondents which was 1 to 6 hours.
The respondents in this category who spent more than
3 hours per week were those who did not have skilled
technicians like occupational therapists on their staff,
who could do the clinical assessment of the clients.
Therefore, these workers spent more time observing the
new clients to see where they could be fit for voca-
tional/educational training.

4.6 Working agreement about clients goals

Ideally, working agreement about clients goals
means deciding upon the initial observations and inter-
views, a treatment procedure which is agreeable to the
clients' goals as well as agency goals (W.E.Amos, 1965).
This phase has to be well planned and well organised
so that the clients' stay in the agency is meaningful.

For each and every client, it was not necessary
that working agreement about their goals followed the
five job functions mentioned earlier. In some cases
where quick decision was necessary, it was done on the
same day when the clients were admitted to the agency
and in this case, it followed the job functions
described earlier.

All the respondents participated in this job function,

except for 3 technicians. Moreover, these three techni-
cians did take part in conveying the decisions to clients.
They directly explained to the clients regarding their
treatment plan. The tasks in this job function was done
in varying degree by the 22 respondents.

The major goals of institutional care agencies
catering for physically, visually and mentally handicapped
are: Medical treatment, education and rehabilitation while
the goals of correctional agencies are: reformation of
character, education and rehabilitation. Rehabilitation
is the common goal.

The clients, therefore, have to undergo various
process in the agency. Daily life schedule, educational
training, vocational training, resocialization and re-
habilitations are the various processes. The workers in
the agency use various methods like case work, group work,
counselling etc. As mentioned earlier, not all res-
pondents selected for the study had training in social
work education. Working agreement about clients goals
was not technically followed or operated as it should,
the tables and the interpretations are, therefore,
depicted in the laymans terms.

Tasks like preparing the detailed reports about
the clients having committee meetings to make decision
and preparing operational plans for the clients were done

by keeping in mind the daily life schedule or life style
in the institutions, constructive leisure time acti-
vities, and developing in the clients a taste for
. desirable life-style which will help in turn to reach
the agency goals.

Table IX: The Tasks/Activities performed by the respondents
in working agreement about clients' goals

Sr. No.	Tasks/Activities	Adminis-trators N=9	Semi-adminis-trators N=8	Techni-cians N=8
1.	Preparing detailed information about clients treatment			
	Yes	4	8	5
	No	5	0	3
	Total	9	8	8
2.	Committee meeting for taking decisions about the clients.			
	Yes	9	8	3
	No	0	0	5
	Total	9	8	8
3.	Preparing operational procedures			
	Yes	9	8	3
	No	0	0	5
	Total	9	8	8
4.	Conveying decision to the clients			
	Yes	2	8	3
	No	7	0	5
	Total	9	8	8

Preparing detailed information about the clients treatment (item 1, Table IX) was done by 17 respondents out of the 25 respondents. These were 4 administrators, 8 semi-administrators and 5 technicians. These respondents prepared the reports in order to present it into the committee meeting held for taking decisions about the clients treatment.

Fourteen of the respondents i.e. 4 administrators, 8 semi-administrators and 2 technicians talked to the other workers in the agency to gain more information about clients' interest, potential etc. All the semi-administrators and 5 technicians prepared personal notes on the clients based on their previous observations. While there were only 2 technicians from the above, who prepared the clients treatment plan by keeping the clients' goals in mind. Therefore only 10 respondents (8 semi-administrators and 2 technicians) prepared the reports with greater concern for clients future.

A sort of committee meeting was held just before the clients were assigned a definite time table. Twenty out of the 25 respondents participated in this task. The team, however, also consisted of medical professionals.

All the 9 administrators presided over the meeting. There were 4 administrators (also participated in preparing reports) who also presented the report in the

meeting based on the information that they gathered. Eight semi-administrators and 3 technicians, not only presented the reports that they had prepared but also spoke in favour of the clients. This indicates that these 11 respondents thoroughly know all about the clients.

Once the committee meeting was over, the above 20 respondents prepared operational procedures for clients treatment (item 3). 8 of the respondents prepared realistic time table for the clients. Preparing realistic time table was extremely difficult as there were so many activities and duties being held simultaneously in the agency. From among these eight, there was one administrator, 4 semi-administrators and 3 technicians who made an effort to see that there was no overlapping of activities.

Fifteen of the respondents (the above 8 included) personally assigned work to other workers. This was once again done so that there was no overlapping of activities for clients and that all the workers were made aware of the clients whereabouts during the day. Five of the administrators did not do so as their technicians and semi-administrators were given this responsibility. All the administrators, 3 semi-administrators and 3 technicians contacted resources for substantiating in treatment of clients. Outside agencies were contacted for further

training, medical treatment etc. wherever the need was felt. Here we can see that all the 20 respondents played an important part,but 8 out of them showed greater concern, as they not only prepared realistic time-table but also contacted resources and talked to other workers in relation to the clients.

By now more or less the clients were already aware of what would be their time-table. Conveying the decision (about the treatment plan) to them was therefore not done in a very formal way. As the clients were being led for assigning the duties and vocational/educational treatment, 13 of the respondents, informally explained to them. Eleven of the respondents (i.e. 8 semi-administrators and 3 technicians) explained personally before hand to the clients. Sometimes they also involved the clients directly into the activities but nevertheless told them the whole plan. These 11 respondents, therefore, played an important role.

All the 9 administrators played an important part during the committee meetings and preparing operational procedures. While 8 semi-administrators and 3 technicians played an important part at every step of this function.

Time spent in working agreement about the clients

On an average all the administrators and semi-

administrators devoted approximately 2 hours per week
(Administrators - 2.33 and semi-administrators - 2.37).
The technicians spent 1.37 hours per week. Therefore,
the significant social intervention role by the res-
pondents can be judged by their participation in the
various tasks. Eight semi-administrators and 3 techni-
cians had significant role to play in all the tasks/
activities. While all the 9 administrators in the two
tasks as mentioned earlier.

4.7 Implementing intervention Plan - Life style in the institution - activities

The life style in the agencies are established
daily routine activities, which provide a predictable
schedule that represents security. They aim at inculca-
ting in the inmates a sense of responsibility, sense
of doing things in groups and also sharing things with
each other. Thus, organized living is especially impor-
tant to the delinquent and socially rejected clients.
This is because they generally come from an emotionally
and socially disorganized environment where events and
people were unpredictable and where the order of living
was frequently interrupted by personal conflicts, vio-
lence, and irrationality (W.E. Amos, 1965).

It is equally true for the handicapped clients that

these functions give them a sense of social independence (Carl Mildacsky, 1980). On the whole, these compulsory features of institutional living have therapeutic and security giving functions. It is therapeutic enough to help the clients improve their attitudes and behaviour, if they are so planned. The daily schedule should be planned systematically and announced in advance so that the clients feel the importance of it and also enjoy anticipating these activities. It would also serve to give a meaning and purpose for their stay. The workers of the agency have an important role to play over here. It depends very much on them how they organize and handle things. Apart from day today activities of the agency, the workers come across clients with various problems. For the smooth running of agency as well as the clients it is required that the workers of the agency intervene at various points. These are all a part of the institutional living.

In all the institutions, the inmates are required to be given correction services. This is infact the central to the institutional care.

In the institutional life there are frequent situations requiring enforcement of discipline. These occasions are considered by the workers as one's demanding

correctional tasks which in reality are disciplinary measures. The agency workers handle these problems on the spot in routine manner.

In actuality, there are certain common problems (of clients), irrespective of the nature of the institutions, but they vary in degrees of severity. The approach differ according to the type of the inmates and the problems created by them. The institutions do not have services in the sense like case work or group work. The institutions expect the social work students (who come for field work), to provide these services to the inmates requiring these services for therapeutic treatment in technical sense. Sometimes, problematic inmates from discipline point of view are also entrusted to the student worker.

Severe behaviour problems

There are three severe behaviour problems faced by every agency - Homo-sexuality; Repeated reappearance for institutional care and Physical assault of the workers by the inmates.

Minor problems frequently occuring are:

Petty quarrels among the inmates.

Dissatisfaction with particular arrangement like food.

Not returning to the institution on time.

Table X: The Tasks/Activities performed by respondents

for implementing Interventive Plan - Life

style in the Institutional Care Agency

Sr. No.	Tasks/Activities	Adminis-trators N=9	Semi-adminis-trators N=8	Techni-cians N=8
1.	Supervise during clients personal activities like bathing, cleaning rooms, etc.			
	Yes	2	4	3
	No	7	4	5
	Total	9	8	8
2.	Supervise institutional duties like work on campus, kitchen, garden etc.			
	Yes	9	8	3
	No	0	0	5
	Total	9	8	8
3.	Supervise during lunch, tea, dinner etc.			
	Yes	9	8	3
	No	0	0	5
	Total	9	8	8
4.	Help in solving problems			
	Yes	9	8	8
	No	0	0	0
	Total	9	8	8

Nine out of the 25 respondents supervised clients

during their personal activities like bathing, cleaning

rooms etc. (item 1 Table X). All these 9 respondents covered up the 9 agencies. Hence the rest of the respondents did not perform this task, as already one of them performed it regularly.

Two of the administrators supervised only while they were on their daily rounds of the agency. They gave out instructions to other workers. Four of the semi-administrators and 3 technicians personally supervised the clients in particular activities that they were engaged in. They would make it so as to be present during brushing, bathing etc. so that they could instruct them and demonstrate to them.

Item 2 of the Table X depicts that 20 out of the 25 respondents supervise institutional duties[1] like work on campus, kitchen, garden etc. Rest of the 5 technicians did not participate, as they were more concerned with educational/vocational training.

1.For institutional routine work, each institution follows their own pattern. For example one institution has formed groups of the inmates according to the name of the days of the week, work on campus/kitchen/garden etc. are allotted to the group of inmates in rotation. In the institution for physically, mentally and visually handicapped the routine work is allotted according to the need for sensory development, exercise, interest and capabilities. In fact, if the inmates from these institutions show interest and inclination towards such activities, then they are given vocational training in these.

Sixteen of the respondents supervised these tasks while they were on daily rounds. All the 9 administrators, while on rounds if they felt any particular client needing supervision, they supervised for sometime. While seven of the semi-administrators took special rounds of the agency during the working hours to see that the work ran smoothly. Four of the respondents specially scheduled their work routine in such a manner that they could be present during the various activities to help and guide the clients. These 4 respondents were, one semi-administrator and 3 technicians. Therefore, 11 of the respondents (8 semi-administrators and 3 technicians) showed more concern in helping out the clients.

All the 20 respondents supervised during lunch, tea, dinner etc.[1] (item 3). It was interesting to note that all the 9 administrators supervised only if they were on agency rounds and the clients happened to be taking

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1.Just before taking meals in all the institutions, the inmates are taught to wash their hands, sit in line and say the common prayer before eating. In the institutions for physically, mentally and visually handicapped inmates are supervised by the worker in charge to see that these inmates eat the food in proper way without messing. The children with cerebral palsy, mental deficiency etc. have to be taught how to chew and then swallow the good, keep their place and plates clean and also distinguish between the different dishes or items served.

their meals, while 8 semi-administrators and 3 techni-
cians personally supervised during atleast one meal
time. They helped the clients to realize the need
for washing hands, prayers, waiting for others to
begin etc. before taking their meals. In this case, the
above 11 respondents showed a concern to inculcate
good habits as well as lead an organized life.

All the 25 respondents played a significant role
in helping the clients to solve their problems. Severe
behavioural problems, absconding from the agency, minor
problems which occur frequently and languishing and
loneliness were some of the problems they dealt with.

The administrators first of all talked to the
clients and in extreme cases took severe measures. The
clients with severe behaviour problems were represented
in front of others during prayer time gathering. It is
believed that others have to be saved from such influence
and by public exposure the individual concerned may feel
ashamed and correct himself. Three of the administra-
tors isolated and locked up the clients for homo-
sexuality and repeated stealing. Even after repeated
isolation and warnings if the clients continued to
repeat the behaviour then physical punishment was given

to them[1]. Clients who try to abscond from the agency
were warned by the Administrators and then made to
sign apology letters confessing their crime. They were
also warned that these written apologies would be used
as documents and would work in their disfavour at the
time of release or employment[2]. Minor problems like
clients quarreling among themselves, dissatisfaction
with arrangements of food etc, were frequent occurances
of the institutional life. If a quarrel among two clients
was brought to the notice of the Administrators, it was
observed that they gave them a fair hearing and made
compromises and on the spot action was taken. Manuals
regarding rules and regulations of the agency was quoted
to the clients who were dissatisfied with the procedures
of the agency and felt that he was entitled to certain

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1. In one case, the client assaulted one worker. The
   superintedent by chance happened to witness the whole
   scene. He slapped that particular client. The client
   in turn openly challenged the superintendent for a
   fight. To the client's surprise, the superintendent
   responded to the challenge by removing his watch etc.
   and grappling the client. The client understood that
   superintendent meant business and quietly walked away.

2. To reduce the problems of absconding one Administrator
   has adopted a method. The inmates are allowed to go on
   Sundays to see movies or visit fairs or join tourna-
   ments under a group leader. The group leader signs a
   paper for being responsible for every one, the other
   group members also sign the paper for security purpose.

privilege but was not given. General dissatisfactions
among the clients were handled jointly in the assembly.

:_ -   Languishing and feeling of lonliness were parti-
cularly found to be the problems of younger clients.
On routine rounds when the administrators found clients
sitting alone and weeping, they took time to talk to
them and 4 administrators reassured the clients by
writing letters to their homes in their presence. One
of the Administrator gave vegetable plots to the lonely
clients who stayed back in the holidays so that they
felt a sense of belongingness as well occupying themselves
usefully.[1]

Talking to clients to help them with the problems
that they had created/faced is one of the common measures
taken by the semi-administrators. For absconding or
creating minor problems in the agency, the semi-adminis-
trators were observed to punish the clients by not giving
them food and making them to do extra work. Taking
immediate action and involving other inmates to solve
a problem were the two measures used by them in the ·
daily occurances of the agency. Recreational activities

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1. During vacations, the clients were allotted vegetable
   plots to till, sow and reap whatever they wanted.
   These clients during the lonely hours worked hard on
   their plots and took a lot of pride and interest in
   watching the plants grow.

were arranged by 3 of the semi-administrators for
the lonely clients.

For the major part of the day, the clients were
with the technicians and, therefore, it was a part of
their daily routine to help clients who were creating
minor problems and were lonely. Cases of severe behaviou-
ral problems and absconding were reported to the adminis-
trators and semi-administrators for action. Except
for talking to the clients, they did not take any
measures to punish.

The above discussions reveal that all the 25
respondents showed a lot of concern in shaping the beha-
viour of the clients.

Let us now see the other part of implementing the
intervention plan i.e. Educational, Vocational training
before discussing the time that the workers devoted.

4.7   Implementing, interventive plan - Educational Training

Educational and vocational training are closely
allied features of an institutional care agency. The
clients admitted to the agency are usually with no
work skills/or little work skills, a retarded grade
level, little motivation for work or study (in most cases)
and no firmly established work pattern. Under achievement

in academic persuits is a common characteristic of the majority of the clients, whether they were delinquent or handicapped. The instructors or workers of the agency, thus, have a monumental task that of helping the clients with educational deficiencies of long standing within a short period of time as well as instilling in them work habits which would partially skill them for future employment. According to W.E. Amos (1965), the vocation in the agency aims at equipping the learners with skills and related information in a trade or occupation.

The clients in the agencies under study are trained in vocations which have scope for early employment and further training. Therefore, assisting and conducting educational/vocational training involves assessment of clients unique abilities, interests, aptitudes, inclinations etc. It also involves helping the clients to make preparation for career building, sustaining their interests and stabilizing the training groups and above all creating ethos favourable for sound training.

Let us now see what happens in the actual live situation.

Table XI: The Tasks/Activities performed in implementing
Interventive Plan - Educational/Vocational
Training

Sr. No.	Tasks/Activities	Adminis- trators	Semi- adminis- trators	Techni- cians
		N=9	N=8	N=8
1.	Assisting in Educational/ Vocational training			
	Yes	9	8	8
	No	0	0	0
	Total	9	8	8
2.	Conducting Educational/ Vocational training			
	Yes	0	1	8
	No	9	7	0
	Total	9	8	8

Item 1 of the Table XI depicts that all the 25 respondents assisted in Educational/Vocational training. Out of them, only 8 technicians actually participated in the training programme, while all the administrators and semi-administrators except for one, did not actually participate but gave assistance whenever it was needed.

Six of the semi-administrators and 8 technicians
not only helped the clients to get adjusted but also
assisted them during the vocational/educational class.
However, all the 25 respondents encouraged the clients
by taking time to inspect the handiwork of the clients.
They even made attempts to give incentives and find
resources to .further develop their interests.

The administrators on many occasions were observed
to encourage the clients by advising them and finding
resources to take up any vocation. For example: If clients
were interested in fitters and turners course, after
the clients completing the course, avenues were explored
for further training at the I.I.T. etc. The semi-adminis-
trators had the advantage of being in touch with the
clients from the time they entered the agency. Their help
in the clients adjustment to any vocation/education
training was very significant. They encouraged the clients
by remaining present during the classes and watching
them at work. Giving incentives and finding resources
to develop interest was part of their duty and on the
instruction of the administrators they helped the clients.
All the technicians were observed to use various methods
like introducing the newly admitted clients to others,
exhibiting various crafts and achievements of others,

and recreational games to help the clients get adjusted and interested. They drew the attention of the administrators towards the bright and talented clients so that they could be helped for further development.

Therefore, significantly, 16 respondents (i.e. 8 semi-administrators and 8 technicians) played a crucial role in assisting the clients. All the 9 administrators with the help of above 16 respondents also played an important role.

Nine out of the 25 respondents actually conducted educational/vocational training classes (item 2). These included one semi-administrator and all the 8 technicians. As one of the agency did not have a provision for vocational teacher, the semi-administrator conducted the vocational training classes. He gave advice and personally demonstrated to the clients. All the 8 technicians, apart from demonstrating a particular task, allowed the clients to watch other inmates over ongoing activities for learning purpose. They helped the clients to explore their own interests and aptitudes by allowing them a free hand on any vocational or educational areas.

The discussions so far on activities of life style in the agency and educational/vocational training reflects

that the administrators were involved in various tasks only if their help was required. They prominently featured in taking disciplinary actions. This was one area which they could not avoid as administrators. Semi-administrators were significantly participating in the day today activities like institutional duties and meal times. Disciplinary measures were also taken by them. They were significantly contributing in the clients overall stay in the agency. Technicians were significantly featured in the educational/vocational training programme. In agencies like Home for Crippled Children, Home for Mentally Deficient and Government School for Blind, the 3 technicians also significantly contributed im personal activities of clients, institutional duties and meal times. Their role over here was more of therapeutic and training oriented as the physically, mentally and visually handicapped clients need assistance and training in these areas.

Time spent in implementing Interventive Plan

So far we have discussed the roles played by the respondents in implementing interventive plan. Let us now justify the above observation with the help of time they spent in this function.

It was observed that the technicians spent
maximum time in implementing interventive plan as
compared to others (22.25 hours). From the earlier
discussion, we can see that the majority of the clients
time during the day was devoted in either educational
or vocational persuits. We have also seen that the
technicians were the only ones (apart from one semi-
administrator) who were engaged in conducting training
programmes. Therefore, the maximum time spent by the
technicians in this function as compared to others
justifies the statement that they had a significant role
to play in the training programme. The range of time
spent was from 18 to 27 hours per week. On further obser-
vation, it was seen that the 3 technicians who were in-
volved in the functions like reception of clients, intake
of clients etc. spent comparatively less time in actual
implementation of interventive plan. Hence there was
discripancies in the range of time spent.

The semi-administrators spent approximately 4 hours
per week (4.13 hours on an average). As they were more
involved in overall activities of the clients stay, there-
fore, it justifies that some part of their time was
spent in supervising various activities.

The administrators spent the least time as compared

to others (2.67 hours on an average). Therefore, it justifies the observation that whenever the administrators were called upon to solve some problems, they did spend sometime with the clients in solving them.

4.8   Evaluation

Evaluation is an ongoing process. It is conducted with a special aim to measure the progress of the clients from the day they enter the agency till the time they leave the agency. As a concurrent process, it gives place for modifications and flexibility in training programmes. It calls for observational skills, professional consultations to discuss and remove blocks and barriers in the course of treatment, and objective consultations with clients concerned to involve them in the treatment.

It was observed that in the agencies under study there was no progressive evaluation. In the agencies where occupational therapy is conducted, evaluation is done in order to see the progress and interest of the clients. In the agencies for correctional services, evaluation is conducted just before court hearing or end of observation period. In the cases, however, some kind of evaluation was done just before the clients were to be discharged from the agency.

Table XII: The Tasks/Activities performed in

Evaluation of Clients

Sr. No.	Tasks/Activities	Adminis-trators N=9	Semi-Adminis-trators N=8	Techni-cians N=8
1.	Observing and noting the progress			
	Yes	5	6	8
	No	4	2	0
	Total	9	8	8
2.	Contributing towards clients evaluation			
	Yes	0	3	5
	No	9	5	3
	Total	9	8	8
3.	Prepare Evaluation reports			
	Yes	3	8	3
	No	6	0	5
	Total	9	8	8
4.	Discuss in Committee			
	Yes	9	8	3
	No	0	0	5
	Total	9	8	8

For evaluation of the clients 19 of the respondents observed the clients and noted their progress (item 1).

Five of the administrators, 6 semi-administrators and all the technicians observed the clients over on-going activities. While 4 of the technicians also tested the clients to see the progress they had made. Consulting the experts like persons from medical profession, was mainly done by 5 of the administrators. Five semi-administrators and two technicians also consulted the experts for their opinion about the clients.

It was interesting to note that in contributing towards clients evaluation only 3 semi-administrators and 5 technicians participated. All these 8 respondents prepared their own observations after talking to the clients while they were working in the agency. However, there were 5 technicians who discussed with the clients personally regarding their progress individually as well as in a group. None of the administrators were observed to participate in this task. They assigned the work to the semi-administrators and technicians.

Item 3 in the table depicts that 14 of the respondents prepared evaluation reports. Further, it was observed that 5 of the semi-administrators out of the 8, and 2 technicians out of 8, prepared weekly, as well as monthly reports, for presenting it to the administrators or in committee meetings whenever they were held. Two

semi-administrators and one technician were observed
to prepare monthly reports as well as reports just
before termination, while one semi-administrator pre-
pared only once and that was just before termination.
From among the 3 administrators who participated 2
respondents prepared monthly reports and one just before
termination. These three administrators participated in
this task as they had to present these for court hearing.

All the 19 respondents participated in discussions
in the committee regarding the clients progress and what
should be the future treatment plan. All the 9 administra-
tors presided in the meeting, but two out of them also
presented the reports. All the semi-administrators and
3 technicians only presented the reports.

As seen from the above discussions, the semi-adminis-
trators and the technicians had a significant role to
play in the evaluation of clients. The administrators
played a little less significant role but nevertheless
they were involved to certain extent.

Let us now see the time spent by them in this job
function.

Time spent in Evaluation

The semi-administrators spent the maximum time as
compared to others (2.25 hours on an average per week).

Their participation in the tasks is also significant.
Therefore, they significantly contributed in the evalua-
tion. The administrators and the technicians spent
almost equal time (on an average 1.5 hours per week).
Comparatively the technicians participated more in the
tasks. Therefore, the reason attributed to spending equal
time was this, that while all the 9 administrators were
engaged in attending the evaluation meeting once a week,
the technicians were more involved in preparing reports.
Therefore, they were the respondents who followed the
semi-administrators in significance of their participation.

4.9   Termination

Preparation for the return of the clients to the
community ideally starts as soon as they are admitted to
the agency. There is no one way in which this should be
done. Different institutional care agencies have developed
their own way of going about it. It is required that all
of them must deal with the problems of readjustment to
the family, to peer groups, to the community and finally
to the schools or jobs. Therefore, the phase of termina-
tion for the clients is a very crucial one. Human touch
at this time is important. The clients should not be made
to feel that they would be left on their own and that the
agency and the staff had nothing to do with them. Prepara-

tion of family members to decept the clients is very important. It is equally important that the preparations be made well in advance.

Let us now see what happended in the agencies under study.

Table XIII: The Tasks/Activities performed by the respondents in Termination

Sr. No.	Tasks/Activities		Administrators N=9	Semi-administrators N=8	Technicians N=8
1.	Conducting termination interview				
		Yes	3	8	8
		No	6	0	0
		Total	9	8	8
2.	Contacting resources for further training opportunities				
		Yes	9	5	2
		No	0	3	6
		Total	9	8	8
3.	Keeping in touch with the family				
		Yes	4	8	2
		No	5	0	6
		Total	9	8	8

Table XIII (item 1) depicts that 19 respondents
conducted termination interview. All the semi-administra-
tors and technicians participated, while 6 administrators
did not participate at all. As these administrators
were engaged in contacting resources and other activities
and so, this accounts for their non-participation.

It was further observed that all the semi-adminis-
trators and the technicians not only talked to the clients
and planned about their future but also helped other in-
mates to understand and be prepared for the parting. It
was also observed that 3 of the administrators talked to
the clients and helped them. Therefore, on the whole 16
respondents participated in this task with a concern for
the clients feelings.

Item 2 of the table shows that 16 of the respondents
contacted resources for further vocational/educational
training of the clients. They also looked for job
opportunities for the clients.

All the administrators were engaged in contacting
other agencies and corresponding well in advance with
the higher authorities. This helped in finding jobs for
the clients and making sure that there was no hitch in
clients being released. While 5 semi-administrators and
2 technicians contacted other agencies and also consulted
the experts.

As mentioned earlier, keeping in touch with the
family is an important part of termination. Fourteen
respondents out of 25 kept in touch with the family
members of the clients by corresponding with them. There
were 4 semi-administrators who also did home visits of
the clients. When the parents came to take the clients
back, two of the technicians, were observed to advice
the family members on further treatment of the clients.
These two technicians were the occupational therapists
by designation and hence, it explains about their concern
for clients further treatment.

The above discussions reveal that in the function
termination, the administrators participated more signi-
ficantly in contacting resources, while the semi-adminis-
trators and technicians in conducting termination interview
and keeping in touch with the family members.

Let us now see the time spent by the respondents,
in doing various tasks.

Time spent on Termination

The semi-administrators spent on an average 2.38
hours. Comparatively they spent more time as they made
home visits whenever it was possible. The technicians
spent on an average 1.5 hours. Major part of this time
was spent in talking to clients and guardians. While

administrators spent 1.67 hours and they were more involved in contacting resources.

In this chapter, we discussed the social intervention role of respondents in the nine major functions of social intervention. We have assessed their roles in terms of participation and time spent in various tasks/activities of these functions. The summary of all the thirteen functions are presented in the following chapter, after the discussion on the supportive functions.