## Subject Index

| Accreditation standards | 171 |
| Active listening | 249 |
| Activities of daily living (ADLs) | 177, 181–182 |
| Actuarial risk assessment | 25, 27–28 |
| Acute illness | 211 |
| Adolescence | 71, 72, 98–99 |
| Adolescent assessment | 71–91 |
| common themes in, 72–73 |
| developmental considerations in, 99 |
| evidence-based, 71–88 |
| limitations of, 86–88 |
| rapid assessment instruments, 85–86 |
| social work implications of, 89–90 |
| standardized tools, 80–85 |
| Adolescent Assessment/Referral System (AARS) | 80 |
| Adolescent Concerns Evaluation (ACE) | 83–85 |
| Adolescent Coping with Depression Course | 106, 107 |
| Adolescent interventions | 97–118 |
| commonly used treatment manuals and resources for, 113 |
| context and focus of, 115–116 |
| ecological framework for, 116–117 |
| motivation for treatment and, 114, 115 |
| ongoing treatment and case management, 111–112 |
| prevention programs, 102–105 |
| promising programs of, 102 |
| service delivery considerations, 113–114 |
| treatment programs, 106–111 |
| types of, 100–102 |
| Adolescents |
| common diagnoses for, 101 |
| disorders among, 71–72 |
| interviews of, 73–77 |
| issues and problems facing, 97–102 |
| mental disorders in, 98–101 |
| misdiagnosis of, 86–87 |
| risk-taking behaviors in, 97–98 |
| strategies for engaging in treatment, 115 |
| treatment goals for, 88–89 |
| Adult assessment, 125–142 |
| evidence-based, 131–140 |
| historical background, 127–131 |
| implications for social work, 140–141 |
| Adult interventions, 147–173 |
| historical background, 148–161 |
| limitations of, 166–168 |
| at micro-, mezzo-, and macrolevels, 168–171 |
| useful resources for, 161–166 |
| Advance Directive Education (ADE), 204 |
| Advocacy role, of social workers, 204, 259–260 |
| African Americans, 11–12, 79 |
| Age, selection of assessment scale and, 78–79 |
| Aging-in-place model, 211–212 |
| AIDS prevention, 104–105 |
| Alcohol abuse and dependence, 139. See also Substance abuse alternative interventions, 275 |
| American Journal of Psychiatry (journal), 158, 166 |
| American Psychiatric Association, 158–159, 165–166 |
| American Psychological Association, 159, 168 |
| Analogue situations, 273 |
| Anxiety assessment, 137–138, 184–185 |
Anxiety disorders, 100

Assessment. See also
Adolescent assessment; Adult assessment; Child assessment; Elderly assessment; Family assessment
assumptions about, 72
biopsychosocial, 12–15
cognitive behavior, 129
cultural, 134–135
defined, 2–4, 125
ecological systems perspective in, 6–12
economic, 188
of emotional well-being, 184–185
environmental, 188–189
evidence-based, 15–23
functional, 181–182
functional behavioral, 21
historical background, 4–6, 127–131
importance of, 125
information sources for, 132–133
integrative approach to, 127
of interventions, 4
life model, 129–130
mental health, 30
mental status, 180–181
of older people, 139–140
pain, 184
problem-solving, 128–129
psychosocial diagnostic, 127–128
quantitative, 272–275
reflective approach to, 242
risk, 26–27
social, 3, 186–187
in social work, 125–127, 271–275
solution-focused, 130–131
spiritual, 186–187
of strengths, 10, 75–76, 126, 131
substance-abuse, 139
suicide, 135
systems, 250
task-centered, 130
treatment and, 126
Assessment tools. See also specific tools
for adults, 133–140
considerations in selection of, 78–80
development of, 5–6, 274–275
development procedure for, 23–25
diagrammatic, 7–9
direct observation, 21
eco-map, 7–8
evidence provided by, 15–16
genogram, 7–9
interviews, 73–77
limitations of, 22–23, 87–88
rapid assessment instruments, 77, 85–86, 90
reliability of, 19–20, 78, 140
self-report instruments, 19, 22–23
standardized, 77, 80–85, 87–88, 90, 274
structured interview instruments, 21
structured survey instruments, 19–21
validity of, 20, 78, 140
Asset-based inventories, 257–258
Autism spectrum disorder, 100
Axis I disorders, 136
Axis II disorders, 136, 138
Axis III disorders, 136
Axis IV disorders, 136
Axis V disorders, 136
Basic strategic family therapy (BSFT), 55–56
Beck Anxiety Inventory, 138
Beck Depression Inventory, 137, 138
Behavioral and Emotional Rating Scale (BERS), 87
Behavioral disorders, 100
Behavioral observation, 273
Behavioral problems in adolescence, 100
EBPs for children at risk for, 42–45
Best practices assessment informing, 5–6
guidelines for using, 44–45
Biopsychosocial assessment, 12–15
Boundaries, 6, 267
Brief strategic family therapy (BSFT), 277
Bulimia nervosa, 162
Burnout, 205
CAB. See Comprehensive Assessment Battery (CAB)
CAFAS. See Child and Adolescent Functional Assessment Scale (CAFAS)
CAGEii, 139
California Psychological Inventory, 138
Campbell Collaboration (C2), 156, 163, 164, 165, 172
Care plan, for older adults, 189–190
Carolina Child Checklist, 30
Case management with adolescents, 111–112
with the elderly, 204–205
Case records, 132
Subject Index 307

Casework, 238
CBT. See Cognitive-behavioral therapy (CBT)
Center for the Promotion of Mental Health in Juvenile Justice, 76, 77
Child and Adolescent Functional Assessment Scale (CAFAS), 81–82
Child assessment, 1–39. See also Adolescent assessment across settings, 30–31
biopsychosocial, 12–15
in child protection, 25–29
contextual perspective in, 3, 5–7, 10–12
defined, 2–4
ecological systems perspective in, 6–12
emerging trends in, 23–25
evidence-based, 15–23
functional behavioral assessment, 21
historical background, 4–6
mental health, 30
multiple informants in, 17–19
in schools, 29–30
Childhood, phases of, 22–23
Child interventions, 41–69
child- and family-based, 47–56
development of, 42–45
schoolwide/community, 56–60
Child protection, assessment in, 25–29
Child protective services (CPS), 31
Children
cognitive development in, 45
with developmental disabilities, 31
with disabilities, 237–238, 244–245
disorders among, 71–72
mental health services for, 42
at risk for emotional or behavioral problems, 42–45
as source of assessment data, 18, 22–23
Children’s Depression Scale, 135
Child-serving systems, 42–43
recommendations for, 46–47
Child welfare system, 42
Chinese Family Assessment Instrument (C-FAI), 140
Client readiness, 275
Clients
establishing treatment goals for, 88–89
focus on strengths of, 5–6, 10
as primary source of information, 132
social well-being of, 7
Client self-recording and monitoring, 272
Clinical interviews, 19
Clinical psychology, 167
Clinical risk assessment, 25, 27–28
Clinical utility, 79–80
Clock-drawing test, 181
Cochrane Collaboration (CC), 154–156, 163, 164, 165, 172
Cochrane Manual, 155
Cochrane Review Groups (CRGs), 155
Code of ethics, 169–170
Co-existing disorders, 86–87
Cognitive abilities, 46
Cognitive-behavioral therapy (CBT), 47–49, 280–282
Cognitive behavior assessment, 129
Cognitive development in adolescence, 98–99
in childhood, 45
Cognitive interviewing, 24–25
Cognitive methods, 24–25
Collaboration, 272
Committee on Science and Practice, 151
Communication, in families, 265–266
Communicative-interactive approach, 267
Community-based interventions, 211
Community-based services for adolescents, 115–116
for children, 42
Community building, 256–258
Community diversity, 255–256
Community organizations, 254, 257
Community profiling, 257
Community settings, 254–258
Co-morbid disorders, 86–87
Compassion fatigue, 205
Comprehensive Assessment Battery (CAB), 80
Comprehensive geriatric assessment (CGA), 177–191
care plan and, 189–190
elements of, 179–190
historical background, 178–179
Condoms, 105
Conduct disorder, 107
Confidentiality, 114
Consensus Conference, 88
Constructivist approach, 246
Construct validity, 20
Contextual perspective
in child assessment, 3, 5–7, 10–12
in family assessment, 249
on problem behaviors, 115–116
in social work, 45
Continuing education (CE), 170
Coping skills, 46
Cost containment, 268–269
Council on Social Work
Education (CSWE), 171, 198
Criterion validity, 20
Critical social work, 246
"Crossing the Quality
Chasm" (IOM), 43
Culturagram, 134–135
Cultural assessment, 134–135
Cultural competence, 243
Cultural diversity, 10–12, 79,
245, 252–253, 255–256
Culture, 10–12, 141
Cybernetics, 266
DAF. See Direct assessment
of functioning (DAF)
Data collection
in child assessment, 3,
19–21
strategies for, 19–21
Death and dying, 201, 204
Deficit model, 127, 132, 238
Dementia, 181
Demographics, 197–198
Depression, 100, 106, 107
assessment of, 137–138,
184–185
in older people, 139,
184–185
pain and, 210–211
Developmental disabilities,
children with, 31
Developmental issues, in
adolescence, 98–99
Developmental perspective,
45
Diagnostic and Statistical
Manual of Mental
Disorders (DSM-IV), 7,
127, 131, 132,
135–136, 181
Diagnostic Interview
Schedule for Children
(DISC), 21, 76–77
Diagrammatic assessment
tools, 7–9
Dignity, 11
Direct assessment of
functioning (DAF), 182
Direct behavioral
observation, 273
Direct observation, 21
Discrimination, 10–12
Dispositional attributes, 46
Diversity, 10–12, 79,
243, 245–252, 255–256
Dominant paradigms, 243
Drug Abuse Screening Test
(DAST), 139
Drug inventory, 183
Drug use, 100. See also
Substance abuse
Drug Use Screening
Inventory-Revised
(DUSI-R), 80–81
Dual diagnosis, 86–87
Dysfunction, 101
Dysthymic Disorder, 137
Early childhood, 22
Eating disorders, 100, 162
Eco-interactional
developmental (EID)
perspective, 10
Ecological systems
perspective, 3, 6–12,
45, 116–117, 265–266,
286–288
Eco-map, 7–8
Economic well-being, 188
Effectiveness studies, on
elderly interventions,
205–212
Elderly assessment,
177–191
care plan and, 189–190
elements of, 179–190
emotional well-being,
184–185
functional, 181–182
health behaviors, 182–184
historical background,
178–179
medical history, 182–184
of mental status, 180–181
nutritional, 182–184
social, economic, and
environmental
well-being, 185–189
Elderly interventions,
197–229
cost containment, 267–269
effectiveness studies,
205–212
evidence-based, 200–221,
226–228
historical background,
197–200
knowledge and skills
needed for, 222,
223–226
limitations of evidence on,
221
outcome studies, 212–221
practice trends in, 221–226
Elder mistreatment,
180, 186
Elementary School Success
Profile (ESSP), 25,
29–30
Emerging-practice issues,
199
Emotional development, in
adolescence, 98–99
Emotionally focused therapy
(EFT), 281
Emotional problems, EBPs for children at risk for, 42–45
Emotional well-being, assessment of, 184–185
Empirically supported treatments (ESTs), 149–152, 156–157. See also Evidence-based practices (EBPs)
Empowerment, 11–12
End-of-life care, 187, 201, 204
Environmental assessment, 188–189
Environmental factors, in problem behaviors, 115–116
Environmental problems, 7
Environmental stressors, vulnerability or resilience to, 9–10
Equilibrium, 6
ESSP. See Elementary School Success Profile (ESSP)
Ethnic diversity, 10–12, 79
Evaluation plan, 132
Evidence, 15–16
Evidence-based assessment (EBA)
of adolescents, 71–88
of adults, 131–140
of children, 15–23
data collection strategies in, 19–21
of families, 239–242
limitations of, 22–23, 86–88, 242–245
multiple informants in, 17–19
Evidence-based medicine, 152–153
Evidence-based practices (EBPs)
advantages of, in social work, 44
assessment of, 5–6, 199–200
characteristics of, 270–271
child- and family-based, 47–56
with children, 41–63
for children at risk for emotional or behavioral problems, 42–45
compared with ESTs, 156–157
current, 45–60
defined, 43, 153, 199–200
with the elderly, 200–221, 226–228
examples of, 150t
with families, 268–282
historical background, 152–157
improvement of implementation of, 284–286
integrating into micro-, mezzo-, and macrolevels, 62
limitations of, 60–61, 166–168, 221, 283–286
priority conditions for, 43
promotion of, 98
schoolwide/community, 56–60
steps in, 154
tools and strategies for, 2
Extinction, 50
Families
change strategies for, 251
communication in, 265–266
cultural differences in, 79
engagement with, 248–251
homeostasis in, 267–268
mental health services for, 42
rules in, 268
as source of information, 133
Families and Schools Together (FAST), 56–58
Familism, 11
Family assessment, 237–261, 271–275
current evidence on, 239–242
epiphenomenological issues in, 242
guidelines for measurement system development, 274–275
historical background, 237–239
key themes in, 247
limitations of, 242–245
at micro-, mezzo-, and macrolevels, 245–260
planning and, 251–254
Family-centered orientation, 45
Family diversity, 243–244, 245, 252–253, 255–256
Family history, 250
Family interventions, 47–56, 115–116, 265–289
challenges to implementing, 284
ecological systems perspective on, 265–266
evidence-based, 268–282
forms of, 265
historical background, 266–268
implications for social work, 286–288
improvement of implementation of, 284–286
limitations of, 283–286
at micro-, mezzo-, and macrolevels, 286–288
Family interventions (continued)
with research support, 277–282
treatment planning, 275–277
Family members, as source
of assessment data, 18
Family psychoeducation, 277–278
Family roles, 267
Family service agencies, 266
Family subsystems, 267
Family support networks, 254
Family therapy
functional, 108–109, 280
multidimensional, 279–280
strategic, 55–56, 267, 277
Fear Questionnaire (FQ), 138
Foster care, 51–53, 112
FRIENDS program, 48–49
Functional behavioral
assessment, 21
Functional family therapy
(FFT), 108–109, 280
Functional status
assessment, 139–140, 181–182
Genogram, 7–9
Geriatric assessment. See
Comprehensive
geriatric assessment
(CGA)
Geriatric assessment units
(GAUs), 178–179
Geriatric Depression Scale
(GDS), 139
Gestalt approach, 267
Global perspective, 243–244
Goal-attainment scaling, 274
Goal setting, 251–252, 271
Group therapy, 219–220
A Guide to Assessments that
Work (Hunsley & Mash), 151–152
A Guide to Treatments that
Work (Nathan & Gorman), 151, 152
Handbook of Geriatric
Assessment (Gallo et al.), 178, 180
Health behaviors
assessment, 182–184
Health care, evidence-based
practices in, 43–44
Health-care decisions, for
older adults, 187
Help-seeking behavior, 247
Historical background
for adult assessment, 127–131
for adult interventions, 148–161
for child assessment, 4–6
for elderly assessment, 178–179
for elderly interventions, 197–200
for family assessment, 237–239
for family interventions, 266–268
History taking, 271
Homeostasis, 267–268
Hopelessness Scale, 135
Hospital-at-home model, 212
Hull House, 5
Human immunodeficiency
virus (HIV), prevention of, 104–105
Humanistic perspective, 6
Incredible Years Training
Series, 53, 277
Indigenous populations, 244, 245
Institute of Medicine (IOM), 160, 165
Institutional-based services, for children, 42
Instrumental activities of
daily living (IADLs), 177, 179, 182
Intelligence quotient (IQ), 133
Interdisciplinary practice
guidelines, 159–160
Internal consistency
reliability, 19–20
Interpersonal cognitive
problem-solving
(ICPS) model, 110
Intervention planning, in
child assessment, 3–4
Interventions. See also
Adolescent
interventions; Adult
interventions; Child
interventions; Elderly
interventions
with adolescents, 97–118
with adults, 147–173
alternative, 275
with children, 41–69
community-based, 211
with the elderly, 197–229
evaluation of, 4
evidence on support of,
15–16
with families, 265–289
historical background,
148–161
at micro-, mezzo-, and
macrolevels, 168–171
multileveled, 253
psychosocial, 147–148
Interviews
with adolescents, 73–77
clinical, 19
cognitive, 24–25
motivational, 114
structured interview
instruments, 21
John Hopkins Depression
Scale, 135
<table>
<thead>
<tr>
<th>Subject Index 311</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal of Clinical Child and Adolescent Psychology</strong>, 72</td>
</tr>
<tr>
<td>Juvenile delinquency, 5</td>
</tr>
<tr>
<td>Juvenile justice system, 42</td>
</tr>
<tr>
<td>Latino clients, 11</td>
</tr>
<tr>
<td>Latino youth, 79</td>
</tr>
<tr>
<td>Life model assessment, 129–130</td>
</tr>
<tr>
<td>Life-skills training, 104</td>
</tr>
<tr>
<td>Long-term care facilities, 201</td>
</tr>
<tr>
<td>Macrosystems, 10, 12, 29, 62, 141, 268–288</td>
</tr>
<tr>
<td>Maintenance approach, 240–241</td>
</tr>
<tr>
<td>Major Depressive Disorder, 137</td>
</tr>
<tr>
<td>MAST. See Michigan Alcohol Screening Test (MAST)</td>
</tr>
<tr>
<td>McGill Pain Questionnaire (MPQ), 184</td>
</tr>
<tr>
<td>Medical history, 182–184</td>
</tr>
<tr>
<td>Medical model, 6</td>
</tr>
<tr>
<td>Medications, 183</td>
</tr>
<tr>
<td>Mental disorders, 7 in adolescents, 98–101 assessment of, 138</td>
</tr>
<tr>
<td>Mental health, assessment of, 30, 137–138</td>
</tr>
<tr>
<td>Mental health services for children and families, 42 in schools, 31</td>
</tr>
<tr>
<td>Mental status assessment, 137, 180–181</td>
</tr>
<tr>
<td>Mezzosystems, 10, 12, 29, 62, 141, 286–287</td>
</tr>
<tr>
<td>MFQ. See Mood and Feelings Questionnaire (MFQ)</td>
</tr>
<tr>
<td>Michigan Alcohol Screening Test (MAST), 139</td>
</tr>
<tr>
<td>Microlevel practice, 168–169, 245–254</td>
</tr>
<tr>
<td>Microsystems, 10, 12, 29, 62, 286</td>
</tr>
<tr>
<td>Middle childhood, 22–23</td>
</tr>
<tr>
<td>Midwestern Prevention Program, 103</td>
</tr>
<tr>
<td>Millon Clinical Multiaxial Inventory-III, 138</td>
</tr>
<tr>
<td>Mini-Mental Status Examination (MMSE), 137, 181</td>
</tr>
<tr>
<td>Minnesota Multiphasic Personality Inventories (MMPI), 138</td>
</tr>
<tr>
<td>Misdiagnosis, 86–87</td>
</tr>
<tr>
<td>Mixed methods approach, 15</td>
</tr>
<tr>
<td>SE. See Mini-Mental Status Examination (MMSE)D</td>
</tr>
<tr>
<td>Mood and Feelings Questionnaire (MFQ), 20–21</td>
</tr>
<tr>
<td>Motivational interviewing, 114</td>
</tr>
<tr>
<td>Multidimensional assessment, 12</td>
</tr>
<tr>
<td>Multidimensional family therapy (MDFT), 279–280</td>
</tr>
<tr>
<td>Multidimensional treatment foster care (MTFC), 51–53, 112</td>
</tr>
<tr>
<td>Multifamily psychoeducational groups, 278</td>
</tr>
<tr>
<td>Multileveled interventions, 253</td>
</tr>
<tr>
<td>Multiple family group (MFG) treatment, 112</td>
</tr>
<tr>
<td>Multiple informants, 17–19</td>
</tr>
<tr>
<td>Multisystem perspective, 46</td>
</tr>
<tr>
<td>National Association of Social Workers (NASW), 158, 169–170, 198</td>
</tr>
<tr>
<td>National Registry of Evidence-based Programs and Practices (NREPP), 160–161</td>
</tr>
<tr>
<td>Nonverbal behavior, 132–133</td>
</tr>
<tr>
<td>Normative education, 104</td>
</tr>
<tr>
<td>Numeric Rating Scale, 184</td>
</tr>
<tr>
<td>Nutritional assessment, 182–184</td>
</tr>
<tr>
<td>Nutritional Screening Initiative Checklist, 183</td>
</tr>
<tr>
<td>Observation, by social worker, 132–133, 273</td>
</tr>
<tr>
<td>Operant conditioning, 50–51</td>
</tr>
<tr>
<td>Oppression, 10–12</td>
</tr>
<tr>
<td>Optimal functioning, 101</td>
</tr>
<tr>
<td>Organizational mapping/profiling, 257</td>
</tr>
<tr>
<td>Orientation-Memory-Concentration test, 181</td>
</tr>
<tr>
<td>Osteoporosis education, 210</td>
</tr>
<tr>
<td>Pain assessment of, 184 depression and, 210–211</td>
</tr>
</tbody>
</table>
Parent-child interaction therapy, 280–281
Parent/guardian as family subsystem, 267
Parent management training (PMT), 50–53, 281
Patient Protection and Affordable Care Act (2010), 44
Patient Self-Determination Act (PSDA), 204
Patron underwriting, 171
PEARLS. See Program to Encourage Active Rewarding Lives for Seniors (PEARLS)
Peer interventions, 115–116
Peer pressure, 98, 109
Person-environment-practice perspective, 7
Person-in-environment (PIE) perspective, 3, 7
Person-in-environment (PIE) scale, 133–134, 141
Phobias, 138, 162
Physical disorders, 7
Physiotherapy, 211
Planning in family assessment, 251–254
task-centered, 271
treatment, 275–277
PMT. See Parent management training (PMT)
Policy development, 258–260
Positive change, planning for, 251–254
Posttraumatic stress disorder (PTSD), 138
Poverty, 115
Practice guidelines, 44–45, 157–160, 165–166
Pragmatism, 15
Pregnancy prevention, 104–105
Prevention planning, in child assessment, 3–4
Prevention programs for adolescents, 102–105
pregnancy, STDs, and HIV, 104–105
principles of effective, 56
schoolwide/community, 56–60
substance abuse, 103–104
Privacy, 114
Problem Oriented Screening Instrument for Teenagers (POSIT), 80
Problem-solving assessment, 128–129
Problem-solving training, 109–110
Program to Encourage Active Rewarding Lives for Seniors (PEARLS), 211
Project Achieve, 59–60
Project Northland, 103
Promising programs, defined, 102
Protective factors, 9, 45–46, 56
Psychoeducation, 277–278
Psychosocial diagnostic assessment, 127–128
Psychosocial interventions defined, 147–148
historical background, 148–161
limitations of, 166–168, 283–286
Psychosocial models, 3
Psychosocial study, 12
Psychotherapy, 167
Psychotropic medications, 159
Public issues, 255
Punishment, 50
Quantitative assessment, 272–275
Quasi-experimental designs, 269
Questionnaires, 273
Quigong, 210–211
Race, 10–11
Racism, 11
Randomized controlled trials (RCTs), 44, 55
Rapid assessment instruments (RAIs), 77, 85–86, 90
Readability, of assessment scale, 78–79
Referral questioning consultation (RQC), 60
Reflective stance, 253
Reinforcement, 50–51
Reliability, 19–20, 78, 140
Reliability coefficients, 20
Reparative therapies, 170
Research on Social Work Practice (journal), 157
Resilience, 9–10, 45–46, 56, 99, 126
Resiliency-based perspective, 45–46
Respect, 11
Risk assessment, 25–29
Risk factors, 9, 46
Risk-taking behaviors, among adolescents, 97–98
Role play, 273
Rules, family, 268
Rural elderly populations, 204
Scale, 19
Scale for Suicide Ideation, 135
Schizophrenia, 162
School dropout, 100
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>313</td>
</tr>
<tr>
<td>Assessment in</td>
<td>29–30</td>
</tr>
<tr>
<td>Mental health services in</td>
<td>31</td>
</tr>
<tr>
<td>School Success Profile (SSP)</td>
<td>29</td>
</tr>
<tr>
<td>Schoolwide/community interventions</td>
<td>56–60</td>
</tr>
<tr>
<td>SCID. See Structured Clinical Interview for Diagnosis (SCID-II)</td>
<td>138</td>
</tr>
<tr>
<td>Selective prevention</td>
<td>102–103</td>
</tr>
<tr>
<td>Self-anchored rating scales</td>
<td>272–273</td>
</tr>
<tr>
<td>Self-report instruments</td>
<td>19, 22–23, 138, 272</td>
</tr>
<tr>
<td>Separation-anxiety disorder</td>
<td>140</td>
</tr>
<tr>
<td>Service delivery</td>
<td>113–114</td>
</tr>
<tr>
<td>With adolescents</td>
<td>113–114</td>
</tr>
<tr>
<td>With families</td>
<td>237–238</td>
</tr>
<tr>
<td>Sexual behavior</td>
<td>100, 104–105</td>
</tr>
<tr>
<td>In adolescence</td>
<td>100, 104–105</td>
</tr>
<tr>
<td>In older people</td>
<td>183–184</td>
</tr>
<tr>
<td>Sexually transmitted diseases (STDs), prevention of</td>
<td>104–105</td>
</tr>
<tr>
<td>SFBT. See Solution-focused brief therapy (SFBT)</td>
<td>281–282</td>
</tr>
<tr>
<td>Short Portable Mental Status Questionnaire (SPMSQ)</td>
<td>181</td>
</tr>
<tr>
<td>Social assessment</td>
<td>3, 186–187</td>
</tr>
<tr>
<td>Social change</td>
<td>239</td>
</tr>
<tr>
<td>Social class</td>
<td>10–11</td>
</tr>
<tr>
<td>Social competence</td>
<td>101–102</td>
</tr>
<tr>
<td>Social context</td>
<td>5–6</td>
</tr>
<tr>
<td>Social isolation</td>
<td>211</td>
</tr>
<tr>
<td>Social justice</td>
<td>11–12, 241, 259</td>
</tr>
<tr>
<td>Social learning</td>
<td>50</td>
</tr>
<tr>
<td>Social orientation</td>
<td>46</td>
</tr>
<tr>
<td>Social role problems</td>
<td>7</td>
</tr>
<tr>
<td>Social-skills training</td>
<td>109–111</td>
</tr>
<tr>
<td>Social systems</td>
<td>6–7</td>
</tr>
<tr>
<td>Social well-being</td>
<td>7</td>
</tr>
<tr>
<td>Social work</td>
<td>30–31</td>
</tr>
<tr>
<td>Adolescent assessment and</td>
<td>89–90</td>
</tr>
<tr>
<td>Adult assessment and</td>
<td>140–141</td>
</tr>
<tr>
<td>Approaches to, 240–241, 246</td>
<td></td>
</tr>
<tr>
<td>Assessment in, 125–127</td>
<td></td>
</tr>
<tr>
<td>Burnout in, 205</td>
<td></td>
</tr>
<tr>
<td>Ecological systems perspective in, 6–12</td>
<td></td>
</tr>
<tr>
<td>Ethical orientation of, 6</td>
<td></td>
</tr>
<tr>
<td>Family assessment and</td>
<td>271–275</td>
</tr>
<tr>
<td>Family interventions and</td>
<td>286–288</td>
</tr>
<tr>
<td>Gerontological, 197–229</td>
<td></td>
</tr>
<tr>
<td>Historical background</td>
<td>238–239</td>
</tr>
<tr>
<td>At micro-, mezzo-, and macrolevels</td>
<td>168–171, 245–260</td>
</tr>
<tr>
<td>Profession of, 167–168, 238–239</td>
<td></td>
</tr>
<tr>
<td>Scrutiny of effectiveness of</td>
<td>1–2</td>
</tr>
<tr>
<td>Social workers, roles of</td>
<td>204, 238–239, 259–260</td>
</tr>
<tr>
<td>Social work settings</td>
<td>1, 4</td>
</tr>
<tr>
<td>Societal issues/themes</td>
<td>222–223</td>
</tr>
<tr>
<td>Solution-focused assessment</td>
<td>130–131</td>
</tr>
<tr>
<td>Solution-focused brief therapy (SFBT)</td>
<td>281–282</td>
</tr>
<tr>
<td>Spiritual assessment</td>
<td>186–187</td>
</tr>
<tr>
<td>Standardized assessment tools</td>
<td>77, 80–85, 87–88, 90, 274</td>
</tr>
<tr>
<td>State Trait Anxiety Inventory (STAI)</td>
<td>137–138</td>
</tr>
<tr>
<td>Stimulus control and discrimination</td>
<td>50</td>
</tr>
<tr>
<td>Strategic family therapy</td>
<td>55–56, 267, 277</td>
</tr>
<tr>
<td>Strengthening Families Program (SFP)</td>
<td>58–59</td>
</tr>
<tr>
<td>Strengths, assessment of</td>
<td>10, 75–76, 126</td>
</tr>
<tr>
<td>Strengths perspective</td>
<td>5–6, 10, 75–76, 87, 101, 131, 241, 247, 257–258, 271</td>
</tr>
<tr>
<td>Structural analysis</td>
<td>258</td>
</tr>
<tr>
<td>Structural family therapy</td>
<td>267</td>
</tr>
<tr>
<td>Structural racism</td>
<td>11</td>
</tr>
<tr>
<td>Structured Clinical Interview for Diagnosis (SCID-II)</td>
<td>138</td>
</tr>
<tr>
<td>Structured decision-making process</td>
<td>28</td>
</tr>
<tr>
<td>Structured interview instruments</td>
<td>21</td>
</tr>
<tr>
<td>Structured survey instruments</td>
<td>19–21</td>
</tr>
<tr>
<td>Substance abuse</td>
<td>79–82, 100</td>
</tr>
<tr>
<td>Substance Abuse and Mental Health Services Administration (SAMHSA)</td>
<td>42</td>
</tr>
<tr>
<td>Substance-abuse assessment</td>
<td>139</td>
</tr>
<tr>
<td>Substance abuse prevention programs</td>
<td>103–104</td>
</tr>
<tr>
<td>Substance Abuse Subtle Screening Inventory (SASS)</td>
<td>82</td>
</tr>
<tr>
<td>Suicide</td>
<td>100</td>
</tr>
<tr>
<td>Suicide assessment</td>
<td>135</td>
</tr>
<tr>
<td>Suicide Probability Scale</td>
<td>135</td>
</tr>
<tr>
<td>Supplements</td>
<td>183</td>
</tr>
<tr>
<td>Support networks</td>
<td>254</td>
</tr>
<tr>
<td>Systematic reviews</td>
<td>154–156, 163, 164</td>
</tr>
</tbody>
</table>
Systems assessment, 250
Systems theory, 6–7, 266–267
System strengths, 10
Task-centered assessment, 130
Task Force on Promotion and Dissemination of Psychological Interventions, 148–152, 161
Teachers, as source of assessment data, 18–19
Technology, 210, 211
Temporary Assistance for Needy Families (TANF), 163, 165
Test-retest reliability, 19
Therapeutic approach, 240, 241
Time-limited perspective, 272
Trauma Symptom Checklist (TSC-33), 138
Treatment. See also Interventions for adolescents, 106–111
assessment and, 126
cost and focus of, 115–116
motivation for, 114, 115
Treatment goals, 88–89
Treatment monitoring, 275–276
Treatment planning, 275–277
Triangulation, 268
Universal prevention, 102
Validity, 20, 78, 140
Validity codebook, 25
Voice Diagnostic Interview Schedule for Children, 76–77
Wechsler Adult Intelligence Scale (WAIS), 133
Well-being, 101, 188
Weschler Intelligence Scale for Children (WISC-R), 79
Work Programs for Welfare Recipients, 163, 165
Youth. See Adolescents; Children