

**THE FOSTER HOME STUDY:
AN EXPLORATION OF FACTORS ASSOCIATED
WITH ABUSIVE AND EXCEPTIONAL FOSTER HOMES**

**A Thesis presented to
the Faculty of Graduate Studies
University of Manitoba**

**In partial fulfilment
of the requirements for the degree of
Master of Social Work**

**By
Roma Minenko
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BY

ROMA MINENKO

A Thesis submitted to the Faculty of Graduate Studies of the University of Manitoba in partial fulfillment of the requirements of the degree of

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**To my father,
William Blaschuk
(1918 - 1988)**

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PREFACE

In the fiscal year of 1990-91, the Province of Manitoba, Department of Family Services (1991) reported that 2,680 children were placed in foster care in the province of Manitoba. Child abuse is one principle reason for which children are removed from their homes, often to be placed in alternative temporary care placements, also known as foster homes.

The goal of foster care, within the child welfare system, has traditionally been the provision of safe, temporary care for children whose basic needs cannot be met in their homes. More recently, efforts at permanency planning for children have also included the use of foster care on a long-term basis for purposes which resemble adoptive placements. According to Barth & Berry (1987), "Long-term foster care is intended to be permanent."(p.77).

In spite of the good intentions of a foster placement, Barth & Berry note that, "The risk that a child will be re-abused in any placement is a spectre that hangs over all child welfare planners and practitioners."(1987, p.73). It is not impossible for children placed in foster care due to abuse by their caregivers, to again be abused by their foster care providers. There has not been sufficient research, however to determine accurate incidence and prevalence rates. Findings have varied according to geographic area and the definition of "child abuse" used by the particular researchers. There appears to be considerable discrepancy regarding perceived differences between "child abuse" and "discipline". For example, the Child In Care Review completed for the Province of Saskatchewan in 1987 summarizes a discussion between foster parents on the subject of discipline in which,

It was noted that discipline and corporal punishment were often used interchangeably in discussions. The lack of a common understanding or definition of what constitutes discipline was readily apparent. Some interpret discipline in a very positive way to help the child learn acceptable behaviour and self-control. Other persons view discipline narrowly as control and punishment. (p. 37)

In contrast, corporal discipline of children, with or without marks being left, may be viewed as abuse by the many child welfare workers that remove children on a daily basis.

One may question how pervasive the problem of child abuse in foster care may be. McFadden (1985) noted that between 0.2 percent and 2.7 percent of foster parents in her sample were found to be perpetrators of child abuse. Bolton, F., Laner, R., & Gai, D. (1981) noted that 7% of the foster child population in Arizona had made allegations of abuse by their foster parents. Nunno & Motz (1988), in reviewing the central registry for the State of New York, noted that fatalities for children in foster care resulting from abuse and neglect, although extremely small in absolute numbers, appear at two to three times the frequency as that found in the general population. Spencer and Knudsen (1992) report,

In foster homes, physical abuse is the most likely form of maltreatment. However, sexual abuse is more likely to occur than either physical abuse or neglect in all other full-time care categories. For example, sexual abuse is over twice as likely to be reported in foster homes and over thirty times as often in residential homes, as in the child's own home. (p. 488)

It is suspected by some practitioners that the rates of child abuse in foster homes may be as high as 25 to 30%, once again, depending on the definitions of child abuse (Vera Institute of Justice, 1991).

Research focusing on factors contributing to the dissolution of foster home placements has primarily been targeted towards the identification of the characteristics of the foster child (Jenkins, 1967; Maas, 1969; Olsen, 1982; Pardeck, 1983; Pardeck, 1984; Pardeck, 1985). These authors have attempted to identify the type of child that may be more prone to experience placement breakdowns.

There have also been attempts to identify characteristics of foster families that may contribute to the success and/or failure of a foster placement (Stone & Stone, 1983; Dando & Minty, 1987; Kraus, 1971; Cautley & Aldridge, 1975).

There have, however, been few studies completed that have examined the characteristics and factors associated with the foster homes in which abuse or neglect of children has been identified (Bolton, F., Laner, R., & Gai, D., 1981; Ryan, P., McFadden, E., & Wiencek, P., 1987; Vera Institute of Justice, 1981; Tobias, 1982).

It is the intent of this study to examine the factors pertaining to the foster care providers who have been identified as either confirmed or suspected perpetrators of child abuse of foster children. The study will also attempt to compare these various characteristics with the same variables of foster families that have been identified as providing exceptional care of the children placed with them.

The perceptions of the foster home co-ordinators and the assessors of the foster homes will figure prominently in the analysis.

This study is exploratory in nature and, as such, the findings will, optimistically, lead researchers to consider other approaches to evaluating the adequacy of potential foster homes.

CHAPTER ONE: LITERATURE REVIEW

A. INTRODUCTION

Research regarding foster care breakdown and breakdown resulting from the abuse of children in foster care has been minimal. Researchers have, for the most part steered away from the study of the providers of foster care for reasons that have not been wholly identified. One possibility is that foster home shortages have had an impact on the profession in that workers might not wish to prompt the already-few foster care providers into withdrawing their services due to "threat" of scrutiny by researchers, particularly with respect to the subject of potential child abuse in foster care. In fact, allegations of child abuse by foster care providers has provoked a defensive response by various foster parent organizations. Robin (1989), in the conference proceedings of the National Foster Parent Association stated that,

According to representatives of the National Foster Parent Association, the handling of abuse investigations has emerged as a major issue in the recruitment and retention of foster parents. Unless something is done to sensitize the process, it is likely that our communities will lose a major resource for children, foster parents. (p. 5)

Research about the success and failure of foster homes has also been quite limited, especially with regards to the characteristics of foster care providers. Researchers often focus their energies on the study of the children who have been in foster homes, possibly because it is easier to access the children and their records than the foster care providers and their records. Researchers are also are faced with the veil of privacy that exists in foster homes after the initial licensing process is completed. Once certain pieces of information are collected, they are assumed to be valid and adequate in order to secure the operation of the foster home.

Even though foster homes are required to go through an annual review process, it appears that relatively little of the earlier collected information is challenged. There do not appear to be guidelines that would offer direction for the review process.

As a result, there exists within the child welfare community, a reluctance to acknowledge the failure of the system to provide some consumers (children) with the protective services they so desperately require.

Some research that discusses foster care providers does so as part of a larger study on various aspects of the foster care system (for example, Babcock, 1965; Berridge & Cleaver, 1988). Other research examines either successful or unsuccessful foster homes (ex. Stone & Stone, 1983; Baring-Gould, Essick, Kleinhauf, and Miller, 1983). The research which has studied the issue of child abuse in foster care with special attention to the foster care providers, varies in methodology and purpose, yet offers a framework for the present study.

The relevant research to be discussed will be presented in three sections:

1. Characteristics of foster families;
2. Characteristics of foster care providers related to the success and/or failure of foster home placements; and,
3. Characteristics of foster care providers related to the abuse, either confirmed or suspected, of children in foster care.

B. CHARACTERISTICS OF FOSTER FAMILIES

Conceptions amongst the general public with regards to the types of individuals that become foster parents tend to vary. Some comment on the kind and giving nature of foster care providers and express admiration towards the readiness of these individuals to share their homes and families with needy and underprivileged children. Others may suggest that foster parents are only doing it for the money, suggesting that the very motivation for these individuals to foster is

financial. Both opinions suggest that foster families possess identifiable qualities that cause them to stand apart from the general population.

The early research regarding the characteristics of foster care providers consists of two studies: an M.S.W. thesis completed by Conrad P. Audette (1961) and a report from a larger study of foster families for which Charlotte Babcock (1965) acted as a consultant.

Audette examined 141 applications for foster parenthood received by the Children's Aid Society of Winnipeg and compared them with the population of the City of Winnipeg. The applications had been submitted between January 01, 1959 and December 31, 1960 and the data regarding the general population was based on the 1956 Dominion of Canada Census Report. At that time, Audette noted that no other comparable studies existed. The data allowed for the examination of selected social and economic characteristics of the prospective foster care providers. Audette found that the majority of the applicants possessed the following characteristics: (1) three or less biological children; (2) white racial, British national origin, and Protestant religion; (3) were employed in non-professional occupations; and (4) owned their own home. Audette did not discuss what proportion of the sample completed the application process and became licensed as foster care providers although he stated that the sample did not differ, for the most part, from the general population.

Babcock (1965) examined case records in her study of a cohort of 25 foster families from a larger sample of 101 foster families involved in a more intensive study (there was no information available regarding the findings of the larger study). The smaller sample was selected, rather than randomly chosen, on the basis of the detailed recording of anecdotal material on the agency records. Although not addressed in the literature, it did not appear as though the agency records followed any structured or consistent method of recording. Babcock herself noted the limitations of the data:

... neither medical nor social casework records can ever be complete in factual or in psychologic attitudinal content. Moreover, the agency record is not kept by a single individual; it has been compiled by two or more professional people. (1965, p. 485)

The author's technique of sampling would lead one to question the representative nature of the sample. Although the method of determining the internal consistency of the sample was not specified, Babcock reported the sample to be compatible with the foster family population used in the larger study. However, whether or not this cohort was representative of the foster parent population in that state was not mentioned.

Among her findings, Babcock noted the following characteristics to be representative of the study sample. For the most part, the foster parents had come from large extended families that acted as support networks and assisted one another in times of difficulty. Family structure appeared to be traditional in nature. That is, the mother figure was not employed outside of the home, remaining as the primary caregiver of the children. The father figure was employed outside of the home. Foster parents had married fairly early in their lives and generally remained in fairly stable marital relationships. It appeared that at the time of the study, the focus of their relationships was the rearing of children. The majority of the foster parents expressed enjoyment of the presence of infants and young children in their homes and expressed their motivation for fostering as serving to teach their own children about child care and development. The foster families, aside from kinship ties and religious activities, remained fairly isolated within their communities. There was also no evidence of a criminal history in this population.

The rather limited designs of both these studies leave the results open to criticism in light of contemporary research standards. However, the fact that questions regarding the foster parent population were being raised approximately thirty years ago suggests that foster care was no longer taken for granted as a resource that was available to fulfil the needs of children in the care of the child welfare system. Audette (1961) openly commented that "While the importance of foster homes is both widely recognized and accepted, the numbers of available foster homes rarely keeps pace with the numbers of children who are in need of them." (p.2). As a result, the purpose of much of the early research appeared to be the identification of foster home characteristics in order to target populations with similar characteristics for recruitment.

Later research regarding the socioeconomic status of foster parents, improved greatly in terms of the rigor of the design.

Petersen & Pierce (1974) studied the socioeconomic characteristics of foster parents associated with the Black Hawk County, Iowa, Department of Social Services through the use of a questionnaire mailed out to all foster parents in that region. The instrument consisted of three parts: one for each of the foster parents individually and a third section examining the physical characteristics of the family's residence. Characteristics examined in this study included educational and occupational status, income, and housing status of foster families. The authors experienced a return rate for the questionnaires of 77% (N=75), although some of the returns were incomplete (the authors did not mention what proportion of the returns were incomplete). Petersen & Pierce were able to conclude that the socioeconomic characteristics of the foster family sample did not differ markedly from the population of the county, in general. The authors did not mention the degree of representativeness of the sample to the region's or state's foster home population and, as such, the possibility exists that the findings may be only valid for the study population.

The study explored several other characteristics. Approximately one-half of the study population was between 36 and 50 years of age and over three-quarters of the population was Protestant. One quarter of the study sample was of black racial origin. More than half of the sample was reared in families of four or more children and one-fifth of the fathers and nearly one-quarter of the mothers were reared in families of eight or more children. The authors made no attempt to analyze the ordinal position of the foster parents in their own families of origin, however, the high number of siblings noted in the findings suggests that these individuals had a fair degree of exposure to children and probably took part in the child-caring practices of their siblings. Nearly two-thirds of the foster parents were married for 16 or more years and had a mean number of 3.14 children (no standard deviations were reported for this data).

Petersen & Pierce also found that foster mothers were generally less well-educated than the women of the general population, although foster fathers were only slightly less educated than their counterparts in the general population. The majority of the foster mothers were not employed outside of the home and foster fathers included fewer professional, managerial, labouring or service persons than the general population. The income level of the foster parents did not differ markedly from the general population. The majority of the foster parents owned their own home. The median size of the foster families' homes were larger than that of the general population although the value of the homes was significantly lower than that of the county.

Peterson & Pierce concluded that the practice of fostering children was not isolated to the upper-lower and lower-middle classes, an assumption which the authors sought to dispel. The study findings also supported many of Audette's (1961) and Babcock's (1965) findings that foster parents generally were members of large extended family groups.

Lindholm & Touliatos (1978) completed a fairly extensive study which examined the characteristics of foster families in the United States and Canada during 1975-76. Foster children and foster and natural parents were included in this study of 472 foster families from 24 States in the United States and one Canadian province. The authors received co-operation from 101 agencies in the various states from which each of 236 caseworkers gave information about two foster families that fit the following criteria: (1) foster families were to include both mothers and fathers; and (2) the foster families had to have had foster children either placed or replaced with them recently (the term "recently" was not defined).

The authors identified the strengths and weaknesses of this sampling technique, noting that although the selection of the sample was not subjected to research bias, the representativeness of the sample was limited due to the conditions of the study sample. The authors also did not mention the possibility of the caseworkers choosing two of their more effective foster families in an effort to guard the reputation of the agency.

The findings of this study indicated that the average age of the foster mothers was 39 years and the foster fathers was 41 years. These findings were consistent with earlier research. Foster families were found to be in the lower-middle class, with foster parents possessing an average of a grade twelve education and an average annual family income of \$12,000. One-quarter of the foster mothers were employed outside of the home and greater than 90% of the foster fathers were employed outside of the home. Almost 40% of the foster fathers were employed in professional and technical or managerial occupations, which contrasted with Petersen & Pierce's findings. The majority of the foster parents were white in racial origin and Protestant in religious affiliation. The foster parents in this study sample were married for an average of 16 years, and had an average of 3.5 biological children (no standard deviations were available within the article although the range for years of marriage was zero to forty years and the range for the number of biological children was zero to ten). It appears that almost the entire sample owned their own homes, which were comparable with community standards.

Hampson & Tavormina (1980) and Wiehe (1983) examined certain aspects of foster mothers in their attempts to describe the characteristics of foster families.

In Hampson & Tavormina's (1980) study, thirty-four foster mothers were interviewed by independent researchers (as opposed to caseworkers) following an interview schedule that consisted of two portions. The first portion dealt with demographic information and the second portion consisted of open-ended questions enquiring about motives for fostering, rewards, regrets, specific problems, and discipline styles of the foster parents. The sample consisted of 90% of the foster homes in the Department's catchment area. Of the sample, 21 mothers engaged in long-term foster care (placements lasting two years or greater) and 13 mothers had short-term or terminated placements.

The study found that those foster mothers who were involved in long-term fostering had a significantly higher proportion of motivation within the "social" category (that is, fostering for the purpose of helping a child in need), as opposed to the "private" category (in which reasons would

suggest fulfilling the need of the foster family, for example, wanting a companion for a biological child). Financial remuneration was not expressed as a motive for fostering for any of the subjects.

With respect to discipline, the mothers felt that they were the primary disciplinary figure in the home. The majority attempted to talk to or reason with a child in order to resolve a problematic situation. As the majority of the foster mothers were the primary care-providers, it is not surprising that they would have to assume the responsibility for the provision of discipline as part of their role. However, half of the mothers interviewed felt that foster children made more mistakes and had more problems than their own children.

Wiehe (1983) examined the personality characteristics of 117 foster mothers and compared them to a control group of 60 randomly selected women who had children of their own but did not act as foster parents. The measures used in this study were Holland's Vocational Preference Inventory and a brief questionnaire asking for demographic characteristics of the foster mothers, which were both mailed to the participants. According to the author, his selection of the measure was appropriate as it is an unobtrusive measure and has demonstrated good reliability and validity, although he did not report any corresponding data. The author mentions that the rate of return for the questionnaires was 52% and as a result, expressed concerns about the representativeness of the sample. Wiehe also questioned whether or not the foster parent population, drawn from the membership of the state-wide foster parent association, was representative of other associations, thereby throwing the generalizability of the findings into question.

Wiehe's findings suggested that the younger foster mothers (those below 41 years of age) scored higher than the older cohort on the realistic, social, enterprising, and artistic scales. It was his conclusion, that these characteristics revealed individuals that were highly appropriate for the roles of substitute parents. These findings may cause one to question the quality of the care given to foster children by more mature foster parents (those over the age of 40 years) particularly in light of the findings of a number of the above-noted studies which have indicated a high proportion of foster parents in that particular age range. Wiehe also noted that foster mothers scored

significantly higher on the social scale and lower on the enterprising scale than did the non-foster mothers.

Prior to initiating the aforementioned study in 1983, Wiehe completed a study of a similar nature in 1982 using a sample of 218 foster parents of both sexes (43% were male and 57% were female). The same measures as named in the 1983 study were administered to this group by mail. Wiehe (1982) acknowledged the limitations in the sampling of the foster parent group and the representative nature of that group as the sample was biased in the direction of more experienced foster parents.

The most significant finding in this study was that foster mothers and foster fathers represent significantly different personality types. Foster fathers were primarily of the realistic personality type and foster mothers, the social type. The latter, Wiehe notes, is more congruent with expectations for parenting than is the former. He states that these findings do not preclude the possibility that the foster father is inappropriate in the parenting role but acknowledges that conflict between the foster parents may arise in the area of parenting.

A study completed by Wald and his associates (1985) focused on a small group of children (N=32) and their care providers who were either their biological parents or foster parents. The small sample size allowed for limited generalizability of the findings. However, the authors acknowledged this problem and dealt with it by advising that if clear differences between the populations on the most important dependent variables were found, legislators would then have sufficient information to impact on their policy decisions (p.16).

The authors compared, among other things, the socioeconomic characteristics of the biological mothers (N=19) with the foster mothers (N=13) to find that,

While the mothers tended to be single and to have low income, the mothers of the home children (biological mothers) were more likely to be married, to have some college education, to have higher income and to have more stable ties to the community. (p. 43)

The Child In Care Review completed in 1987 for the Minister of Social Services for the Province of Saskatchewan is a comprehensive evaluation of the client base in receipt of child welfare

services in that province and those services. The study was precipitated by an initiative from the Ombudsman in which concern was expressed regarding the standards and provision of services to children in care.

Information regarding foster homes was elicited through meetings held with the Saskatchewan Foster Parents Association and through anonymous questionnaires sent to all foster parents in the province. Of 799 questionnaires, data was received from 519 foster homes comprising of 65% of the mailed sample. Although it is always questionable as to whether or not a mail-out questionnaire would produce a representative sample, one may be able to assume that the relatively high rate of return would suggest a higher likelihood of representativeness.

The findings of this study suggested that 87% of the foster homes were comprised of two-parent families. With regards to educational levels, 50% of the foster mothers and 57% of the foster fathers had less than a complete high school education level.

Further,

70% of the population was of a caucasian background and over 50% are under the age of 45 years. Some 43% reside in urban areas and the remainder live in towns villages or rural areas. In excess of 66% of families indicate that their family income, excluding foster care payments, is less than \$24,000 per year. (p. 18)

Motivations for becoming foster parents were also discussed, the findings suggesting that many varied reasons were given for fostering. The most frequently given reasons were (a) 11% became foster parents to provide homes to children that they knew; (b) 13% wished to care for children but did not want a permanent parenting role; (c) 9% were unable to have children of their own; and (d) 7% fostered in order to fulfil their religious beliefs. (p.43).

The studies reviewed above are few in number and differ between one another in terms of purpose, area of study, and methodology. Although the results are valuable, in that they offer some indicators that may distinguish foster parents in general from the general population, it would be difficult to state that the findings would be universal in nature. Further, the studies that examined licensed foster homes, already distinguishes between successful and unsuccessful foster homes by virtue of the sampling procedure.

A summary of the studies reviewed in this section is provided in the following table:

Summary Table - Part A:

Author(s)/Year	Study Sample (n=)	Variables Studied
1. Audette (1961)	141 foster home applications	demographic variables of prospective foster parents
2. Babcock (1965)	25 foster families	family of origin histories of foster parents; family roles; motivation to foster; social standing
3. Peterson & Pierce (1974)	75 foster families	demographic variables of foster families
4. Lindholm & Touliatos (1978)	472 foster families	demographic variables of foster families
5. Hampson & Tavormina (1980)	34 foster families (21 long-term; 13 short-term or terminated)	motivation to foster; discipline style; opinions of foster children
6. Wiehe (1983)	117 foster mothers (control group = 60 non-fostering mothers)	vocational suitability of foster mothers
7. Wiehe (1982)	218 foster parents (43% male; 57% females)	vocational suitability of foster mothers
8. Wald, M.S., Carismith, J.M., Leiderman, P.H., French, R.D., & Smith, C. (1985)	32 mothers (19 natural mothers; 13 foster mothers)	demographic and social variables of foster mothers
9. Department of Social Services, Province of Saskatchewan (1987)	519 foster families	demographic variables of foster families; motivation to foster

It is difficult to draw conclusions regarding "the average foster family" from the aforementioned literature due to the varying study samples, study techniques and areas of study. It is possible, however, to outline some of the similarities within certain factors studied by the authors.

Authors have found that the average foster families as they came to know them, do not differ markedly from the general population of the communities in which they resided. Ages of foster parents tended to converge in the late-30 to early-40 age range. Most foster families consisted of two-parent households. Most foster fathers were employed outside of the home although the information regarding foster mothers varies, some being employed outside of the home while others maintained primarily domestic roles. Motivation to foster was the factor with the greatest

divergence, reasons varying from personal to social to religious to fostering for specific children that needed temporary care.

C. CHARACTERISTICS OF FOSTER CARE PROVIDERS RELATED TO THE SUCCESS AND/OR FAILURE OF FOSTER HOME PLACEMENTS

The motivation of people to take on the role of foster care providers has been the most extensively studied variable when considering contributors to the success or failure of a foster placement.

Josselyn (1952), using a case study analysis, listed 11 motivations most commonly expressed by foster parents. Among the motivations were (1) the foster parents are responding to an appeal for foster families; (2) the parents like children; (3) they wish to enrich their own single child's life by adding another child to the family; (4) the parents have always wanted another child but financial or medical reasons have prevented them from having more children; (5) the parents wish to adopt a child and have not as yet received one; (6) the parents cannot have children of their own; (7) the parents have lost a child and are looking to fill a void; (8) one of the parents was raised in an unhappy environment and they wish to help a child that might face the same circumstances; (9) the husband is occupied with business and is away from home to a fair degree and the mother would like a child to fill her life; (10) the parents' own children have grown and are not dependent on them any more; and (11) the mother would like to augment the family income but does not wish to be employed outside of the family home. (Josselyn, 1952, p.4).

Although she did not draw any conclusions regarding which of the expressed motivations may indicate the success or failure of the foster home, Josselyn did caution child welfare practitioners to examine more extensively the basic reasons that may be masked by the conscious motivations of the foster parent candidates and further evaluate whether or not they could be used to benefit both the foster child and the foster family. The author did not provide a framework from which practitioners could evaluate these points.

An earlier mentioned study by Hampson & Tavormina (1980), noted that foster mothers that experienced success (defined as having maintained the same foster child for two or more years), were more likely to have expressed "social" rather than "private" motivations for fostering. The authors also found that the foster mothers in their sample expressed the most difficulty in adapting to their role in the first year of placement and would have appreciated greater access to the social workers responsible for the placement of the foster child.

Although no subsequent studies focused specifically on the motivation of foster parents as they relate to the success of foster placements, motivations to foster were studied as one of other factors examined in other research.

Cautley & Aldridge (1975) tape-recorded interviews with 963 applicants for foster children at an early point in the home study process. The study then followed 145 couples who were accepted as first-time foster parents for 6 to 12-year-old children. Follow-up consisted of systematic interviewing of the foster mother, both of the foster parents, and the social worker responsible for the placement of the child. The social worker was also interviewed at the start of the placement process in order to obtain baseline data regarding the child to be placed. "Success", in terms of the placement, appeared to be defined as undisrupted placement of the foster child for a period of eighteen months or longer. The authors, recognizing the potential reactivity of the foster placements due to repeated interviewing, identified a 20% random sample of placements that would only receive contact from the interviewers at the 18-month point of placement or at the termination of the placement, whichever came first. The authors commented that there existed no statistical difference between the two cohorts.

Many variables were studied including the demographic data of the foster parents; motivations for becoming foster parents; the couple's impressions of foster care and their own children; the couple's decision-making skills; size and ordinal position of the family of origin of each of the foster parents; the perceived characteristics of both foster parents; each parent's attitude toward social workers and toward the foster child's natural family. Three other factors were also hypothesized to

have a significant impact on the outcome of the study: (1) The amount of support offered by the social worker; (2) the extent to which the child showed difficult behaviour; and (3) the extent to which the child's biological parents disrupted the placement. Cautley & Aldridge found that the three intervening factors named above did not make a difference in the success of the foster placement, suspecting that the measures used for these factors were inadequate.

The authors concluded that the greater familiarity that the foster parents had with child care (measured by combining the position and number of siblings in the family of origin of each of the foster parents and the length of time that the foster mother had had another child - not her own - in her care), the greater the possibility of successful placement. The authors also noted that the presence of a preschool child in the foster home proved to be a negative influence on the placement. High formal religious observation by the foster family was correlated negatively with the success of the placement although the amount of warmth expressed by the foster father regarding his own male parent was correlated highly with success.

Three other characteristics of the foster father were found to contribute to the success of the foster home placement. The first, was the foster father's willingness to accept supervision from a social worker and to accept the worker's suggestions regarding the management of the foster child. The second characteristic was the foster father's "flexibility" or rather his own self-awareness relative to his experiences with children. Lastly, the foster father's expressed concern for the foster child and his ability to put the needs of the child ahead of his own comfort was noted to be related to the success of the foster placement. These findings suggest that the role of the foster father would go beyond that of primary breadwinner in the home and recognizes a joint parenting effort by both foster parents. The foster mother's ability to differentiate between her children was also noted to relate positively with success.

Although Cautley & Aldridge (1975) did not appear to have used a formal interviewing schedule from which questions were asked of foster parents in a structured manner, they were able to come up with some indicators of successful placement. It should be noted that the authors did not find

any single characteristic of either foster parent as indicative of success and, as such, the characteristics were combined by multiple correlation in an effort to identify most and least promising applicants for the position of foster parents. The authors did not make direct mention of which combinations of variables would be most capable of acting as indicators of success.

Baring-Gould, Essick, Kleinkauf, and Miller (1983) performed a study focusing on the rapid turnover of foster homes in the state of Alaska. Data was gathered by the use of a questionnaire that was mailed out to all foster homes that had closed in 1978. Of a possible 115 subjects, the authors received 88 completed questionnaires. They noted that the sample appeared similar in socioeconomic background to open foster homes in that state and in other U.S. states. The homes were middle class as measured by occupation (the majority of foster fathers holding occupations in professional, managerial, technical, and administrative sectors), educational achievement, and income levels (mean family income was \$25,000 annually), and the homes were urban.

The majority of the subjects in this study gave their primary motivation for fostering as either "liking children" or feeling that there was a need for foster homes. Over one-quarter of the sample had become licensed to care for a particular child and 30% had closed their homes in the same year that they were initially licensed. Almost two-thirds of the sample stated that they had personally requested the closure of their home. One-fifth of the homes were closed by the agency against the wishes of the foster parents.

Of the reasons given for closure, almost two-thirds of the sample stated that there had been changes in the foster family's situation, while 17% of the sample reported problems with the foster child as the reason for closure. Of the reasons for foster home closure, neither confirmed nor suspected abuse of the foster child was mentioned, however, there was also an absence of 27 questionnaires in the study sample. The authors also made no mention of whether or not they had intentionally excluded foster homes that had been closed because of suspected or confirmed abuse of the foster children.

Dando & Minty (1987) studied 80 sets of foster parents residing in an urban setting in Great Britain in order to answer two major questions: (1) What were the characteristics of long term foster parents? and (2) What were the characteristics of exceptional long term foster parents, as distinct from parents who were just adequate? In pursuing this line of inquiry, Dando & Minty included foster parents who were still fostering and had had one foster child with them for a period of at least one year.

Following the methodology of Cautley & Aldridge (1975), Dando & Minty interviewed their subjects using a schedule of closed and open-ended questions. Dando & Minty used the services of fostering officers who knew the foster families in order to rate the standards of care. The authors noted that the practical and ethical issues that such a practice would raise for the purposes of research and, as such, devised a brief set of criteria in order to provide a degree of inter-rater reliability and validity. Further, the authors instructed the fostering officers to rate the foster parents on their overall performance, as opposed to their performance as foster parents with a specific child. The authors noted that the fostering officers were reluctant to use the "poor" rating with the foster parents and offered a number of explanations for this possibility, all of which may apply to similar circumstances in another child welfare setting:

1. Firstly, there may be political reasons for caution. Continuing to use foster parents who are considered to be poor is likely to be a rather sensitive issue.
2. Secondly, since the task of fostering is a difficult one, and foster parents are such a valuable resource, it is understandable that professionals would not wish to be too ready to criticize.
3. Thirdly, it is also possible that tensions within foster households are not always fully explored so that inadequacies remain concealed. Foster parents and children may be reluctant to admit to serious difficulties.
4. Fourthly, we have clearly studied a group of foster parent survivors. In the first place, they survived the selection process and, secondly, the stresses of caring for a child (or children) for at least a year and often for much longer periods. If the stresses had grossly outweighed the satisfactions for prolonged periods, it is likely many would have given up. (p. 390-391)

Dando & Minty's findings were as follows. Foster parents were primarily working class and traditional in role composition in that most of the foster mothers were the primary home care providers and the foster fathers were employed full time outside of the home. Both of these facts

supported a number of research findings including Babcock, (1965); Peterson & Pierce, (1974); and Lindholm & Touliatos (1978). The authors noted that the majority of the "barely adequate" foster mothers were above the age of 40 and a high proportion of the "excellent" foster mothers were under the age of 40. These findings supported Wiehe's (1983) research which found "younger" foster mothers to be better suited to be foster parents. The findings, however, also raise questions concerning the quality of foster care when interpreted against the findings of Petersen & Pierce (1974) and Lindholm & Touliatos (1978) in which it was found that the majority of foster mothers were more mature (that is, 35 to 40 years of age).

When the authors examined the motives for providing foster care, they found that the three motives associated with the highest quality of foster care were (a) childlessness; (b) altruism/social conscience; and (c) identification with deprived children, due to past experience. One motive, that of wanting to nurture children, was strongly associated with ratings of care as being poor. These findings differ somewhat from the findings of Hampson & Tavormina's (1980) study in which social motivation to foster figured prominently. However, it is possible that the study sample varied sufficiently that a difference would exist.

Dando & Minty also noted that the majority of foster mothers reporting poor childhood experiences were rated highly in their performance as foster parents (consistent with the findings in the category of "motivations"). This finding proved to be surprising in that research focusing on the childhood experiences of neglectful and non-nurturing parents notes that the majority of the same parents come from deprived backgrounds themselves. With this in mind, one might question the reliability of the fostering officers who rated the foster homes, for the reasons that the authors had earlier mentioned. Dando & Minty, in their conclusions, continued to express some concern over the anticipated bias of the social workers as only a small percentage of the study population was rated as "barely adequate".

Kraus (1971) studied 157 placements for children six years of age and older. The sample consisted of 79 placements which had survived for a period of at least 24 months, and 78

placements which had broken down before 24 months had elapsed and were thus classified as failures. Although not specified, it appears as though the data included in this study was gathered from the records of the Department of Child Welfare in New South Wales. Relative foster home placements and placements in which the children were returned home prior to the end of the 24-month period were not included in the sample.

The purpose of Kraus's study was three-fold: (1) to investigate the relationship between selected characteristics of children and foster parents to the success of the placement; (2) to establish a taxonomy of children and foster parents based on the findings; and (3) to construct guidelines for successful matching of children with foster parents. Among the data collected in this study was (1) selected demographic and intelligence data regarding the foster children; (2) demographic and home study data on the foster parents; (3) a crowding index for the foster home developed for this study; and (4) the motives of the foster parents for wanting to foster.

Kraus found that the positive outcome of the foster home placement was associated with a mature foster mother, 46 years of age and older, unlike the findings of Dando & Minty's (1987) later study, and that successful foster parents had two biological children of their own. The foster families who said that the motivation to foster was general interest in fostering or knowing the child were found to be significantly associated with positive outcomes; in contrast, foster families with the motivation of wanting to have company for their own child were strongly associated with negative placement outcomes. Also identified with success, was the preexisting placement of one foster child in the home and the number of persons residing in the foster home (including the foster child) either being either greater than or less than 4, four family members being associated with negative placement results. Kraus, while studying the impact of employment of the foster mother outside of the home, noted that foster mothers who worked fulltime experienced the same level of success as did those that were not employed outside of the home. In assessing the relationship between individual characteristics and placement success, none was found to exist. The author also found that no relationship existed between the age and sex of the foster child desired by the

foster parents and the actual child placed in the home. The author was able to state, however, that motivation had the strongest association with successful placement. The motives associated with successful foster home placement in this study were consistent with Hampson & Tavormina's (1980) study. However, as Kraus, Hampson & Tavormina (1980), and Dando & Minty (1987) each used somewhat differing categories of motivations, one cannot conclusively state that the findings of each of these studies neither directly supports nor contradicts the findings of the others. Most conclusively, Kraus (1971) was able to suggest that there exists an interrelationship between a number of characteristics that would be helpful in indicating the success of foster home placement.

Rowe (1976) attempted to examine demographic variables and parental attitudes related to expectations of child behaviour. The hypothesis was that "good" foster parents are accepting and tolerant of the personality and behaviours of the foster child and, as such, the study hoped to explore the possibility of a relationship between class and foster care quality.

This study suffered from a number of weaknesses. Questionnaires were mailed out to all active and recently closed foster homes in a particular county. Of 118 mailed out questionnaires, only 60 usable forms were returned and the majority of these were completed by the foster mother only, the foster father failing to return his portion. As a result, one is uncertain as to the representativeness of the sample.

Two measures specifically developed for the purposes of this study, were used. The mail-out questionnaire sent to the foster parent sample included demographic characteristics of the foster families and six Likert scales to measure the attitudinal responses of the foster parents towards the behaviours of the foster children and their expectations of them. A rating scale, to be completed by the social worker involved with the foster family, was developed in order to evaluate the performance of each foster home. The author suggested that the rating scale used by the social workers displayed suitable validity to be used in a study. However, he reported reliability ratings of success at .55 and cooperation at .50.

Rowe's study found that foster parents who were employed in professional occupations were over-represented, thereby suggesting that the sample was not representative of the larger foster home population. Other studies were found to have a higher percentage of non-professional people as foster parents (although Baring-Gould and his associates (1983) also found a high percentage of professional people in his foster parent sample). Rowe concludes that while parental attitudes of acceptance are related to successful foster parenting, social class is not. Rowe based this statement on the fact that the sample did contain working class families and that the families who did not return questionnaires were less successful as foster parents. It is unclear from the results as to how the author arrived at the latter conclusion. Due to the skew of the sample and the other aforementioned study weaknesses, these findings are highly suspect.

The often-quoted study of Stone & Stone (1983) attempted to investigate the incidence and causes of foster placement breakdown using the case records of sixty-four children. Variables that were examined included (1) the characteristics of the agency; (2) the characteristics of the natural parents and their households; (3) the characteristics of the foster children and (4) the characteristics of the foster parents and their household which included a rating of health, flexibility, ability, and motivation; quality of the marriage of the foster parents; and composition of the foster family household. Data was collected using a questionnaire developed by the authors by incorporating other assessment scales developed by other investigators. Upon using the scales in a number of pilot studies, interrater reliability was judged at .75 or greater (there was no detail as to how this number was derived).

Stone & Stone found the 48.5% of the sample experienced breakdown in which the child was withdrawn from placement before the completion of the agency plan. Cause for removal was actual or reported disruptive behaviour of the child (unlike the findings of Baring-Gould and his associates (1983) regarding the reasons given by foster parents for the closure of the foster home). In most cases, breakdown occurred within the first four weeks of placement.

Characteristics of the foster parents found to be associated with successful foster placements included good rapport between the agency and foster parents; competent foster parents (evaluated using the Potential for Foster Parenthood Scale); a highly motivated foster mother; and opportunities for intellectual development provided by the foster parents. The authors did caution the reader in the application of these and other factors to their own populations for a number of reasons, including population differences. Their attempt to develop a predictive equation that would have clinical utility in making decisions regarding foster home placement resulted in the use of variables associated with the foster parent, the child's behaviour, and the nature of the child's placement. Like Kraus (1971), the authors suggest that a number of variables in combination with one another may predict the success of a foster home placement.

Berridge & Cleaver (1987), in a study focusing on foster placements that broke down, concluded that "especially in planned long- and short-term placements, a disconcerting finding was that foster placements that broke down did so frequently for reasons that were largely unconnected with children's behaviour." (p.178).

The study included an examination of agency records of 156 short-term placements (defined as eight weeks or less) and 189 long-term placements (lasting greater than 2 years). From the sample of 30 short-term placements that resulted in premature termination, the authors found that the middle-class foster parents experienced fewer breakdowns than did those foster parents that were involved with working-class occupations (a finding that contradicts Rowe's (1976) findings and the findings of Baring-Gould and his associates (1983)). Foster parents that were under the 40 years of age were over-represented in the breakdown sample (supporting Kraus's (1971) findings but casting doubt on Wiehe's (1983) interpretations that younger foster mothers possess characteristics that make them better suited for the role of substitute parenting) and one-third of the sample were in the experience of their first foster home placement. Berridge & Cleaver found that the presence of biological children of the foster parents in the placement was associated with breakdown. More pronounced still was the association of biological children under the age of five

years or the same age as the foster child. The presence of other foster children was associated with success of the placement.

Berridge & Cleaver also reported a parallel study of long-term foster placement. Of a sample of 72 long-term fostering arrangements that broke down, the authors found that foster placements in which the foster mother was over 40 years of age, noticed significantly fewer breakdowns than foster homes with a younger foster mother (17% and 37% breakdown rates, respectively). Another significant finding of long-term placement breakdown was that foster families that were fostering for less than one year experienced significantly greater breakdowns than did those that had fostered for a longer period of time - the less experienced foster families suffering a breakdown rate of 42% relative to the 10% rate of more experienced homes. The presence of a preschool child in the foster home had an impact on the potential for breakdown. The authors reported that one child in six ($N=12$) was placed in a foster home in which a preschool child resided and of these placements, 55% ended in a premature termination. Although the sample size was small, these results have been reinforced by the findings of other researchers.

Jones (1975), rather than studying the factors associated with successful foster care providers, examined a group of foster parents who ceased to foster. Government records, case files, interviews with former foster parents, group discussions with current foster parents, and discussions with social workers and administrators were used as sources of information for his study. It appears that Jones' sample consisted of 55 of a possible 149 former foster homes. Extended family foster placements were not included.

Jones' findings revealed that 40% of his sample had ceased to foster in less than one year. Former foster mothers tended to be younger than the foster mothers who were still active at the time of the study. Jones found that the motivation for fostering of the former foster mothers fell into two groups: an expression of a wish to help children, and own family oriented reasons. Over half of the sample fell into the second category. The author also examined the reasons for ceasing to foster. These were also categorized into two main groups: external reasons or reasons beyond

the control of the foster family, and internal reasons that could be considered systemic in nature such as insufficient support from the agency. The author found that a relationship existed between the motivation for fostering and the reason for ceasing. "People who started for reasons which were connected with their own families' needs tended to cease for reasons which were part of their own family situation." (Jones, 1975, p.38). Two other findings were that (1) almost 60% of the foster mothers felt that they had received no preparation for fostering and (2) the majority of foster mothers felt that the social worker could be thought of as a friend, and an advisor to a lesser degree whereas the foster fathers stated the reverse findings.

Like some of the aforementioned studies, some of Jones conclusions support the findings of other researchers and disqualify the findings of others. These results exemplify the complex nature of the study of foster care.

Summary Table - Part B:

Author(s)/Year	Study Sample	Findings
1. Josselyn (1952)	N= U/K foster parents	expressed motivations for fostering
2. Hampson & Travormina (1980)	as in above table	as in above table
3. Cautley & Aldridge (1975)	145 first-time foster parents	factors effecting the success of first-time foster parents
4. Baring-Gould, M., Essick, D., Kleinhauf, C., Miller, M. (1983)	88 closed foster homes	demographic variables of closed foster homes; motive for fostering; reasons for closing
5. Dando & Minty (1987)	80 sets of foster parents	demographic variables of foster homes correlated with quality of care; motivation to foster correlated with quality of care
6. Kraus (1971)	157 foster placements = 79 successful; 78 unsuccessful	relationships between demographic variables and motivation to foster and success of placement
7. Rowe (1976)	60 foster homes	parental attitudes towards foster children and social class correlated with success of placement
8. Stone & Stone (1983)	case records of 64 children for whom foster placement broke down	reasons and time span for breakdown; factors associated with success of placement
9. Berridge & Cleaver (1987)	30 short-term foster homes that broke down	demographic variables associated with breakdown
	72 long-term foster homes that broke down	demographic and foster history variables associated with breakdown
10. Jones (1975)	55 foster families who chose to stop	demographic variables, motivation to foster, and reasons to stop fostering

The combined results of the research reviewed in this section, begins to show greater variation between the study samples depending on whether or not the authors are examining success, failure or breakdown of the foster homes. As in the previous section of this chapter, study samples and techniques vary greatly, also contributing to variation within the findings.

Successful foster placements appeared to be consistently correlated with foster parents coming from larger families of origin and placing as older children in ordinal progression. Variables

associated with foster home breakdown or cessation include private or personal motivations to foster, degree of religious observation, and socioeconomic status.

The variables of age of foster parents, motivation for fostering, and childhood experiences of foster parents and the presence of biological or other children in the foster home show conflicting results between the studies.

D. CHARACTERISTICS OF FOSTER CARE PROVIDERS RELATED TO THE ABUSE OF CHILDREN IN FOSTER CARE

As earlier stated, there has been very little research in the area of child abuse in foster care and the relationship between selected characteristics of foster parents. The studies discussed in this section represent an exhaustive review of the research.

Bolton, Laner, and Gai (1981) examined the officially reported incidents of child maltreatment in the state of Arizona for the period time between January 01, 1976 and December 31, 1978. It was from this study that Bolton set his estimate of the rate of child abuse in the foster care population in Arizona of 7%. Of this sample, the authors drew on every second report in order to compose their study sample of 5,098 cases of which 114 cases dealt with abuse against foster children. The weakness of using case records for the purpose of research is the lack of consistency in recording styles used by the individuals keeping those records and, usually, poor reliability due to the numerous individuals that are responsible for the case recording.

The study used the standardized National Clearinghouse on Child Abuse and Neglect forms which provided information regarding the reported abuse allegation in addition to demographic data on the victim and the alleged perpetrator(s). The authors also created a list of seven additional variables to assist them in the multivariate analysis of the data which was to be used in an effort to distinguish between substantiated and unsubstantiated allegations of abuse. These variables included: woman's age, man's age, woman perpetrator, man perpetrator, woman's ethnicity, man's ethnicity, and number of children. The authors were prompted into creating these variables based on their review of the literature which stated,

These maltreating foster families are found to have several characteristics different than the general maltreating population: Older adults, higher family income, less public assistance income support, higher rate of marriage, greater proportion of non-Anglo adults compared to the general population, and the suggestion of reduced capacity to provide appropriate discipline. (Bolton, Laner, and Gai, 1981, p. 37)

Bolton, Laner, and Gai's findings were consistent with those of other researchers in that the abusive foster parent population was older than the abusive non-foster population, the mean age of the foster parent population being 40.8 years (showing no major degree of variation from the studies of the foster home population in general, i.e., Petersen & Pierce, 1974 and Lindholm & Toulaitos, 1978). The foster parent sample had a significantly higher income level than did non-foster parent families and were more likely to be married. However, slightly fewer foster parents that were indicated as perpetrators were the primary care providers of the children than were non-foster parents although 77.7% of the foster parents were indicated as perpetrators of child abuse. The perpetrators of abuse in fostering families were more likely to be male than in non-fostering families. The perpetrators in the foster parent population also had a smaller percentage of individuals that were Anglo than did the non-fostering population although the fostering population still had a composition of over half Anglo origin (60.6%).

The multivariate analysis in this study failed to be useful for the purposes defined by the authors from which they concluded that the variables being used may be in question.

Bavolek (1984) completed a comparative analyses of the parenting attitudes of abusive, non-abusive, and foster parents using the Adult-Adolescent Parenting Inventory (AAPI) developed by Bavolek, Kline, and McLaughlin (1978). The inventory was administered to the three parent samples in order to assess similarities and differences in the parenting and child rearing attitudes of the three groups in Wisconsin.

Bavolek (1984) explains,

The AAPI is a 32 item inventory designed to assess parenting and child-rearing attitudes in four areas: A: Inappropriate parental expectations of children; B: Lack of parental empathy towards children's needs; C: Belief in the use of corporal punishment as a means of disciplining children; and D: Reversing parent-child roles. (p. 2)

Although Bavolek did not report reliability and validity figures for the AAPI, he did state that research regarding the instrument was able to indicate significant parenting differences between abusive and non-abusive parents. The abusive parents expressed more abusive attitudes in each of the four parenting areas.

Bavolek's samples were selected as follows. The AAPI was administered by a child protection worker assigned to the particular case to 97 parents who were identified by County Departments of Social Services as having been physically abusive to their children. The inventory and study description was mailed out to a sample of 110 foster parents throughout the state from which 99 completed inventories were returned. The final cohort had 125 inventories and study descriptions distributed to 12 pre-schools for distribution by teachers to non-abusive parents of preschool children of which 107 completed inventories were returned. The author points out that with the final cohort, care was taken to ensure parents of the pre-school children did not already have a previous child abuse history.

In spite of the care the author took to assemble the cohorts the sampling is questionable due to (a) the self-selection biases in the groups; (b) the lack of trained administrators of the questionnaire; and (c) seemingly, the lack of consistent specified criteria used by the parties who selected the subjects.

Bavolek was able to provide the following findings. In all four construct areas, the mean scores of non-abusive parents indicated less abusive attitudes toward parenting and child rearing than foster parents. Further, although foster parents expressed more empathic attitudes towards the needs of children and made less demands on them to meet the needs of the foster parents than do abusive parents, no significant differences were found between foster parents and abusive parents in their expectations towards children and their belief in the use of corporal punishment.

In conclusion, Bavolek emphasized that little attention has been focused on the attitudes of foster parents as opposed to "more measurable" demographic components and that future screening may benefit from incorporating attitudinal measures as part of the study process.

Cavara & Ogren (1983) examined the reports of abuse and neglect investigations in foster care completed over an 18-month time period in a particular geographic region. As in Bolton and his associates (1981) study, the inherent weaknesses of using case records as a data source for research also apply to this study. The purpose of the study was to examine the effectiveness of the established protocol to be followed in cases of alleged abuse in foster care. The authors compared the characteristics of the perpetrators with the characteristics of the general foster care population.

Cavara & Ogren found that of their abusive sample, almost one-half of the foster mothers were single as compared to approximately one-third of that region's general foster parent population. The study population had also been fostering for a longer period of time than did the general fostering population. The authors offered a number of explanations for this finding suggesting that:

1. Foster parents who have been licensed longer may receive more difficult children.
2. Foster parents may "burn out" after a certain period of time.
3. Agency staff may have more confidence in more experienced foster families, thus providing them with less help and support.
4. More experienced foster parents may be reluctant to ask for help.
5. The greater the number of children in a foster home increases the likelihood of lodged complaints. (Cavara & Ogren, 1983, p.292)

The authors further found that the abusive foster family population had twice the percentage of childless couples as did the general foster care population.

The small size of this sample (N=51) may leave one to question the results, however, this population was responsible for 125 complaints of abuse filed in the particular time period. The authors also noted the reluctance on behalf of the social workers involved with the cases to submit a finding of substantiated abuse without irrefutable evidence and, as such, included both substantiated and unsubstantiated reports in their study.

Ross Dawson (1981) completed a descriptive and exploratory study of abuse of children in foster home care in Ontario, Canada between 1979 and 1981. Among the issues that Dawson's investigation sought to examine was the demographic composition and the parental experiences of foster parents involved in abusive behaviour.

Dawson did not use a comparison group of non-abusive foster parents as no reliable data was available or could be collected at the time of the study. Fifty-one agencies providing foster care services in the province of Ontario were surveyed and a questionnaire was completed for each abusive incident in the respective time period based on agency records. Dawson acknowledges the weakness of using subjective and possibly incomplete data from the record sources. Dawson's response rate from the prospective 51 agencies resulted in 35 incidents of abuse reported by 39% of the agencies at that point in time. A total of 30 foster parents were found to be responsible for the abuse incidents.

The average ages of the foster fathers and mothers were 39.9 and 37.3 years, respectively (no standard deviation data was provided in the report). In 93% of the sample, the foster parents were married or living together and the average number of biological children living at home was 1.7 children (once again, there was no standard deviation data available).

The average length of time as foster parents prior to the incident was 4.29 years, over one-half of the sample (53.3%) having had four years or more of foster care experience.

One in two foster families who abused a child in their care had an annual income of less than \$20,000. Three quarters of foster families had some level of high school education with little difference reported between the foster fathers and mothers (75.1% and 73.2%, respectively). Of the foster mothers, only 17% worked outside of the family home, however, 39% of foster fathers, were involved in full time employment requiring shiftwork or irregular hours. While 65% of all foster mothers were not employed, 66% were employed in some capacity in all reported incidents of sexual abuse.

Lastly, Dawson found that foster fathers were identified as perpetrators in all incidents of sexual abuse, foster mothers being reported as perpetrators in almost two thirds of all incidents of physical abuse.

Ryan, McFadden, and Wiencek (1987), studied 164 investigations of child maltreatment from a number of American states over a five-year time period. The authors noted that differences in

populations, case records, and statutory definitions of maltreatment would affect the randomness achieved by using random sampling techniques. The authors also noted that the reliability of case records was a concern but pointed out both strengths and weaknesses of the use of this data source.

The interrater reliability between the three authors was .80. Each case was placed into a category of the degree of maltreatment based on an index devised by the authors. This index included six categories: neglect and emotional abuse only; sexual maltreatment; physical maltreatment without mark or injury; physical abuse with mark or injury; maltreatment not ascertained; and no maltreatment likely.

Ryan and her associates completed their analysis in the following manner. Each of the variables of marital status, employment status of the foster mother, and the presence of biological children in the home, was dichotomized and a log linear model that considers each of these independent variables in relation to one another was developed. The dependent variables were composed of the categories of maltreatment defined by the authors excluding the category of maltreatment not ascertained. Each of these variables was also categorized as to the likelihood or lack of likelihood that each of the defined maltreatment occurred. The authors examined the type of maltreatment against a number of variables including family composition, the ages of both foster parents, the education status of both foster parents, the race of the foster mother, the foster father's occupation type, the mean number of children in the home, the mean number of foster children in the home, the mean number of years the home had been licensed.

In conclusion, Ryan and her associates, as did Bolton and his associates (1981), were able to say that the analysis failed to identify any significant relationship between most of the family characteristics and either the likelihood of maltreatment or a specific type of maltreatment. The exception to this was the relationship between marital status and sexual abuse. The authors did note that as most single foster parents are women, the finding of single foster mothers and a low likelihood of sexual abuse of children was not surprising. The authors did not perform any

analyses which may have further explored the relationship of the demographic variables of abusive foster parents to the foster home population or abuse population in general.

The authors, unfortunately, were faced with a large number of cells for each of their analyses, some of which had either extremely low or no values. As such, it is questionable whether or not the same results would be arrived at if the authors had collapsed the data into broader categories.

The following table represents a summary of the studies reviewed in this section:

Summary Table - Part C:

Author(s)/Year	Study Sample (n=)	Findings
1. Bolton, F., Laner, R., & Gai, D. (1981)	114 case records of abused foster children	demographic variables of abusive foster parents; disciplinary style; gender of perpetrator
2. Bavolet (1984)	97 abusive parents; 99 foster parents; 107 non-abusive parents	parenting attitudes of foster parents
3. Cavara & Ogren (1983)	51 reports of abuse and neglect in foster care	demographic variables of abusive foster parents; fostering history of abusive foster parents
4. Dawson (1981)	30 abusive foster parents	demographic variables of abusive foster parents
5. Ryan, McFadden & Wiencek (1987)	164 investigations of child maltreatment in foster care	demographic variables associated with likelihood and type of maltreatment

It is evident that there is little information available regarding the correlations between characteristics of foster parents and abusive behaviour by them. Further, each group of researchers approached the question in a different way. For example, Bolton and his associates compared their sample of abusive foster parents with the larger population of abusive parents, whereas Cavara & Ogren compared their sample with the larger regions foster care community.

Some correlates of abusive behaviour by foster parents include marital status and the presence of biological children, although the results differ between the two studies.

CHAPTER TWO: METHODOLOGY

A. INTRODUCTION

The intent of this study is to identify factors that may be related to abusive and exemplary foster homes. The review of the literature allows for the identification of potentially useful variables through the following hypotheses.

- 1.a There will be a relationship between the social motivation to foster and the category of foster home.
- 1.b There will be a relationship between the personal motivation to foster and the category of foster home.
2. There will be a relationship between the age of the foster parents and the category of foster home.
3. There will be a relationship between the socioeconomic status of the foster family or the type of employment of the foster parents and the category of the foster home.
4. There will be a relationship between the level of education attained by the foster parents and the category of the foster home.
5. There will be a relationship between the ages of the natural children of the foster parents and the category of the foster home.
6. There will be a relationship between the primary disciplinarian within the foster home and the category of foster home.
7. There will be a relationship between the disciplinary style of the foster parents and the category of the foster home.
8. There will be a relationship between the religious orientation of the foster family and the category of the foster home.

9. There will not be a significant relationship between the marital status of the foster parents and the category of the foster home.
10. There will be a relationship between the parental roles of the foster parents and the category of the foster home.
- 11.a There will be a relationship between the size of the family of origin of the foster parents and the category of the foster home.
- 11.b There will be a relationship between the ordinal position of the foster parents in their families of origin and the category of the foster home.
12. There will be a relationship between the childhood abuse experienced by the foster parents and the category of the foster home.
13. There will not be a significant relationship between the housing arrangements of the foster families and the category of the foster home.

B. RESEARCH DESIGN

The research design that is used in this study is analogous to a nonequivalent comparison group design. The nonequivalent comparison group design is a quasi-experimental design in which the experimental and comparison groups are not randomly assigned. A comparison group is available to this researcher by using foster home studies that are known to be exceptional and will be contrasted and compared to the experimental group of foster home studies of abusive foster homes.

Although the lack of random assignment into the experimental and comparison groups from the pool of Winnipeg Child and Family Services foster home studies decreases the rigor of the design, it is an improvement over assessing one group without any comparison (Babbie, 1979, p.301).

The subjects to be examined within this research project are foster home studies. Foster home studies are the written documents of the examination of families who apply to the Child and Family Services Agencies to become foster families. They are completed by agency social workers or

other agency designates according to a series of guidelines that are set out by the agencies in conjunction with the Province of Manitoba, Department of Family Services (see Appendix A for guidelines).

As the foster home studies are considered to be agency property, the agencies rather than the individual foster parents were approached by the writer and requested to cooperate in the study process. The Child and Family Services Act allows for the use of agency records for the purposes of research as outlined in section 76(18) of the act and this writer applied to and received consent from the Child and Family Services Directorate to access the agency records with provisions.

Although, the foster home studies are more generally available for the purposes of research than are human subjects, their limitations, like those of any social services or medical records are their lack of completeness and uniformity.

C. STUDY SAMPLE

The writer asked the six regionalized Winnipeg Child and Family Services agencies to provide 20 foster home studies, 10 of which were from each of two groups: those foster homes that had been closed due to alleged or confirmed child abuse and those that are still operational and considered by Child and Family Services agencies to be "exceptional" in performance ("exceptional" was defined by the coordinators in the agencies rather than this writer outlining a preset criteria). Further, each foster home coordinator was asked to complete a questionnaire weighting the importance of various criteria in their evaluation of exceptional foster homes. The questionnaire was developed from an earlier-solicited form in which each coordinator was asked to identify what they felt were the most important criteria for exceptional foster homes. The reader is referred to Appendix B for samples of the forms and the findings of the exceptional foster home criteria.

Although the writer initially proposed a random selection of home studies completed during the period of regionalization and ending on January 1, 1991, several factors negated the possibility of this practice: (1) all of the agencies had at least some portion of home studies that were completed prior to the period in question that were still used as the licensing document; (2) one agency advised this writer that they had no foster homes that were closed due to the alleged or confirmed abuse of the children and as such were only able to provide the writer with a sample of Exceptional Foster Homes; another agency advised that they were only able to provide the writer with a sample of five foster home studies from abusive foster homes; (3) one agency attempted to pull together a sample of foster home studies from each of four separate units as each unit was responsible for the licensing and subsequent supervision of foster homes in their area. As such, they did not find that they were able to provide a random group of studies from which the research sample would then be drawn.

The limitations of the sample have resulted in greater caution being used in the interpretation of the results as it was apparent that the consistency of the data was compromised: it is unknown how representative this sample is relative to the home studies completed on the Winnipeg foster family population and, as such, the findings may not be generalizable. Further, the results of the analysis may, in fact, be a reflection of the biases of the individuals involved in the selection of the studies for use in this project.

It has been noted in an earlier portion of this document that one of the greater limitations in completing archival research is the incomplete status of agency records and files, however, the reliance of agencies on foster home studies as decision-making tools indicated to this writer a rationale for performing this study using the available data.

This study draws on a sample of home studies that included 60 exceptional foster homes and 45 abusive foster homes (N=105). All home studies were disguised by the agencies in order to ensure the confidentiality of the foster families.

D. INSTRUMENTATION

The development of the instrument used in the data collection for the foster home studies was based on the structure of the foster home study outlines attached in Appendix A and the review of the literature reported in the first chapter.

The research instrument, also detailed in Appendix C, was divided into categories each representing certain factors to be later examined through statistical means. The factors as they are defined for the purposes of this study are as follows:

E. VARIABLES

The following variables were recorded from the foster home studies:

- (1) Agency will indicate in which of the six Winnipeg Child and Family Services agencies' geographic area the foster home was and, as such, which agency studied and licensed the foster home.
- (2) Motives - Personal indicates that the expressed motivation for fostering suggested that some personal benefit would be derived from the fostering experience. For example, the foster parents would be able to care for a child as they have been unable to have children of their own.
- (3) Motives - Social will indicate that the expressed motivation for fostering is altruistic in nature and deemed to be a service offered to better the state of society as a whole.
- (4) Motives - Religious indicates that the expressed motivation to foster is dictated by the religious doctrine that that family subscribes to.
- (5) Parental Roles will indicate the style of parenting that exists in the foster home. That is, whether the foster parents follow traditional role models in which the female parent is the primary childcare figure or more contemporary forms of parenting in which childcare responsibilities are shared.

- (6) Abuse Histories of Foster Parents outlines the type and severity of the childhood abuses experienced by the foster parents. If both foster parents experienced childhood abuses, intensity was deemed as an "average" between the two parents although abuse details were outlined individually for each foster parent.
- (7) Foster Home Type is the nature of the foster family's application such that the foster home may be child specific or general in nature.
- (8) Age of the foster parents is the age of the applicants at the time that the home study was being completed.
- (9) Residence of the foster parents indicates the type of dwelling in which the proposed foster family resides.
- (10) Number of Children in Family of Origin is the number of children in the nuclear family of each of the foster parents. Included in this number will be other children that may not have formally joined the family but resided in the home as though they were family members.
- (11) Ordinal Position in Family of Origin is the ordinal position that each of the foster parents occupied in their nuclear family.
- (12) Education is the uppermost level of education attained by each of the foster parents at the time that the family was being studied. Not included was any training that the foster parents were undergoing at the time of the study.
- (13) Employment is the type of occupation being occupied by each of the foster parents at the time of study. There is no differentiation between full-time and part-time status.
- (14) Religion is the type of religious denomination of the foster family as a whole at the time of the study. Further details of religious activity is detailed in (a) Church Attendance - the frequency of attendance to the place of worship and (b) Church Participation - participation of the applicants in other church activities.

- (15) Discipline is divided up into two areas of detail: the first is the identity of the primary disciplinarian within the family and the second is the disciplinary style or tactic advocated by each of the foster parents.
- (16) Ethnicity is the ethnic origin of each of the families of origin of each foster parent.
- (17) Marital Status will indicate the relationship of foster parents to one another. Any two-parent combination will be viewed in the same way, differentiating it from a single-parent family.
- (18) Natural Children of Foster Parents indicates the number of natural children in the foster family. Children may or may not be living at home at the time of the study. Ages of each of the children will be included when available.
- (19) Category of Foster Home indicates whether the foster home in question is determined as abusive or exceptional.

F. ANALYSIS

The statistical analysis primarily focuses on factors identified in the afore-mentioned section. An analysis of the exceptional foster home criteria as it was identified by the foster home co-ordinators is also included.

The preliminary analysis takes the following form:

- (1) descriptive statistics through univariate analysis of each of the variables. This includes an analysis of frequencies using percentages; measures of central tendency, measures of dispersion and variation.

The principle analysis includes the following statistics:

- (2) tests of association between the category of the foster home (for example, abusive versus exceptional) as the dependent variable and other factors as independent variables. Included in this analysis is an examination of cross tabs, chi square and the associated Pearson's r statistic. The statistics of Yates' Correctional Coefficient and Fisher's Exact Test are also used with 2 X 2

tables when appropriate. (3) tests of differences between the dependent variables by examining the cross-tabs and application of the T-test where appropriate.

Although, the writer planned to maintain the data in its purest form throughout the analysis, the amount of incomplete data within the foster home studies required the writer to collapse the data into fewer categories of broader, less specific values (see Appendix D for the breakdown of the variables). As such, the vast majority of the principle analysis is completed on 2 X 2 tables.

Further, two constructs were created within the analysis in which variables that were thought to be logically correlated were combined for examination. The constructs that were compiled are as follows:

(a) Construct A: In order to further examine religiosity, the variables of church attendance and organizational participation were combined. The values for each of the variables were weighted in such a way that they ranked from "weak" religiosity (little or no church attendance and little or no organizational participation) to "strong" religious orientation (regular and frequent church attendance and major roles being taken in church organizations).

(b) Construct B: This construct was created in order to further examine the relationship between the primary disciplinarian in the home and parental role divisions. Like the aforementioned construct, this construct too ranked the foster parents: "traditional" at one extreme (traditional foster families observing traditional parenting styles with only one parent - the foster father - as disciplinarian) to "contemporary" at the other (contemporary foster parents observed shared parenting and disciplinary roles).

The analysis of the constructs was also broken down into 2 X 2 tables.

G. LIMITATIONS

This study is highly exploratory in nature and seeks to critically examine the utility of the foster home study in decision-making processes, an area in which there has been little examination.

Although the limitations of the design, the subject of study, the study sample, and the analysis are discussed in each of the sections above, a brief summary of the limitations is listed as follows:

(1) The main limitation of the nonequivalent comparison group design is the lack of random assignment into each of the experimental and comparison groups from the pool of subjects. This design lacks the rigor of a true experimental design although it is an improvement over no comparison group at all.

(2) The lack of available foster home studies that were completed within the initially specified time space leaves some inconsistency within the range of subjects, although it appears that the foster home study guidelines that this study was based upon contained many of the same components as guidelines in use at an earlier time period. As earlier stated, most social service or medical records are sadly lacking in completeness.

As the foster home studies were completed by a series of individuals (not all of whose qualifications were known to this writer), the reliability of the studies is compromised. There is no mechanism available to this writer within the time limit of this study in which the overall reliability and validity of the home studies could be measured.

(3) The study sample, as mentioned in point one above, may lack the representativeness of the foster home studies as a whole, such that the generalizability of the findings may be compromised. The manner in which the foster home co-ordinators selected the studies for this project may reflect their own individual biases.

(4) The shortage of available data within the foster home studies left the analysis as fairly non-specific due to the need to collapse variables into broader categories.

CHAPTER THREE: FINDINGS AND DISCUSSION

A. INTRODUCTION

The previous chapters have presented a review of the literature pertaining to (a) characteristics of foster families; (b) characteristics of foster care providers related to the success and/or failure of foster home placements; and (c) characteristics of foster care providers related to the abuse, either confirmed or suspected, of children in foster care. The variables indicated in the previous chapter may act to give direction regarding factors that may be determinants of potentially abusive or exceptional foster homes. The information that is provided in foster home studies includes at least some of these factors.

The findings of the statistical analysis will be reviewed in the following order:

1. The scoring of the exceptional foster home criteria as completed by the foster home co-ordinators will be discussed;
2. The sample will be described according to the framework in the previous chapter. Each of the variables will be described as they appear in the primary analysis; and,
3. The relationships between selected variables and foster home status will be discussed.

Differences between the two groups of foster homes will be discussed as the data lends itself.

B. PRIMARY ANALYSIS: (1) SCORING OF EXCEPTIONAL FOSTER HOME CRITERIA

As the criteria for identifying exceptional foster homes is examined, it becomes evident that the expectations of the foster care providers by the agency personnel are very high. The foster care providers, it appears, are expected to excel in every area of individual, couple, family, and parental life.

The sample size of the responses on the Criteria Ranking Forms was small ($n=6$) and, as such, only univariate analyses of the frequencies for each of the questions was completed. The range of responses in the Likert-type scale went from 1 (least important) to 5 (most important). In the analyses, most of the factors were ranked as at least "important" (the value of "3") except for the responses to criteria 10, 20, and 29. Those factors were:

- 10. Take time for selves/self-care
- 20. Have a good natural support system and do not need to rely solely on agency or staff.
- 29. Parents that have sufficient income that they are not under financial stress.

The corresponding results are as follows:

Question 10		Question 20		Question 29	
Value	Frequency	Value	Frequency	Value	Frequency
Not Very Imp.	1	Not Very Imp.	1	Not Very Imp.	2
Very Important	2	Very Important	3	Important	3
Most Important	3	Most Important	2	Very Important	1

Even in a group of respondents with as few as six coordinators, there is no agreement on the aforementioned factors which are of some significance.

The areas of disagreement between the coordinators are of interest. One might assume that if the philosophic positions of the coordinators prevail in the delivery of services of an agency, that

certain agencies will (a) be less likely to license families with a lower socioeconomic status; (b) offer less agency support services to foster families and (c) allow for less respite for foster parents. If these hypotheses were found to be correct, the results of the further analyses of the foster home studies may be influenced by the differences in operation of the departments of the various agencies, and the biases of the co-ordinators.

The reader is referred to Appendix Three for a more detailed analysis of each of the factors addressed in the questionnaire.

As each of the foster care coordinators were not interviewed around the results, the aforementioned comment should be considered only as a hypothesis that may be examined in future studies.

C. PRIMARY ANALYSIS: (2) SCORING OF FOSTER HOME STUDIES

All of the variables were either nominal or ordinal in nature except for the following: age of foster parents, number of children in the family of origin of the foster parents, natural children of foster parents (and their respective ages). The dependent variable (exceptional foster home or abusive foster home) is dichotomous.

1. AGENCY

As earlier stated, this variable represented which of the six Winnipeg Child & Family Services agencies was responsible for the foster home in question (see Appendix E for map of geographic division). Although the agencies were re-centralized during the time that this study was being completed and was divided into geographic regions that differed from the initial separation between the areas, this writer will continue to make reference to the earlier distribution as the data had been collected from the agencies at that time.

Of the sample of 105 foster home studies, the exceptional foster homes are evenly distributed between the six agencies, each providing 10 studies. The remaining 45 home studies, identified as

abusive, are provided by five of the six agencies. One agency was only able to provide five studies as opposed to the requested ten.

As such the two cohorts consisted of the following numerical values: exceptional foster home studies comprised of 60 or 57.1% of the sample and abusive foster home studies comprised of 45 or 42.9% of the sample.

2. MOTIVES

a. Personal:

The sample with regard to this variable consists of 57 home studies. This variable has 45.7% of the total sample with no indication of a personal motivation to foster. This, however, does not suggest that no motivation was expressed at all. The vast majority (94.7%) of those home studies with an expressed personal motivation to foster, were expressing weak or moderate types. Only 5.3% of the sample expressed a strong personal motivation to foster.

b. Social:

Like the aforementioned variable, a high percentage of the total sample of home studies (35.2%) had no indication of a social motivation to foster, leaving a sample size of 68 cases. Of the remaining sample, 97.1% had indications of either a weak or moderate social motivation to foster.

c. Religious:

This variable has the fewest responses: of the 105 studies, only 7 home studies (6.7%) have any indicator of a religious motivation to foster.

As a group, the sample suggested that most foster families are personally or socially motivated to foster. Some home studies suggest that more than one type of motivation to foster was expressed although religious reasons were not highly expressed, in general. The overall proportion of the sample with no information within any of the categories was high, exclusive of the 25 cases in which there was no indicator of a motivation to foster at all.

It was also often difficult to decipher the information within the foster home studies in order to discriminate which type of motivation might be expressed by the foster parents.

3. PARENTAL ROLES

The sample of this analysis consisted of 86 home studies. Twenty-five point six percent of the sample consists of single parents in which the individual is responsible for carrying out all roles of parenting.

Seventy-four point four percent of the sample is comprised of two-parent households. The number of home studies that indicate either traditional and contemporary parenting roles is fairly similar, representing 27.9% and 31.4%, respectively. A lesser proportion, 15.1%, is comprised of families in which there is some role division along gender lines although both individuals also shared the breadwinner role in the family.

No information regarding parental roles existed in almost one-fifth (18.1%) of the sample.

4. ABUSE HISTORIES OF FOSTER PARENTS

a. Degree of Abuse:

The sample regarding childhood abuse history of the foster parents consists of 94 home studies. There is little clarity regarding the definition of "abuse" as it is interpreted by the assessors of the foster homes and, at times, this writer was forced to determine an experience as abusive or non-abusive based on the description of the experiences as recorded in the foster home study. This writer did not differentiate between the degree of abuse experienced by each of the foster parents and scored the degree of abuse as the highest degree experienced by the foster parents as a couple. Almost one-half of the home studies, 45.7%, had indicated no abuse experiences in their childhood. Of the home studies that acknowledged some form of childhood abuse, the distribution revealed close group sizes between weak and strong levels of

abuse (16% and 14.9%, respectively) with a more elevated value for moderate abuse histories (23.4%).

b. Details of Childhood Abuse for Each Foster Parent:

Although the sample regarding the degree of childhood abuse consisted of 94 home studies, the sample sizes regarding the details of abuse experiences for each foster parent drop dramatically: the sample of the foster mothers consists of 42 home studies and the sample of the foster fathers consists of only 21 home studies. This writer scored each of foster mother and foster father samples on details regarding (1) neglect, (2) emotional abuse, (3) physical abuse, (4) sexual abuse, or (5) a combination of 2 or more types of abuses (emotional, physical, and sexual).

The sample of foster mothers is comprised of mostly physical abuse details, 69% of the 42 home studies recorded the foster mothers addressing this experience. The home study sample of the 21 foster fathers also most frequently gives details regarding physical abuse experiences (76.2%).

The small sample sizes regarding the abuse details suggests that assessors of the foster homes do not further explore the foster parents' experiences in order to learn about their perspectives regarding abuse. Further, the small sample size regarding foster fathers' childhood abuse experiences suggests that foster fathers are not included in the assessment process to as great a degree as are foster mothers. Should this, in fact, be the case, one might query whether or not the bias on behalf of the agencies is that the ultimate foster care responsibility lies with the foster mother, the foster father playing less or no significant role in the care of foster children. The prevalence of physical abuse in the histories of the foster parents may suggest that the assessors chose to more readily discuss physical rather than sexual abuses with the foster parents but may also suggest that physical abuse is more prevalent than other types of abuses.

5. FOSTER HOME TYPE

The sample of this analysis includes 102 home studies. The majority of foster home studies were completed on families seeking to obtain a general foster home license (81.4%). Almost 19% of the home studies were completed on families that sought to foster a specific child at the outset of the home study process. It is unknown as to whether or not these foster homes were used for other placements upon the conclusion of the child-specific placement.

6. AGE OF FOSTER PARENTS

This variable is divided into two groups: ages of foster mothers and ages of foster fathers.

As a group the age of foster mothers is unavailable (not included in the study information or undecipherable due to a lack of other information) in 41% of the total sample of home studies, leaving the sample with 62 subjects. The mean age of this group is 36.1 years with a range of 34.0 years (maximum age 56.0 years and minimum age 22.0 years). The standard deviation was 7.5 years. The mean value of this group is within range of the average age of the study groups described in the review of the literature in Chapter One.

Information is unavailable for the ages of the foster fathers for 48.6% of the total sample of home studies, leaving the sample with 54 subjects. The mean age of this group is 39.6 years with a range of 44.0 years (maximum = 66.0 years and minimum = 22.0 years) and a standard deviation of 9.9 years. Like the sample of foster mothers, the mean value of this group is also within range of the groups in the literature review.

7. RESIDENCE

Information regarding this category is available in 95 home studies, which is rather high in light of the lack of information for other variables. The availability of this information suggests that the housing arrangements of the prospective foster family is of relative importance to the decision-makers and that because of the tangible nature of this variable, it was more easily collected. Most

of the foster home studies included in this study have a fair degree of detail regarding the housing and other associated areas such as community resources, housekeeping standards, furnishings, and necessary home repairs.

Of this sample, the majority (58.9%) owned their own homes. The remainder consists of families either renting homes (23.2%) or renting apartments (17.9%). When considering both the rental of homes and the ownership of homes as a single category, 72.1% of the informants are residing in a single detached dwelling. Once again, the result may be an indicator of the bias of the agencies towards licensing families with homes. This bias may then lead to agencies possibly missing a large population of potential foster care providers based on their economic status. This finding supports the aforementioned hypothesis (which was also posed in the analysis of the exceptional foster home criteria).

8. NUMBER OF CHILDREN IN THE FAMILY OF ORIGIN OF THE FOSTER PARENTS

As in the ages of the foster parents, this variable is divided into a category for foster mothers and a category for foster fathers.

Information is available in 84 of the home studies for the foster mothers. The mean number of children in the foster mothers' families of origin is 4.7 children with a range of 9.0 and a standard deviation of 2.3.

Information is available in 73 home studies for the foster fathers. The mean number of children in their families of origin was 5.5 with a range of 14 and a standard deviation of 3.2.

It should also be noted that in spite of the evidence which suggests that the assessors of the foster homes explored the foster parents' families of origin to a greater degree than other factors, there was little information within the home studies which would suggest that the significant features of family of origin size were explored.

As was hypothesized in the review of the literature, it appears that foster parents as a group derive from fairly large families of origin and have, in their own life experiences, been exposed to

environments in which certain family structures and methods of functioning prevail, for example, necessary sharing of personal spaces such as bedrooms and sharing of parental attention.

9. ORDINAL POSITION OF EACH FOSTER PARENT IN THEIR FAMILY OF ORIGIN

In association with the aforementioned variable, data collection of this variable is divided into information for each of the foster parents.

With information available for 68 foster home studies, 47.1% of foster mothers advised that they are the oldest child in their families of origin, followed by 33.8% of the respondents being one of the middle children. Only 19.1% of the sample took their place as the youngest child within the family. As such, in total, 80.9% of the foster mothers are either the oldest child in their family of origin or have younger siblings, suggesting that they may have had at least some childcare experiences within their youth prior to leaving their family homes.

Information for the foster fathers was available in 59 home studies, the "middle" child status comprising almost one-half of the sample (49.2%). The foster fathers are the oldest within their families of origin in 27.1% of the samples. Like the foster mothers, the foster fathers that are either the oldest sibling or had younger siblings in a high proportion of the sample (76.3%).

This information is consistent, once again, with the literature that suggests that foster parents are more likely to be one of the older siblings or the oldest sibling within their family of origin.

The frequencies of these responses suggest that although the assessors of the prospective foster homes would ask an initial question regarding the applicants, subsequent questions arising out of the responses were not regularly asked and, as such, certain factors were not explored as fully as they could have been as in the case of the previous variable. Information that could be derived with further exploration includes childcare experiences and opinions regarding childcare responsibilities for older children in the household.

10. EDUCATION

Like each of the two previously discussed variables, this subject area is addressed separately for each of the foster parents.

Information is available for 85 home studies regarding foster mothers. Of this group, 35.3% indicated that the highest level of education completed is in the grade 10 to 12 range. The remaining categories are generally evenly distributed except for those foster parents possessing a professional or graduate school education (3.5% of the sample) although 21.2% of the group consists of individuals with some university education.

Somewhat less information is available regarding the group of foster fathers, the sample consisting of 69 home studies. Like the foster mothers, 37.7% of this sample has between grade 10 and 12 education. In this sample too, there is a scarcity of professional or graduate school educated foster fathers (5.8%) although more than one-quarter of the sample (26.1%) have at least some university education.

11. EMPLOYMENT

Of the foster mothers, almost one-half (47.5%) of the sample within 80 home studies are not employed outside of the home. Of those that are employed outside of the home, 16.2% (n=13) are employed in the service industry. These results suggest that the majority of the sample of foster mothers observe the traditional role of a stay-at-home homemaker.

Of a sample of 77 home studies, foster fathers are employed in labour or casual positions in 32.5%. Two other categories of employment (managerial/self-employed and technical/professional) comprised of 48.1% of the sample. The remaining employed foster fathers are thinly dispersed throughout the other categories, there was an indication that only 3.9% (n=3) are not employed outside of the home or are unemployed and seeking employment.

As such, regardless of the previously discussed responses of the foster parents regarding the division of parental role responsibilities, the findings regarding the variable of employment

suggests that the example of traditional role models is prevalent within this foster home sample. Once again, the agencies may hold an underlying bias towards traditional family types in their licensing of foster parents.

12. RELIGION

This category was measured by three separate factors that, in combination, will provide with a more detailed view of religious orientation of foster families.

Of the total sample of 105 studies, 25 have no information regarding any religious observation leaving a sample of 80 home studies.

The home studies indicate that the majority of the families participate in a lesser established evangelical-type faith (45.0%). If each of these denominations are to be considered individually, the number of categories would increase greatly with a thinner distribution.

Of the more traditional faiths, the Roman Catholic faith comprises the greatest proportion of the sample with 28.7%.

Church attendance is addressed in 70 of the 105 foster home studies. The majority of the sample attends either weekly or bi-weekly (44.3%) although a surprisingly high number of respondents indicate that they do not attend at all (37%). Only 2.9% of the sample attended greater than once per week, seemingly using their participation in the church as much as a social activity as a spiritual one.

When addressing church organizational activity, the number of home studies drops off drastically (n=38). Of the group, over one-half (52.6%) of the studies indicated no participation in church activity at all by the families. A little over one-third of the home studies (36.8%) indicated that they at least participate in organizations.

When one examines religious orientation in light of the expressed reason to foster, one is struck by the inconsistency of the number of home studies which indicate the church has a significant

function in the lives of the foster families yet do not indicate that religious orientation is a motivation to foster.

13. DISCIPLINE

Like the aforementioned variable, this variable is divided into two areas of detail that give a more accurate idea of the discipline that children may receive in foster care.

Of the sample of 105 foster home studies, the primary disciplinarian is either not specified or the factor is not discussed in 47 of the cases. Of the remaining 58 home studies, 29.1% indicate that both foster parents would act as disciplinarians. Twenty point four percent of the home studies indicate that the foster mother would be the primary disciplinarian and only 6.8% of the sample would have the foster father as disciplinarian.

As such, one might expect to see an over-representation of foster mothers as potentially abusive foster parents as they have been delegated or have assumed the role of primary disciplinarian more frequently than foster fathers. If one were to combine the proportions of foster parents in which the foster mothers are either the primary disciplinarian or one of two possible disciplinarians within the foster home, the foster mother may be the primary disciplinarian in almost 50% of the study sample (49.1%). This is at least somewhat contrary to the literature which suggests that the greater number of perpetrators is represented by foster fathers.

In the sample of home studies regarding foster mothers (n=51), 35.3% use grounding as the primary form of discipline. Almost one-fifth of the group of home studies (19.6%) suggests that some form of corporal discipline would be used by the foster mothers. Once again, the striking feature of these results is the amount of absent information ("not specified" or missing information making up 60% of the total sample of home studies.)

Discipline advocated by foster fathers as represented in the home studies has a similar distribution as the foster mothers except with a smaller sample size (n=44). In light of the

aforementioned findings regarding the foster mother as primary disciplinarian in more instances than the foster father, the smaller sample size of the foster fathers for this variable, is not surprising.

Almost 32% of the home studies regarding foster fathers indicates that grounding would be the disciplinary method of choice; 13.6% of the studies suggest that corporal discipline without an instrument could be used and one study indicated that corporal discipline with an instrument may be used (that particular foster home was licensed for child-specific use, however, the assessor of the home made it quite clear that this, among other factors, would not make this an appropriate general foster home).

As such, it appears that at least one in every five foster parents in this sample would advocate corporal disciplinary techniques within their repertoire of dealing with problematic behaviours of children. It should be noted that at least some of the agencies provide an orientation prior to completing home studies with prospective foster families. Within the orientation sessions is at least some discussion regarding appropriate or acceptable disciplinary measures and a clear message regarding the lack of acceptability of the use of corporal discipline. This information may impact on the information that prospective foster parents may offer to assessors.

14. ETHNICITY

Ethnic origin of foster parents is not viewed by the assessors of prospective foster homes as an overly significant factor to examine as is reflected by the number of foster home studies with this information: $n=42$ for foster mothers and $n=45$ for foster fathers.

Of these subgroups, those individuals of Western European persuasion are in the majority, the home studies indicating that 33.3% of the foster mothers in the sample have this value and 28.9% of the foster fathers being of this ethnic origin.

It is of interest regarding ethnicity and cultural orientation, that there is fairly little information within the foster home studies on these points, particularly if the agencies would like to make an effort at making culturally appropriate matches between children and their foster care providers.

15. MARITAL STATUS

Within this category, this writer made the distinction between one-parent and two-parent families. As such, any adult couple combination (i.e. married, common-law union, or an employee unit) are deemed to be equivalent to each other.

Information regarding this variable is absent in only 6 of the 105 home studies. The great majority of the sample are identified as a two-parent unit (76.5%), the remaining 20.6% (n=21) being single parents. The results indicated there may be an agency preference towards licensing two-parent families over single parents or a greater preference by two-parent families to foster or both.

16. NATURAL CHILDREN OF FOSTER PARENTS

This variable is divided into two portions: the number of natural children or children included as part of the proposed foster home and the ages of those children. Not all of the children considered to be part of the family are residing in the home at the time of the study.

Of the total study sample, no information is available in only 1 home study, thus resulting in an almost complete sample of 104 home studies. The mean number of children is 2 (mean=2.2; 26.9% of the sample with a standard deviation of 2). The range of responses go from a minimum of no children, to a maximum of 13.

Of note is that the frequency of the number of children drops off significantly after 3 children. Also of significance is the relatively high proportion of foster parents with no children (17.3%). One may assume that these individuals might be looking to fostering as an experience that might assist them in making decisions regarding family planning (a personal motivation). As such, one might hope that the assessors of prospective foster homes would further explore the motivations of childless couples to foster. As with other variables, this sample of home studies suggests that this was not happening.

With each number of child, the average ages are calculated. As such, the findings per child are as follows:

Ages of Natural Children of Foster Parents

Child	Number of Cases	Mean	Range	Standard Deviation
1	78	12.8	29.0	7.5
2	58	11.1	27.0	7.4
3	29	12.6	26.0	7.1
4	13	12.5	24.0	6.7
5	6	7.7	23.0	8.9
6	2	15.0	20.0	14.1
7	1	23.0	0.0	n/a
8	1	23.0	0.0	n/a
9	1	22.0	0.0	n/a
10	1	14.0	0.0	n/a
13	1	not calculated	not calculated	not calculated

The fairly high ages of the biological children of the foster parents suggest that the children may take an active role in the care of the foster children or as respite providers, yet it appears that there is very little information in the home studies regarding their involvement with the foster children, their responsibilities, or the delegation of authority to them by the foster parents. The higher ages of the children may also indicate that foster parents wish to care for younger children without having more children of their own. Once again, the area of motivations to foster appear to require greater exploration in order to better understand the needs of the foster families.

17. SUMMARY

The "typical foster home" within the study sample can be described in the following way.

The foster family consists of two parents who are in their mid- to late-30s with two children who are in their early adolescence.

They live in a house and are licensed as general foster homes.

The mother is the primary care provider of the children and is not employed outside of the home, although discipline of the children is shared between the foster parents and they advocate grounding as their primary disciplinary technique. The foster father is employed outside of the family home in a labouring occupation.

The foster parents have attained between a grade 10 and 12 level of education.

The foster parents came from large families of origin and have placed as the oldest or middle children. They experience no childhood abuses. The foster parents are of Western European decent. The foster family observes a newer Christian faith and attends church either weekly or bi-weekly. When the family decided to foster, they were motivated by weak or moderate personal or social reasons.

At an earlier time in the process of this study, it was hoped that the patterns in the univariate analysis would begin to bear out some of the patterns in the literature review and, as such, one would be able to recognize exceptional foster homes from abusive foster homes. As can be seen from the univariate analysis, this was not possible, at least in part because of the overall amount of missing or unavailable information. It is clear that in spite of the provision of foster home study guidelines to the assessors, the home studies were not completed consistently or with any great detail.

Further, it is not always clear from what background the assessors came from or what their perspectives might be. At least some of the assessors were Bachelor of Social Work students doing the home studies as part of their field placements. Others were line workers or foster care department social workers. Others were completed by a non-statutory agency on a contract basis to a statutory agency. It was also difficult to determine the qualifications of other assessors. These differences may account, at least in part, for the differences in which the studies were completed.

D. PRINCIPLE ANALYSIS:

The focus of the principle analysis is to examine the relationship between individual independent variables and the dependent variable (category of foster home) in accordance with the assumptions formulated from the literature review in Chapter One.

In essence, the first round of analysis without any data transformation resulted in very few relationships of significance. It should be noted that the author elected to exclude categories of "no information" or missing information from the analysis resulting in smaller samples. The reader is referred to Appendix D regarding the data transformation of the variables.

The chi square statistic is used in the analysis of relationships between variables. As most variables were nominal in nature, as is the dependent variable, there are no other statistics that would be appropriate in the analysis (Assist Program, 1988). Associated statistics include the Pearson's r and, from time to time, the Yates' Coefficient and the Fisher's Exact Test. The latter two statistics are used in the interpretation of 2 X 2 tables when the expected frequencies of the cells within the tables are less than five. They are not used conventionally as the "correction" yields such conservative results that significance would never be approached (Lutz, 1983, p.338).

When the independent variable is interval in nature, the writer also employs the T-test in order to examine differences between the two groups (Assist Program, 1988).

- (1) a. There will be a relationship between the social motivation to foster and category of foster home.
- b. There will be a relationship between the personal motivation to foster and category of foster home.

The review of the literature primarily suggests that abusive foster parents had more frequently expressed a personal motivation to foster than exceptional foster parents who would more frequently express a social motivation to foster [Hampson & Tavormina (1980), Province of Saskatchewan (1987), Baring-Gould, M., Essick, D., Kleinhauf, C., Miller, M. (1983), Dando & Minty (1987), Kraus (1971), Jones (1975)].

The independent variables included in this analysis are the personal, religious, and social motivations to foster. The univariate analysis of the religious motivation to foster revealed an extremely small sample ($n=5$). Therefore, a chi square analysis would prove to have dubious results and it was not attempted with this variable.

The data transformation of the variables social and personal motivations to foster results in a breakdown of 2 X 2 squares in which each level of motivation is analyzed against the other combined categories (for example, weak motivation against all others).

- a. As can be seen from Table 1(a) through to Table 1(c), a relationship of significance was produced in the analysis of a weak social motivation to foster: chi square (1, $n=68$) = 4.250, $p=.039$ although it was extremely weak in nature ($\lambda = .071$). Although the majority of the sample (58.8%) appeared in the exceptional foster home category, there is little difference between those abusive foster homes who express a weak social motivation to foster (52.8%) and those exceptional foster homes who expressed the same (47.2%). There was a greater difference, however, between the abusive foster homes and the exceptional foster homes in the expression of other levels of social motivation to foster, the abusive foster homes expressing only 28.1% and the exceptional foster homes expressing 71.9%.

There was a relationship approaching significance between the category of foster home and moderate motivation to foster: chi square (1, $n=68$) = 2.768, $p=.096$. However, there was no relationship between the category of foster home and the strong expression of social motivation: chi square (1, $n=68$) = .222, $p=.508$ (Fisher's Exact). As such, a relationship did exist between the social motivation to foster and the category of foster home.

Table 1.a Social Motivation to Foster - Weak By Category of Foster Home

Social Motivation to Foster	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Weak	19 52.8 67.9 27.9	17 47.2 42.5 25.0	36 52.9
	Other	9 28.1 32.1 13.2	23 71.9 57.5 33.8	32 47.1
	Column Total	28 41.2	40 58.8	68 100.0

Chi Square	Value	DF	Significance
Pearson	4.250	1	.039*

* Significant at .05 level

Table 1.b Social Motivation to Foster - Moderate By Category of Foster Home

Social Motivation to Foster	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Moderate	9 30.0 32.1 13.2	21 70.0 52.5 30.9	30 44.1
	Other	19 50.0 67.9 27.9	19 50.0 47.5 27.9	38 55.9
	Column Total	28 41.2	40 58.8	68 100.0

Chi Square	Value	DF	Significance
Pearson	2.768	1	.096

Table 1.c Social Motivation to Foster - Strong By Category of Foster Home

Social Motivation to Foster	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Strong		2 100.0 5.0 2.9	2 2.9
	Other	28 42.4 100.0 41.2	38 57.6 95.0 55.9	66 97.1
	Column Total	28 41.2	40 58.8	68 100.0

Chi Square	Value	DF	Significance
Yates' Correction	.222	1	.508 (Fisher's Exact)

Although there is no relationship of significance in the analysis of the moderate social motivation to foster, the majority of the exceptional foster families (70%) are in the moderate social motivation category. Those foster families in the "other" category are evenly distributed between the exceptional and abusive foster home categories.

It is important to note that it appears that only two families were felt to have strong social motivations to foster, both placing in the category of exceptional foster home.

In spite of the fewer foster home studies of abusive foster homes in this study, it appears that a greater percentage of home studies that indicated some social motivation of the foster families were in the category of "exceptional foster homes" (58.8%) than "abusive foster homes" (41.2%),

- b. The analysis between the three levels of personal motivation to foster and category of foster home revealed no relationships of significance as can be seen in Table 1(d) through Table 1(f):

Table 1.d Personal Motivation to Foster - Weak By Category of Foster Home

Personal Motivation to Foster	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Weak	20 52.6 74.1 35.1	18 47.4 60.0 31.6	38 66.7
	Other	7 36.8 25.9 12.3	12 63.2 40.0 21.1	19 33.3
	Column Total	27 47.4	30 52.6	57 100.0

Chi Square	Value	DF	Significance
Pearson	1.267	1	.260

Table 1.e Personal Motivation to Foster - Moderate By Category of Foster Home

Personal Motivation to Foster	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Moderate	7 43.8 25.9 12.3	9 56.3 30.0 15.8	16 28.1
	Other	20 48.8 74.1 35.1	21 51.2 70.0 36.8	41 71.9
	Column Total	27 47.4	30 52.6	57 100.0

Chi Square	Value	DF	Significance
Pearson	.117	1	.733

Table 1.f Personal Motivation to Foster - Strong By Category of Foster Home

Personal Motivation to Foster	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Strong		3 100.0 10.0 5.3	3 5.3
	Other	27 50.0 100.0 47.4	27 50.0 90.0 47.4	54 94.7
	Column Total	27 47.4	30 52.6	57 100.0

Chi Square	Value	DF	Significance
Yates' Correction	1.197	1	.239 (Fisher's Exact)

weak: chi square (1, $n=57$) = 1.267, $p=.260$

moderate: chi square (1, $n=57$) = .117, $p=.733$

strong: chi square (1, $n=57$) = 1.197, $p=.239$ (Fisher's exact)

As such, the hypothesis was not supported.

In each of the three tables 1(d) through 1(f), the number of subjects in each of the categories from weak personal motivation to foster to strong personal motivation to foster decreases, resulting in only 5.3% of the sample in the last category (although these families are in the category of exceptional foster homes).

Although both home studies completed for the exceptional and abusive foster homes included some statements of personal motivation to foster, the proportions between the two categories were more evenly distributed than with the social motivations to foster: abusive foster homes consisted of 47.4% of the sample and exceptional foster homes, 52.6%. If one were to exclude the "strong personal motivation" responses from the other personal motivations, the result is an equal distribution between abusive and exceptional foster homes.

As such, there appears to be at least some inclination on behalf of agencies to license foster parents with a sense of social responsibility over those with personal interests but also to see those foster families who appear to be socially motivated as exceptional foster care providers.

It should be noted that a further examination of foster parents who expressed a religious motivation to foster should be taken before any further comment on the quality of that relationship may be made.

As earlier stated, the interpretation of the type of motivation of the foster family as described in the home studies is often subject to personal discretion, clarity of opinion frequently being absent.

(2) There will be a relationship between the age of the foster parents and the category of foster home.

The literature indicated that there appeared to be mixed in terms of the findings regarding the ages of foster parents: certain authors stated that exceptional foster parents would be 39 years of age or younger [Dando & Minty (1987), Wiehe (1983), Berridge & Cleaver (1987), Bolton, F., Laner, R., & Gai, D. (1981)]; other authors found that exceptional foster care providers were 40 years of age or older [Lindholm & Touliatos (1978), Kraus (1971), Berridge & Cleaver (1987), Jones (1975), Dawson (1981)].

Each of the independent variables, ages of the foster mother and foster father, are collapsed into two categories: 39 years or less or 40 years and older (see Table 2(a) and Table 2(b)).

Both samples are smaller in size (n of foster mothers = 62; n of foster fathers = 54). With this in mind, there are no relationships of significance between the ages of either foster parent and the category of foster home. The chi square regarding the age of the foster mother ($1, n=62$) = 1.278, $p = .258$.

It is clear, however, in the case of the foster mothers that a greater number of the foster mothers are in the category of "39 years or less" (71% of the sample). As such, this may reflect, once again, a bias of the agencies to license and use younger foster parents as foster care providers. Reasons

for this may include (1) a higher anticipated energy level of younger foster parents or (2) a longer anticipated duration of care provision with younger foster parents.

Table 2.a Age of Foster Mother By Category of Foster Home

Age of Foster Mother	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	39 years or less	19 43.2 79.2 30.6	25 56.8 65.8 40.3	44 71.0
	40 years or more	5 27.8 20.8 8.1	13 72.2 34.2 21.0	18 29.0
	Column Total	24 38.7	38 61.3	62 100.0

Chi Square	Value	DF	Significance
Pearson	1.278	1	.258

Table 2.b Age of Foster Father By Category of Foster Home

Age of Foster Father	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	39 years or less	10 32.3 45.5 18.5	21 67.7 65.6 38.9	31 57.4
	40 years or more	12 52.2 54.5 22.2	11 47.8 34.4 20.4	23 42.6
	Column Total	22 40.7	32 59.3	54 100.0

Chi Square	Value	DF	Significance
Pearson	2.169	1	.141

The chi square regarding the age of the foster father ($1, n=54$) = 2.169, $p=.141$. Although there was no relationship of significance between the age group of the foster fathers and the dependent variable, here too a greater number of foster fathers fall into the category of "39 years or less" (57.4%).

As well, twice as many foster fathers in this age category are in the category of "exceptional foster homes" (67.7%) as in the category of "abusive foster homes" (32.3%). The distribution of the foster fathers in the age category of "40 years or more" is almost uniform: 52.2% were in the abusive foster home category and 47.8% were in the exceptional foster home category.

T-tests completed for the ages of each of the foster parents also showed no differences of significance between the ages of the two types of foster parents:

Age of Foster Mother:

Foster Home Type	n	Mean	SD	SE	F	2-Tail Prob.	Pooled Var. Est.		
							T	DF	2-Tail P.
Abusive Foster Home	17	35.64	7.67	1.86	1.49	.394	-.79	36	.436
Exceptional Foster Home	21	37.42	6.28	1.37					

Age of Foster Father:

Foster Home Type	n	Mean	SD	SE	F	2-Tail Prob.	Pooled Var. Est.		
							T	DF	2-Tail P.
Abusive Foster Home	17	40.05	11.57	2.80	1.68	.271	.66	36	.512
Exceptional Foster Home	21	37.85	8.93	1.95					

The lack of relationship between the variables can be explained by the absence of home studies from two agencies and the absence of information within the existing home study sample.

The hypothesis was not supported.

(3) There will be a relationship between socioeconomic status or type of employment of foster parents and the category of foster home.

Some of the literature suggests that abusive foster parents were more likely to be of middle socioeconomic status or have one parent employed in professional, technical, or managerial occupations than were exceptional foster homes [Wald, M.S., Carlsmith, J.M., Leiderman, P.H., French, R.D., & Smith, C. (1985); Baring-Gould, M., Essick, D., Kleinhauf, C., Miller, M. (1983); Bolton, F., Laner, R., & Gai, D. (1981)], whereas others suggested that foster families with a higher socioeconomic status would be better foster parents [Berridge & Cleaver (1983)]. Rowe (1976) found that socioeconomic status would not have a bearing on the quality of foster care.

The independent variables examined in this hypothesis are the employment status of the foster mother and father in each family which act as substitute variables for socioeconomic status.

Due to the frequencies and distribution of each of the two variables, it was necessary to collapse the data into fewer categories. Each variable was comprised of two categories, employed or not employed.

As is evident in Table 3(a), there is no relationship of significance between the category of the foster home and the employment status of the foster mother: chi square (1, $n=80$) = .865, $p=.352$. Although a greater proportion of employed foster mothers are in the category of "exceptional foster homes" (61.5%) than in the "abusive foster homes" category (38.5%), indicating some preference towards families with two incomes as exceptional foster families.

The chi square for employment status of the foster father is also insignificant [chi square (1, $n=77$) = .065, $p=.573$ (Fisher's Exact)]. The distribution of the sample, however, presents only 3 subjects (3.9%) in the category of not employed, the remaining 96.1% being in the category of employed (see Table 3(b)). Once again, a greater proportion of employed foster fathers are in the category of "exceptional" (58.1%) rather than "abusive" foster parents (41.9%).

Table 3.a Employment Status of Foster Mother By Category of Foster Home

Employment Status of Foster Mother	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Not Employed	20 48.8 57.1 25.0	21 51.2 46.7 26.3	41 51.3
	Employed	15 38.5 42.9 18.8	24 61.5 53.3 30.0	39 48.8
	Column Total	35 43.8	45 56.3	80 100.0

Chi Square	Value	DF	Significance
Pearson	.865	1	.352

Table 3.b Employment Status of Foster Father By Category of Foster Home

Employment Status of Foster Father	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Not Employed	2 66.7 6.1 2.6	1 33.3 2.3 1.3	3 3.9
	Employed	31 41.9 93.9 40.3	43 58.1 97.7 55.8	74 96.1
	Column Total	33 42.9	44 57.1	77 100.0

Chi Square	Value	DF	Significance
Yates' Correction	.065	1	.573 (Fisher's Exact)

As such, the hypothesis was not borne out using employment status as the indicator of socioeconomic status. It should also be noted that as one agency was unable to provide this writer with abusive foster home studies, this information, if it were accessible may have altered the

outcome of the findings (as that agency serves a community with a seemingly higher socioeconomic status than some of the other communities).

In order to further examine this relationship, it may be necessary to consider the use of an alternate indicator of a family's socioeconomic status such as income (this information is not available in the foster home study as it now stands).

(4) There will be a relationship between the level of education of the foster parents and the category of foster home.

The review of the literature suggests mixed findings regarding the level of education and the quality of foster care: Baring-Gould, M., Essick, D., Kleinhauf, C., Miller, M. (1983) found that abusive foster care providers will have higher levels of education where Dawson (1981) found that foster parents with lower levels of education would be poorer foster care providers.

After collapsing the data, each of the independent variables had three categories: educational status of the foster mother is divided into (a) grades 6 to 9, (b) grades 10 to 12, and (c) greater than grade 12; educational status of the foster father is divided into (a) up to grade 9, (b) grades 10 to 12, and (c) greater than grade 12.

The chi square of the educational status of the foster mother by category of foster parents reveals a relationship of significance [$\chi^2(2, n=85) = 7.023, p = .030$] with a lambda of .194. As such, a weak relationship exists between the educational status of the foster mother and category of foster home in which the exceptional foster homes see an increase in number with each level of education, whereas the abusive foster homes are fairly consistent in each level of education (see Table 4(a)).

There is a relationship between the educational level of the foster mother and the category of the foster home, however, the trend appears to be the reverse of the relationship in some of the literature.

The chi square of the educational status of the foster father by the category of the foster parent in Table 4(b) shows that there is no relationship of significance [chi square (2, $n=69$) = 3.539, $p=.170$], although there is also an increase in the number in the category of exceptional foster home with each increasing level of education, like that of the educational level of foster mother.

Table 4.a Educational Status of the Foster Mother By Category of Foster Home

Educational Status of Foster Mother	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Grade 6 - 9	12 70.6 33.3 14.1	5 29.4 10.2 5.9	17 20.0
	Grade 10 - 12	10 33.3 27.8 11.8	20 66.7 40.8 23.5	30 35.3
	Complete Grade 12	14 36.8 38.9 16.5	24 63.2 49.0 28.2	38 44.7
	Column Total	36 42.4	49 57.6	85 100.0

Chi Square	Value	DF	Significance
Pearson	7.023	2	.030*

* Significant at .05 level

Table 4.b Educational Status of the Foster Father By Category of Foster Home

Educational Status of Foster Father	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Grade 6 - 9	9 60.0 33.3 13.0	6 40.0 14.3 8.7	15 21.7
	Grade 10 - 12	9 34.6 33.3 13.0	17 65.4 40.5 24.6	26 37.7
	Complete Grade 12	9 32.1 33.3 13.0	19 67.9 45.2 27.5	28 40.6
	Column Total	27 39.1	42 60.9	69 100.0

Chi Square	Value	DF	Significance
Pearson	3.539	2	.170

The possible explanations for the relationship that did exist between the educational level of foster mother and category of foster home are many and may include a reflection of bias, once again, on behalf of the agencies as stated in the discussion regarding the primary analysis of the factor of education. However, it is possible that the level of education completed by the foster parents is, in fact, a reflection of the level of stability that they experienced in their lives with their families of origin: those individuals completing a higher level of education coming from more stable (emotionally and economically) families of origin.

(5) There will be a relationship between the ages of the natural children of the foster parents and the category of foster parents.

The literature suggests that abusive foster parents will be more likely to have preschool-age children than would exceptional foster parents [Cautley & Aldridge (1975), Berridge & Cleaver (1987)].

Upon completing the initial analysis, the ages of the children are divided into 3 categories: preschool children (5 years of age or younger), schoolage children (greater than 5 years of age and younger than 18 years), and adult children (18 years or older).

Each category of children is analyzed against the combined other categories as a dichotomous variable (see Tables 5(a) through to 5(c)).

There are no relationships of significance for any of the categories of children:

Preschool: chi square (1, $n=79$) = .737, $p=.390$

Schoolage: chi square (1, $n=79$) = .039, $p=.841$

Adult: chi square (1, $n=71$) = .514, $p=.455$ (Fisher's Exact)

Table 5.a Children of Foster Parents - Preschool By Category of Foster Home

Children of Foster Parents	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Preschool	14 37.8 40.0 17.7	23 62.2 52.3 29.1	37 46.8
	Other	22 50.0 60.0 26.6	21 50.0 47.7 26.6	42 53.2
	Column Total	35 44.3	44 55.7	79 100.0

Chi Square	Value	DF	Significance
Yate's Correction	.738	1	.390

Table 5.b Children of Foster Parents - Schoolage By Category of Foster Home

Children of Foster Parents	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Schoolage	16 47.1 45.7 20.3	18 52.9 40.9 22.8	34 43.0
	Other	19 42.2 54.3 24.1	26 57.8 59.1 32.9	45 57.0
	Column Total	35 44.3	44 55.7	79 100.0

Chi Square	Value	DF	Significance
Yate's Correction	.040	1	.842

Table 5.c Children of Foster Parents - Adult By Category of Foster Home

Children of Foster Parents	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Adult	5 62.5 14.3 6.3	3 37.5 6.8 3.8	8 10.1
	Other	30 42.3 85.7 38.0	41 57.7 93.2 51.9	71 89.9
	Column Total	35 44.3	44 55.7	79 100.0

Chi Square	Value	DF	Significance
Yates' Correction	.515	1	.455 (Fisher's Exact)

Slightly less than one-half of the natural children of the foster parents (46.8%) are in the preschool-age category, suggesting that perhaps the primary motivation of the foster families may

be to satisfy a personal need (for example, to keep a preschool child company or to supplement family income, the mother remaining at home).

A greater proportion of preschool children of foster parents are in the category of exceptional foster homes (62.2%) than in the category of abusive foster homes (37.8%), indicating that the presence of preschool children may contribute to the success of a foster home, which appears contrary to the literature.

A further analysis examining the differences in the ages of the children between the two categories of foster parents was completed by performing T-tests on the ages of the oldest three children within the foster families. The sample size decreased so significantly for each child after the third that it was not logically possible to complete analysis on any other variables.

There were no differences of significance between the abusive foster homes and the exceptional foster homes:

Age of the Oldest Child of the Foster Parents:

Variable	n	Mean	SD	F	2-Tail Prob.	Pooled Var. Est.		
						T	DF	2-Tail P.
Abusive Foster Home	18	18.833	6.715	1.01	.933	.24	26	.813
Exceptional Foster Home	10	18.200	6.763					

Age of the Second Oldest Child of the Foster Parents:

Variable	n	Mean	SD	F	2-Tail Prob.	Pooled Var. Est.		
						T	DF	2-Tail P.
Abusive Foster Home	18	16.111	6.738	1.04	.902	.04	26	.967
Exceptional Foster Home	10	16.000	6.864					

Age of the Third Oldest Child of the Foster Parents:

Variable	n	Mean	SD	F	2-Tail Prob.	Pooled Var. Est.		
						T	DF	2-Tail P.
Abusive Foster Home	18	12.722	7.744	1.41	.613	-.06	26	.952
Exceptional Foster Home	10	12.900	6.523					

The hypothesis, once again, was not supported.

(6) There will be a relationship between the foster father as primary disciplinarian and the category of foster home.

The literature suggests that the primary disciplinarian in exceptional foster homes is the foster mother [Hampson & Tavorina (1980)]; the relationship between the foster father as primary disciplinarian and the category of foster home is that the perpetrator will be most likely to be male (Bolton, Laner & Gai, 1981).

The breakdown of the independent variable, the primary disciplinarian of children is collapsed into three categories which are subsequently dichotomized against the other combined categories: the foster mother, the foster father, or both. Each sample is comprised of 58 subjects.

Although the results show no relationship of significance between the values of foster mother [chi square (1, $n=58$) = .387, $p=.533$] or both foster parents [chi square (1, $n=58$) = .607, $p=.435$], there is a relationship of some significance with the foster father as primary disciplinarian: chi square (1, $n=58$) = 2.926, $p=.048$ (Fisher's Exact) with a lambda value of .178 indicating a weak relationship.

The distribution of the table indicates that 87.9% of the sample was in the category of "other" with distribution within this category being quite close: 43.1% ($n=22$) being in the category of abusive foster home and 56.9% ($n=29$) in the category of exceptional foster home. Although the value of the foster father disciplinarians in abusive foster homes (85.7%) was greater than that of

foster father disciplinarians in exceptional foster homes (14.3%), it should be noted that the total numerical value of foster fathers as disciplinarians was only 7.

Table 6.a Foster Mother as Primary Disciplinarian By Category of Foster Home

Foster Mother as Primary Disciplinarian	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Foster Mother	9 42.9 32.1 15.5	12 57.1 40.0 20.7	21 36.2
	Other	19 51.4 67.9 32.8	18 48.6 60.0 31.0	37 63.8
	Column Total	28 48.3	30 51.7	58 100.0

Chi Square	Value	DF	Significance
Pearson	.387	1	.534

Table 6.b Foster Father as Primary Disciplinarian By Category of Foster Home

Foster Father as Primary Disciplinarian	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Foster Father	6 85.7 21.4 10.3	1 14.3 3.3 1.7	7 12.1
	Other	22 43.1 78.6 37.9	29 56.9 96.7 50.0	51 87.9
	Column Total	28 48.3	30 51.7	58 100.0

Chi Square	Value	DF	Significance
Yates' Correction	2.926	1	.048* (Fisher's Exact)

* Significant at .05 level

Table 6.c Both Foster Parents as Disciplinarian By Category of Foster Home

Both Foster Parents as Disciplinarian	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Both	13 43.3 46.4 22.4	17 56.7 56.7 29.3	30 51.7
	Other	15 53.6 53.6 25.9	13 46.4 43.3 22.4	28 48.3
	Column Total	28 48.3	30 51.7	58 100.0

Chi Square	Value	DF	Significance
Pearson	.608	1	.436

The distribution between the values for the variable of primary disciplinarian suggests a preference by the agencies towards both parents sharing the disciplinary role, over one half of this sample of home studies (51.7%) were in this category. Foster fathers as primary disciplinarians were least represented as primary disciplinarians (12.1%).

The results may indicate that the agencies hold that foster fathers as primary disciplinarians may follow the stereotype of being unduly harsh. As such, there may be not only a greater reluctance to support placement in these foster homes but also a bias towards allocating responsibility to the foster fathers in the occasion of abuse of the foster children.

The hypothesis was supported as was the literature, although the results should be accepted with caution due to the small number of home studies indicating the foster father as the primary disciplinarian.

(7) There will be a relationship between the disciplinary style of the foster parents and the category of foster home.

There is very little literature regarding the independent variable in this hypothesis. This writer found only one study in which it was noted that a group of foster mothers who were still active as foster parents chose to talk to or reason with a child in order to resolve the problem [Hampson & Tavormina (1980)]. Bavolek (1984), however, found that abusive foster parents were more apt to advocate the use of corporal punishment with children than abusive or non-abusive parents.

The independent variables included in this analysis are the disciplinary styles of the foster mother and foster father.

The disciplinary style of the foster mother is collapsed into the two categories of corporal and non-corporal disciplinary measures. No relationship of significance is found with this breakdown [chi square = (1, $n=42$) = .111, $p=.713$ (Fisher's Exact)] although, categorically, a greater percentage of those foster mothers in the category of exceptional foster parents advocate non-corporal discipline (62.5%) than do the foster mothers in the abusive foster homes (37.5%). Those subjects that did advocate corporal discipline were evenly split between the abusive and exceptional foster homes (50% and 50%). The vast majority of this sample of home studies included foster mothers who supported non-corporal disciplinary practices (76.2%).

The same categorical breakdown of the disciplinary style of the foster father also proved to have no significant relationship with the dependent variable [chi square (1, $n=32$) = .597, $p=.379$ (Fisher's Exact)]. However, 78.1% of the recorded responses of the foster fathers indicated that they advocate non-corporal punishment. Of these, 8 or 25% of the total sample are in the category of abusive foster home.

Table 7.a Foster Mother's Disciplinary Style By Category of Foster Home

Foster Mother's Disciplinary Style	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Non-Corp. Discipline	12 37.5 70.6 28.6	20 62.5 80.0 47.6	32 76.2
	Corp. Discipline	5 50.0 29.4 11.9	5 50.0 20.0 11.9	10 23.8
	Column Total	17 40.5	25 59.5	42 100.0

Chi Square	Value	DF	Significance
Yates' Correction	.111	1	.714 (Fisher's Exact)

Table 7.b Foster Father's Disciplinary Style By Category of Foster Home

Foster Father's Disciplinary Style	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Non-Corp. Discipline	8 32.0 66.7 25.0	17 68.0 85.0 53.1	25 78.1
	Corp. Discipline	4 57.1 33.3 12.5	3 42.9 15.0 9.4	7 21.9
	Column Total	12 37.5	20 62.5	32 100.0

Chi Square	Value	DF	Significance
Yates' Correction	.597	1	.379 (Fisher's Exact)

It should be repeated that information regarding disciplinary style was relatively unavailable in the foster home studies. It is known that some of the agencies provide an orientation to prospective foster parents before proceeding to study them at which time individuals are told

about acceptable and unacceptable disciplinary practices. If the foster candidate were aware of this and were most interested in fostering, it is possible that they would frame their responses in a way that would be seen positively by the agency (which may explain the findings within the category of abusive foster homes). As such, it is no surprise that the responses in the category of corporal discipline are as minimal as they are. Also, in general, corporal discipline has been demeaned to such a socially unacceptable status that, even if one were to be an advocate for this technique, it is highly unlikely that that person would speak openly about it.

Although foster parents will often follow the dictum of the agencies with regard to the elimination of the use of corporal punishment, it may be replaced with mental and emotional degradation of foster children. It was not within the capacity of this study to examine the relationship between a preference for non-corporal discipline and the emotional abuse of foster children.

(8) There will be a relationship between religious affiliation and category of foster home.

The literature suggests that religious involvement is a quality of foster families [Babcock (1965), Lindholm & Touliatos (1978)] although only one study noting that there is a negative correlation between high formal religious observation and success of placement [Cautley & Aldridge (1975)].

The degree of religious affiliation of the foster family is measured by three independent variables: denomination, attendance, and participation in religious organizations.

Due to the relatively thin distribution among denominations, this variable is collapsed into the two categories of "other Christian religions" and "all else". It should also be noted that within "other Christian religions", the distribution is quite diverse with a fair number of families participating in newer, independent faiths (see Table 8(a)). Slightly less than one-half of the sample (45%) observed "other christian faiths." The distribution between the four cells of table 8(a) is approaching uniformity with only a slight elevation in the proportion of foster home studies in the categories of "exceptional foster homes" and all other religions (32.5%).

There was no significant relationship between this variable and the dependent variable [chi square (1, $n=80$) = 1.703, $p=.192$].

Attendance is also collapsed into two values: attend or don't attend. Here, as well, there is no relationship between the variable and category of foster home [chi square (1, $n=70$) = .096, $p=.756$] (see Table 8(b)). Although a greater proportion of the sample (62.9%) indicated at least some church attendance. Those subjects in the category of "do attend" are equally distributed between the categories of abusive and exceptional foster homes.

Participation in organizations is also insignificant in correlation with predictor of foster home type [chi square (1, $n=38$) = 2.702, $p=.100$], although twice as many foster families that "do participate" in church organizations were in the category of "abusive foster homes" (66.7%) as in the "exceptional foster homes" category (33.3%). Further, twice as many foster families that do not participate in church organizations were in the category of "exceptional foster homes" (66.7%).

Table 8.a Other Christian Faiths Against Other Religions By Category of Foster Home

Other Christian Faiths Against Other Religions	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	All Else	18 40.9 47.4 22.5	26 59.1 61.9 32.5	44 55.0
	Other Christian	20 55.6 52.6 25.0	16 44.4 38.1 20.0	36 45.0
	Column Total	38 47.5	42 52.5	80 100.0

Chi Square	Value	DF	Significance
Pearson	1.703	1	.192

Table 8.b Church Attendance By Category of Foster Home

Church Attendance	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Do Not Attend	12 46.2 35.3 17.1	14 53.8 38.9 20.0	26 37.1
	Do Attend	22 50.0 64.7 31.4	22 50.0 61.1 31.4	44 62.9
	Column Total	34 48.6	36 51.4	70 100.0

Chi Square	Value	DF	Significance
Pearson	.097	1	.756

Table 8.c Organizational Participation By Category of Foster Home

Organizational Participation	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Do Not Participate	8 40.0 40.0 21.1	12 60.0 66.7 31.6	20 52.6
	Do Participate	12 66.7 60.0 31.6	6 33.3 33.3 15.8	18 47.4
	Column Total	20 52.6	18 47.4	38 100.0

Chi Square	Value	DF	Significance
Pearson	2.702	1	.100

In a further effort to gather a further understanding of the concept of religiosity, the variables of attendance and participation are combined to create a construct with one of 3 values - weak,

moderate, or strong. Each of these values is combined into a dichotomous variable of that value against the other two.

Although the weak and moderate constructs do not produce any relationships of significance (see Tables 8(d) and 8(e)), there is a relationship of significance between with regard to the strong construct, chi square (1, $n=32$) = 4.571, $p=.034$ with a lambda of .375 (see Table 8(f)). Although the relationship between this construct and the dependent variable is moderate, it is the strongest relationship between the variables that was recognized within this study. The variables contained within this construct, church attendance and church organization, are moderately correlated [chi square (1, $n=32$) = 6.890, $p=.003$ (Fisher's Exact)] with symmetric lambda equalling .300.

As one examines the table, it is evident that those foster families in the category or "strong" are two times as likely to be abusive foster parents as those with the other construct values.

Table 8.d Construct of Religious Orientation (Construct A) - Weak By Category of Foster Home

Construct of Religious Orientation	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Weak	2 33.3 12.5 6.3	4 66.7 25.0 12.5	6 18.8
	Other	14 53.8 87.5 43.8	12 46.2 75.0 37.5	26 81.3
	Column Total	16 50.0	16 50.0	32 100.0

Chi Square	Value	DF	Significance
Yates' Correction	.205	1	.654 (Fisher's Exact)

Table 8.e Construct of Religious Orientation - Moderate By Category of Foster Home

Construct of Religious Orientation	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Moderate	2 25.0 12.5 6.3	6 75.0 37.5 18.8	8 25.0
	Other	14 58.3 87.5 43.8	10 41.7 62.5 31.3	24 75.0
	Column Total	16 50.0	16 50.0	32 100.0

Chi Square	Value	DF	Significance
Yates' Correction	1.500	1	.220 (Fisher's Exact)

Table 8.f Construct of Religious Orientation - Strong By Category of Foster Home

Construct of Religious Orientation	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Strong	12 66.7 75.0 37.5	6 33.3 37.5 18.8	18 56.3
	Other	4 28.6 25.0 12.5	10 71.4 62.5 31.3	14 43.8
	Column Total	16 50.0	16 50.0	32 100.0

Chi Square	Value	DF	Significance
Pearson	4.571	1	.034*

* Significant at .05 level

With regard to the methods of recording used in the foster home studies, it is difficult to determine whether or not foster parents are indicating a strong observation of their faith or

distortion of religious concepts and a fair degree of rigidity. If the latter holds true, then the stringent beliefs that prevail amongst some foster parents could cause them to use their religious orientations as methods of justifying unduly harsh or abusive modes of discipline. The findings of this construct certainly do suggest this a possibility.

(9) There will be no significant relationship between marital status and the category of foster home.

The literature suggests that marital status (one-parent versus two-parent family) does not appear to be clearly indicative of the quality of the foster home [Bolton (1981), Cavara & Ogren (1983), Dawson (1987), Ryan, P., McFadden, E., & Wiencek, P. (1987)].

The independent variable of marital status consists of two categories: single- or two-parent families, the latter of which includes couples that are married, living in a common-law union, or employees in a two-person unit.

As can be seen in Table 9, the hypothesis is supported as there is no relationship of significance between marital status and category of foster home [chi square (1, $n=99$) = 2.038, $p=.153$]. However, as earlier stated, the majority of the foster home studies includes two-person parenting units (78.8%). Although there is no relationship between the marital status of the foster parents and the category of foster home, the most distinct difference in this analysis is in the category of "exceptional foster homes." Although over one-half (57.1%) of single-parent families are in the category of "abusive foster homes," one must consider that the total number of single-parent families was only 21. A more valid analysis of single-parent foster families and the category of foster homes would require a larger single-parent sample.

Table 9.a Marital Status of Foster Parents By Category of Foster Home

Marital Status of Foster Parents	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Single	12 57.1 27.9 12.1	9 42.9 16.1 9.1	21 21.2
	Married, Employees, Common-Law	31 39.7 72.1 31.3	47 60.3 83.9 47.5	78 78.8
	Column Total	43 43.4	56 56.6	99 100.0

Chi Square	Value	DF	Significance
Pearson	2.039	1	.153

The variability between populations within the study samples may have an impact on the inconclusive nature of this variable. Further, as this writer did not distinguish between the types of abuses that foster children may have received in the foster homes within this study, it is possible that the findings regarding this variable may be different if this was applied in the analysis.

(10) There will be a relationship between the parental roles of foster parents and the category of foster home.

The literature appears to be, once again, mixed regarding this variable and the quality of foster care. Some authors found that poor quality or abusive foster homes will observe more traditional role differentiation between the foster parents than will exceptional foster parents [Hampson & Tavormina (1980), Dawson (1987)]. Bolton and his associates (1981) found that there was a correlation between foster mothers that observed traditional roles and good quality foster care whereas Cautley & Aldridge (1975) found that there was a relationship between foster fathers that were involved in the care of children and good quality foster care. Kraus (1971) found that employment status of foster mother did not make any difference in the quality of foster care.

This analysis is completed using two-parent families only with each category of parenting being weighted against the other categories in 2 X 2 tables. As such, the initial analysis is completed with 64 subjects.

The analysis reveals no relationships of significance between the variables as can be seen in Table 10(a) through to Table 10(c). The findings are as follows:

Weak Parental Roles: $\chi^2(1, n=64) = 2.560, p=.110$

Moderate Parental Roles: $\chi^2(1, n=64) = 1.088, p=.208$ (Fisher's Exact)

Strong Parental Roles: $\chi^2(1, n=64) = .209, p=.647$

It should be noted that the number of foster parents that indicated weak or strong parental role designations were each double ($n=24$ and $n=27$ subjects, respectively) that of the parents with moderate role designations ($n=13$), suggesting that as a group, the foster parents are either contemporary or traditional in their parenting attitudes.

Table 10.a Contemporary Parental Roles By Category of Foster Home

Parental Roles	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Contemporary	6 25.0 25.0 9.4	18 75.0 45.0 28.1	24 37.5
	Other	18 45.0 75.0 28.1	22 55.0 55.0 34.4	40 62.5
	Column Total	24 37.5	40 62.5	64 100.0

Chi Square	Value	DF	Significance
Pearson	2.560	1	.110

Table 10.b Moderate Parental Roles By Category of Foster Home

Parental Roles	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Moderate	7 53.8 29.2 10.9	6 46.2 15.0 9.4	13 20.3
	Other	17 33.3 70.8 26.6	34 66.7 85.0 53.1	51 79.7
	Column Total	24 37.5	40 62.5	64 100.0

Chi Square	Value	DF	Significance
Yates' Correction	1.088	1	.208 (Fisher's Exact)

Table 10.c Traditional Parental Roles By Category of Foster Home

Parental Roles	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Traditional	11 40.7 45.8 17.2	16 59.3 40.0 25.0	27 42.2
	Other	13 35.1 54.2 20.3	24 64.9 60.0 37.5	37 57.8
	Column Total	24 37.5	40 62.5	64 100.0

Chi Square	Value	DF	Significance
Pearson	.209	1	.647

Once again, although there were no significant relationships between the variables, at least some relationship patterns warrant discussion. For example, those foster parents in the category

of contemporary parental roles are three times as likely to be designated by the agencies as "exceptional foster homes" as "abusive foster homes." Very clearly, agency bias appears to suggest that contemporary parenting roles are an essential criteria for exceptional foster homes (this may be indicated in criterion #5 in the questionnaire issued to the foster home co-ordinators regarding exceptional foster home criteria).

Foster homes observing moderate parenting roles are almost as likely to be in either category of foster home (abusive foster homes, 46.2% of the sample).

Although a greater proportion of foster home studies with a description of traditional parenting roles are in the category of "exceptional foster homes," the combined expression of the other two categories of parenting roles are almost twice as likely to be considered exceptional as abusive (64.9% in the category of "exceptional" and 35.1% in the category of "abusive").

It was not always clear within the foster home studies what sort of parenting role division exists between the foster parents and their adolescent children who may also carry a childcare role.

As earlier stated, a construct that relates the primary disciplinarian and the primary parenting figure was developed, in order to facilitate the understanding of how parental roles and disciplinary figures may interact with one another as indicators of the category of foster home. This construct has three categories of contemporary, moderate and traditional family styles. The logic behind the scoring is that contemporary patterns of shared parenting and disciplinary responsibility would be less likely to be abusive than traditional families with one parent as the primary disciplinarian.

The construct results in a sample size of 44 home studies.

As can be seen in Table 10(d) through Table 10(f), the construct categories of contemporary and moderate family styles does not have any relationships of significance, although, the category of traditional family type does: chi square (1, $n=44$) = 4.227, $p=.040$ with a lambda score of .250 indicating a weak to moderate relationship. The examination of the table indicates that a greater proportion of individuals with traditional orientations than the other orientations are in the category

of abusive foster parents (60.0% versus 40%). Further, over two-thirds of foster families within the category of "exceptional foster homes" are in the other two categories of family style (70.8%).

Although there is no relationship of significance in the analysis of contemporary family style, foster families in the category of contemporary family style are over two times as likely to be in the category of "exceptional foster homes" (68.4%) as they are in the "abusive foster homes" category (31.6%).

**Table 10.d Construct of Contemporary Foster Family Style (Construct B)
By Category of Foster Home**

Foster Families	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Contemporary	6 31.6 30.0 13.6	13 68.4 54.2 29.5	19 43.2
	Other	14 56.0 70.0 31.8	11 44.0 45.8 25.0	25 56.8
	Column Total	20 45.5	24 54.5	44 100.0

Chi Square	Value	DF	Significance
Pearson	2.597	1	.107

Table 10.e Construct of Moderate Foster Family Style (Construct B) By Category of Foster Home

Foster Families	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Moderate	2 33.3 10.0 4.5	4 66.7 16.7 9.1	6 13.6
	Other	18 47.4 90.0 40.9	20 52.6 83.3 45.5	38 86.4
	Column Total	20 45.5	24 54.5	44 100.0

Chi Square	Value	DF	Significance
Yates' Correction	.040	1	.673 (Fisher's Exact)

Table 10.f Construct of Traditional Foster Family Style (Construct B) By Category of Foster Home

Foster Families	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Traditional	12 63.2 60.0 27.3	7 36.8 29.2 15.9	19 43.2
	Other	8 32.0 40.0 18.2	17 68.0 70.8 38.6	25 56.8
	Column Total	20 45.5	24 54.5	44 100.0

Chi Square	Value	DF	Significance
Pearson	4.227	1	.040*

* Significant at .05 level

As in the construct discussed earlier in this document, although this relationship appears to be weak, it is significantly stronger than the bi-variate analyses of individual variables. The chi square

analysis of the two variables involved in this construct (parental roles and primary disciplinarian) is as follows: chi square ($4, \underline{n}=41$) = 10.420, $\underline{p}=.034$ with a lambda of .180, however, two-thirds of the cells have less than 5 responses.

Although the construct and the result of this analysis may lack clarity of meaning, it does indicate (as do some of the other analyses) that a predisposed bias of the agencies may exist as they consider which foster families may fall within the category of "exceptional foster homes."

(11) (a) There will be a relationship between the size of the family of origin of the foster parents and category of foster home.

(b) There will be a relationship between the ordinal position of the foster parents in their families of origin and category of foster home.

The review of the literature suggests that exceptional foster parents would be more likely to have been raised in a family with a large number of children and would have taken their place as an older sibling in ordinal progression [Babcock (1965), Petersen & Pierce (1974), Cautley & Aldridge (1975)].

This analysis includes the independent variables of number of children in the family of origin of each foster parent and the foster parent's ordinal position within their family of origin.

(a) A chi square analysis is completed for the number of children in the family of origin for both foster parents after the variable is collapsed into three categories: up to three children, four to six children, and seven children or more. The result of this analysis for the foster mother proves to have no relationship of significance: chi square ($2, \underline{n}=76$) = 1.267, $\underline{p}=.531$. It does appear, however, that foster mothers who come from smaller families of origin are more likely to be in the category of "exceptional foster homes" (70.0%) than in the category of "abusive foster homes" (30.0%). In every category of family of origin size, there are a greater proportion of subjects in the category of "exceptional foster homes" than "abusive foster homes."

There is a relationship of significance on this variable for the foster father with the following result: chi square (2, $n=63$) = 11.922, $p=.003$. The corresponding lambda of .166 revealed only a weak association between this variable and the dependent variable.

The distribution did not appear to show a definite trend regarding the number of foster children and the direction of the relationship, although the cell with the greatest number of subjects is that of foster fathers coming from families with 4 - 6 children as exceptional foster homes.

Table 11.a Number of Children in Foster Mother's Family of Origin By Category of Foster Home

Number of Children in Foster Mother's Family of Origin	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	1 - 3 Children	9 30.0 32.1 11.8	21 70.0 43.8 27.6	30 39.5
	4 - 6 Children	14 43.8 50.0 18.4	18 56.3 37.5 23.7	32 42.1
	7 or more Children	5 35.7 17.9 6.6	9 64.3 18.8 11.8	14 18.4
	Column Total	28 36.8	48 63.2	76 100.0

Chi Square	Value	DF	Significance
Pearson	1.267	2	.531

Table 11.b Number of Children in Foster Father's Family of Origin By Category of Foster Home

Number of Children in Foster Father's Family of Origin	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	1 - 3 Children	11 45.8 45.8 17.5	13 54.2 33.3 20.6	24 38.1
	4 - 6 Children	2 9.5 8.3 3.2	19 90.5 48.7 30.2	21 33.3
	7 or more Children	11 61.1 45.8 17.5	7 38.9 17.9 11.1	18 28.6
	Column Total	24 38.1	39 61.9	63 100.0

Chi Square	Value	DF	Significance
Pearson	11.922	2	.003**

** Significant at .005 level

Both T-test analyses for each of the foster parents showed that there were no significant differences between the number of children in the foster parent's family of origin and foster home type:

FOOFM Variable	n	Mean	SD	F	2-Tail Prob.	Pooled Var. Est.		
						T	DF	2-Tail P.
Abusive Foster Home	17	4.882	2.446	1.06	.884	.03	36	.975
Exceptional Foster Home	21	4.857	2.372					

FOOFF Variable	n	Mean	SD	F	2-Tail Prob.	Pooled Var. Est.		
						T	DF	2-Tail P.
Abusive Foster Home	17	6.470	3.859	1.29	.584	.93	36	.361
Exceptional Foster Home	21	5.381	3.398					

(b) The ordinal position of each foster parent contains three categories upon completion of the data transformation: oldest child, middle child, and youngest child.

The findings of the chi square analysis reveals opposite findings to the aforementioned analysis (see Table 11(c) and 11(d)). A significant relationship exists between the ordinal position of the foster mother and foster home type whereas there is no relationship of significance between the ordinal position of foster father and foster home type:

Chi square for foster mother ($2, \underline{n}=68$) = 9.736, $p=.008$ / Lambda = .185

Chi square for foster father ($2, \underline{n}=59$) = 1.675, $p=.433$

The relationship between the ordinal position of the foster mother and the category of foster home as depicted in Table 11(c), suggests that foster mothers who are the oldest or middle child in their family of origin, are more likely to be exceptional foster parents, which supports the literature. One can expect that females who were in either of the two aforementioned categories, were exposed to childcare and have childcare responsibilities in their youth, leaving them well-oriented to parenting children.

Table 11.c Ordinal Position of Foster Mother By Category of Foster Home

Ordinal Position of Foster Mother in Family of Origin	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Oldest	14 43.8 51.9 20.6	18 56.3 43.9 26.5	32 47.1
	Youngest	9 69.2 33.3 13.2	4 30.8 9.8 5.9	13 19.1
	Middle	4 17.4 14.8 5.9	19 82.6 46.3 27.9	23 33.8
	Column Total	27 39.7	41 60.3	68 100.0

Chi Square	Value	DF	Significance
Pearson	9.736	2	.008*

* Significant at .05 level

Table 11.d Ordinal Position of Foster Father By Category of Foster Home

Ordinal Position of Foster Father in Family of Origin	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Oldest	8 50.0 34.8 13.6	8 50.0 22.2 13.6	16 27.1
	Youngest	6 42.9 26.1 10.2	8 57.1 22.2 13.6	14 23.7
	Middle	9 31.0 39.1 15.3	20 69.0 55.6 33.9	29 49.2
	Column Total	23 39.0	36 61.0	59 100.0

Chi Square	Value	DF	Significance
Pearson	1.675	2	.433

Foster fathers who are the oldest child in their family of origin are equally as likely to appear in either category of foster home, although foster fathers who are the middle child are over twice as likely (69%) to be in the category of "exceptional foster homes" as "abusive foster homes" (31%). This may be due to gender specific role assignments to oldest male children in their families of origin, whereas male children who are middle children have had childcare roles and responsibilities with younger siblings. There is some verification of the hypotheses however, the significant factor for each foster parent is not the same as for the other.

(12) There will be a relationship between the childhood abuse experienced by the foster parents and the category of foster home.

The literature regarding the childhood abuse histories of the foster parents is scant [Dando & Minty (1987)]; the finding suggests that individuals with poor childhood experiences provide a higher quality of foster care.

This concept is examined by first evaluating the degree of abuse experienced by each of the foster parents in childhood and subsequently examining the type of abuse experienced.

Upon completing data transformation, the degree of abuse experienced is compiled into two categories: abuse in childhood or no abuse in childhood. To this end, there is no significant relationship between the experience of the foster parents and the category of foster home [chi square (1, $n=94$) = 1.425, $p = .233$]. Although a greater proportion of exceptional foster homes had foster parents with no abuse history (65.1%) than abusive foster homes (34.9%). However, there is almost an equal proportion of foster parents with abuse in their childhood (49.1%) that are exceptional foster parents as there are foster parents with no childhood abuse. This finding leans toward supporting the literature. It should be noted that this variable measured the highest degree of childhood abuse experienced by the foster parents as a collective unit. It did not evaluate the degree of abuse of each foster parent separately.

The type of childhood abuse is examined for each of the two foster parents separately but was also collapsed into two categories: physical abuse or any other type of abuse.

Neither independent variable produces any relationship of significance in association with the category of foster home.

Chi square of foster mother (1, $n=42$) = 1.462, $p = .227$

Chi square of foster father (1, $n=21$) = .000, $p = 1.000$ (Fisher's Exact)

Table 12.a Abuse History of Foster Parents By Category of Foster Home

Abuse History of Foster Parents	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	All	24 47.1 61.5 25.5	27 52.9 49.1 28.7	51 54.3
	None	15 34.9 38.5 16.0	28 65.1 50.9 29.8	43 45.7
	Column Total	39 41.5	55 58.5	94 100.0

Chi Square	Value	DF	Significance
Pearson	1.425	1	.233

Table 12.b Type of Childhood Abuse of Foster Mother By Category of Foster Home

Type of Childhood Abuse of Foster Mother	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	All Else	8 61.5 40.0 19.0	5 38.5 22.7 11.9	13 31.0
	Physical Abuse	12 41.4 60.0 28.6	17 58.6 77.3 40.5	29 69.0
	Column Total	20 47.6	22 52.4	42 100.0

Chi Square	Value	DF	Significance
Pearson	1.462	1	.227

Table 12.c Type of Childhood Abuse of Foster Father By Category of Foster Home

Type of Childhood Abuse of Foster Father	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	All Else	3 60.0 25.0 14.3	2 40.0 22.2 9.5	5 23.8
	Physical Abuse	9 56.3 75.0 42.9	7 43.8 77.8 33.3	16 76.2
	Column Total	12 57.1	9 42.9	21 100.0

Chi Square	Value	DF	Significance
Yates' Correction	.000	1	1.000 (Fisher's Exact)

For both foster mothers and foster fathers, those that experienced childhood physical abuse were over three times as likely to be in the category of "exceptional foster homes" as those that experienced all other types of abuses combined. However, foster fathers that experienced childhood physical abuse are also three times as likely to be in the category of "abusive foster homes" as those that experienced all other types of abuse.

At least one of the reasons for these results is the manner in which this subject area was examined by the assessors of the foster homes. As this is such a sensitive subject area and abuse is often a painful and shameful experience, it is not surprising that little information is available regarding this variable. Although many individuals do not feel that their childhood experiences are abusive, they may not report themselves as having been abused although they, in fact were. Further, the overrepresentation of physical abuses opposed to other abuses in the sample suggests that (a) physical abuse is the most predominant form of abuse that adults have experienced in childhood; or (b) that physical abuse is the easier of the childhood abuses to examine or speak about; or (c) both of the aforementioned explanations.

As such, the lack of relationship between the variables and type of foster home leave the hypothesis as unsupported.

13. There will not be a relationship between the housing arrangements of the foster families and the category of foster home.

The review of the literature regarding the type of residence of foster families [Audette (1961), Petersen & Pierce (1974), Lindholm & Touliatos (1978)] notes that foster families do not differ from the housing arrangements of the general population although none of the aforementioned authors examined the relationship between housing and quality of foster care.

The independent variable in this analysis is the type of residence that the foster family resides in. The variable includes, after data transformation, two types of residence: a home owned by the foster parents and any other type of dwelling.

A relationship of significance is found in which $\chi^2(1, n=95) = 5.847, p = .016$ although it is relatively weak in nature ($\Lambda = .166$). It does appear, from Table 13(a), that exceptional foster parents are most likely to reside in a home of their own (38.9% of the total sample) rather than any other type of housing (16.8%) whereas the abusive foster parents are almost evenly distributed between the two categories of housing (own home - 20.0% / other dwelling - 24.2%).

Table 13.a Housing of Foster Families By Category of Foster Home

Housing of Foster Families	Category of Foster Home			
	Count Row Pct Col Pct Tot Pct	Abusive Foster Homes	Exceptional Foster Homes	Row Total
	Home	19 33.9 45.2 20.0	37 66.1 69.8 38.9	56 58.9
	Other Dwelling	23 59.0 54.8 24.2	16 41.0 30.2 16.8	39 41.1
	Column Total	42 44.2	53 55.8	95 100.0

Chi Square	Value	DF	Significance
Pearson	5.847	1	.016*

* Significant at .05 level

As such, the aforementioned hypothesis was not supported.

It can be hypothesized that type of dwelling may be an indicator of other factors such as spacial arrangements, or financial situation (socioeconomic status), although these factors were not specifically addressed in the foster home study. If the latter is the case, it is interesting to note that the guidelines for foster home studies in the Winnipeg region include a discussion of housing but not of financial status.

In an attempt to further understand the nature of this relationship, a t-test is completed on the number of natural children in the foster family, the hypothesis being that type of residence may be an indicator of spacial arrangements in the home. The result, however, shows no differences in the relationship between the number of natural children in the foster home and foster home type:

Number of Natural Children of Foster Parents:

Type	n	Mean	SD	F	2-Tail Prob.	Pooled Var. Est.		
						T	DF	2-Tail P.
Abusive Foster Home	17	2.470	2.528	1.06	.924	-.18	36	.860
Exceptional Foster Home	21	2.619	2.598					

As such, it appears that residence as it was examined in this sample is not an indicator of the foster family's spacial arrangements.

E. SUMMARY:

The findings of the bi-variate analysis indicate that some individual independent variables do have significant relationships with the dependent variable (category of foster home): weak social motivation to foster, educational status of the foster mother, foster father as primary disciplinarian, number of children in the family of origin of the foster father, the ordinal position of the foster mother, and the housing arrangements of the foster families. However, the relationships are all sufficiently weak (a lambda value of less than .20) that it would be dangerous and careless to use the individual findings as dependable and reliable sources on which to evaluate the majority of the foster homes.

The two constructs that were developed representing religiosity and primary parenting figures have relationships of significance in the low to moderate range of strength, however, both of these relationships are stronger than that of any of the individual variables. The findings indicate that (1) the combined variables appear to be significantly correlated and (2) that the potential predictability of the type of foster home increases with a combination of variables.

This student was not able to further analyze the data through multivariate procedures as procedural attempts resulted in an insufficient number of cases from which to draw conclusions. It also appeared, for a number of variables, that the construct validity was greatly compromised.

Although these variables were to measure certain factors, the patterns of association (or lack thereof) suggest that the variables are alternative measures for other factors. Those other factors are not explicitly examined within the home study.

CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

The study produced significant findings with regard to both the quality of the foster home study and the study process itself. The original purpose of this thesis (to compare and contrast the factors associated with exceptional and abusive foster homes) was only partly completed due to the inadequacy of the available data for research purposes, which was, in part, anticipated.

The primary finding of the research was that the foster home study outline was seldom completely or consistently followed by the students of the foster homes. As the home studies carry significant weight in the licensing and supervision of foster homes, it is surprising that so many of the home studies involved in this study did not address various points that are so clearly outlined in the guidelines. One may suspect that the assessors of the foster homes might decide, during the course of the home study process, which pieces of information may or may not be necessary in order to determine the adequacy of the foster home. Further, it was evident that many of the variables did not represent the factors that they were assumed to. The construct validity of various factors, such as the residential status of the foster family, was compromised. However, the information that was represented by those factors was not indicated within the foster home study guideline (for example, financial status of the family). As such it is difficult to determine the value of the foster home studies, as they have been completed, in terms of their capacity to sort out abusive from exceptional foster homes based on the information contained within them.

Although certain information was generally more available within the study sample, those variables had a tendency to be of a more measurable (observable) and less abstract nature. From what we as practitioners know and understand about abusive families, it is the tangible, measurable factors that are least likely to be indicative of abusive or potentially abusive behaviour. For example, one cannot assume that parents will be abusive to their children based on whether or

not they own a house. Bavolek (1984) suggests that a greater focus be turned to the abstract features of families in the study of their homes as foster placements. Other risk factors which are known to have a potentially detrimental impact on family functioning (for example, loss of employment) should be considered, particularly if those factors may act to stimulate the family's decision to foster.

Although this writer's preference was to use foster home studies that were completed within a set period of time since the regionalization of the Winnipeg Child and Family Services agencies, at least some of the agencies had available only studies that were completed during the era of the Winnipeg Children's Aid Society (some were as incurrent as 15 - 20 years old). The total number of home studies completed outside of the specified time period was thirteen. The age of some of the home studies suggests that the foster families, once studied, are deemed to be static and non-changing. Although agencies purport to do annual reviews of existing foster homes, there does not appear to be any fixed guideline on what information is to be collected in the review. There appears to be little, if any, connection between the information collected in the original foster home studies and the reviews.

Also of interest was that much of the information that was collected in those older studies was similar to that collected in the more current ones. As such, it appears that the regionalized agencies based the format for their foster home studies on that of the former agency, suggesting, overall, little change with regard to the information being collected and little consideration of the value of that information for decision-making practices.

Further, it appeared, from the style in which the foster home studies were written that there was little exploration of the responses of the foster parents in order to better understand and qualify their responses and comments. Statements were taken at face value. Questions appeared to be focused around the first impressions of the assessor of the foster home. If there was a positive first impression, questions about more negative and less obvious issues were not posed. There also appeared to be a lack of understanding of the theoretical concepts used. For example, although

the studies had information regarding the foster parents' family of origin and their ordinal positions, there was little or no information about any childcare responsibilities that they might have had to carry and how they felt about this responsibility.

There was, in general, less documentation in the foster home studies on the male parenting figure within the home and very little, if any, focus on the natural children of the foster parents, particularly those that might be of age to have a childcare role. As foster families, like any other families or like systems, are affected by any change to their composition, such as the addition of a family member, it would be imperative to gain a greater understanding of existing family members, especially how they may participate (either directly or indirectly) in the fostering experience.

The variables that did appear to have at least some capacity to be indicators of exceptional or abusive foster homes maintained only weak relationships with the dependent variable. The two indices that were created proved to have stronger associations with the dependent variable, thus suggesting that, as other authors have pointed out, the indicators of the quality of foster care are multifaceted. It was not within the capacity of this study to further examine possible multivariate relationships due to the sparse number of available details within the foster home studies.

The reasons for completing foster home studies in the way that they are presently being done are unclear. The manner in which the studies are being completed appears to be hasty (possibly only one face-to-face interview with the family) and lacking in depth. The proposed format is not being consistently followed to the extent that there is little capacity to determine the appropriateness of the information being collected. If there were to be some attempt to match the needs of a foster child with the prospective foster home, it, in all probability, would not be possible based on the home studies as they presented to this writer. Although it is true that other pieces of information are gathered and used in the assessment of potential foster homes (for example, doctors' reports, police registry checks, and Provincial abuse registry checks), all of these alternate resources also have their limitations and would not necessarily enhance the screening of foster parents in any significant way. This writer suspects that the present format allows for the

agencies to exercise some measure of accountability prior to placing children into foster homes without being so obtrusive as to deter families from fostering.

At one point in time within the duration of this study, an individual stated, "Sometimes we do things because we have always done things that way but we are not really sure why." It is hoped that the subject of this study has pointed out that perhaps some thought should be given to the manner in which prospective foster homes are studied so that foster children will have less of a chance of being betrayed a second time by the institutions that promise to protect them.

B. RECOMMENDATIONS

- (1) That there be further evaluation of the foster home study and the associated process of completion. Specifically, agencies should attempt to address the following areas more thoroughly within the home study and evaluate the use of these factors in screening foster homes after their use for a period of time:
 - (a) childcare roles of the foster parents in their childhood and their like/dislike of these responsibilities;
 - (b) childcare roles of the foster parents own children including disciplinary responsibilities;
 - (c) expectations of foster children in terms of their abilities and contribution to family life;
 - (d) socioeconomic status and the need for finances as a possible motivation for foster care;
 - (e) religious orientation and associated childcare beliefs and practices;
 - (f) family stressors within the last six months and their role in motivating the family to foster;
 - (g) resolution of childhood traumas including losses and abuses;
 - (h) understanding and beliefs regarding other cultures, specifically aboriginal cultures
 - (i) non-corporal disciplinary practices and their degree of harshness.

Process alternatives to be examined and, once again, evaluated in the future include the following:

- (a) structure and use of pre-study orientation sessions for foster parents;
- (b) introduction of a minimum number of contacts (for example, three) within the home study period;
- (c) interviews with family members as individuals, dyads, and groups;
- (d) "team" interviewing in which two assessors are jointly involved in the assessment process;
- (e) the use of hypothetical situations which foster families might face with foster children, such as, for example, the Problem Situation Scale which measures parental knowledge of behavioural principles through the use of 12 short descriptions of common behaviour problems in children (Touliatos, Perlmutter and Strauss, 1990, p.332);
- (f) observations of family interactions in addition to interviewing using a coding system, such as the Family Interaction Coding System (FICS) which measures the family's style of interaction (Touliatos, Perlmutter and Strauss, 1990, p.118).

- (2) That there be an examination of the use of other assessment tools, such as standardized measures or interviewing techniques within the home study process. The assortment of standardized measures for use in family assessment are many and varied and will have to be selected based on the areas that the authors feel to be important to examine.

For example, the Adult-Adolescent Parenting Inventory (AAPI) discussed in Bavolek (1984) which examines parental expectations of children, parental understanding of children's needs, the parental belief of the use of corporal punishment, and parent-child role reversal (Corcorane & Fischer, 1987, p.415).

A further option includes the possible use of risk assessment measures that have been successfully used within child protective settings [for example, the Family Risk Assessment Matrix developed by the Vermont Division of Social Services (McDonald & Marks, p.118-119)]. Alterations in such assessment models would have to be made in order for the factors to reflect more accurately the lifestyle standards of the population at hand.

- (3) That the skill level and qualifications of the assessors of the foster homes follow a uniformly accepted standard in order to improve the reliability of the foster home studies between the regions. The potential for consistency would be enhanced if all assessors were given a group orientation to completing foster home studies, co-ordinated by the Child and Family Services Directorate.
- (4) The study findings suggest that there would have to be a comprehensive review of not only the home studies as they are being completed, but also the personnel involved in the delivery of the service and the processes involved. Ideally, the recommendations that evolved from the lawsuit of Angela R.V. Clinton should be followed. The lawsuit was launched on behalf of a number of children who had been abused and neglected in foster care in the state of Arkansas, U.S.A. The terms of settlement of that case includes detailed recommendations regarding foster care placements, staff resources, training, and compliance and oversight reporting (the reader is referred to a review of the case and the terms of settlement as outlined in Matthews, 1991). However, understanding the limitations of resources available to complete such a process, further research regarding the subject of foster care evaluation should be prioritized in the following manner:
 - (a) An evaluation of the qualifications and orientations of foster home assessors in order to ascertain greater uniformity within the home studies. Possible follow-up recommendations may include group orientations of the assessors in which various concepts would be outlined and uniformly defined and a clearer definition of caseload standards.
 - (b) An evaluation of the utility of the aforementioned tools and processes by completing more long-term follow-up studies of the status of foster homes after they have been active for a period of time and have undergone an application of the recommended processes.

- (c) The development of a training and support program for the assessors of foster homes in order to keep them abreast of new developments and to offer them the option of group supervision, support, and professional development.

APPENDIX A: FOSTER HOME STUDY

The general purpose of a foster home assessment is to elicit information about family functioning, family style, strengths, and weaknesses, to assist the agency in determining which child can best be cared for by the specific foster family applicants. The home study would include information regarding family structure, problem-solving abilities, values social/community attitudes, and relationships and communication skills.

I. BASIC IDENTIFYING INFORMATION

- name, address, telephone number, municipality

II. PURPOSE OF HOME STUDY

Comment on why this particular home study is being done. For example, is the home being studied for a specific child, is the child already placed in the home at the time of the study, or is the home being studied for general foster home use.

III. HOME AND NEIGHBOURHOOD

1. Directions to Home:

Give specific directions for best access to the home.

2. Location and Description of home:

Comment on general description of home, type of neighbourhood, standards of housekeeping (especially note extreme conditions), general community resources available, friends and activities in the community, family pets, gun storage, location of smoke detectors, alcohol use and storage, general community attitudes, and general perception of this family's status in and attitude towards the community in which they live.

IV. FOSTER PARENTS

1. Description and Personality:

Give factual details of appearance and also descriptive details such as grooming, general impression of pleasantness, neatness, cared for appearance, anxiety level. Describe how foster parents impress you and on what you base your opinion. Comment on cultural and racial background, especially noting cultural differences relating to dress, language, standards which could affect a child and how. Comment on general observations about how they related to worker and to each other during the interview. Do they have a family snapshot we could have for the file?

2. Background Information:

How persons were parented, impacts on how they parent. Comment on each persons family of origin and early family experiences which helped in forming values and character, experiences regarding childcare, parenting style, sex roles, lifestyle. Where past and what are the current relationships with extended family? Are family relationships and interactions important and healthy? Talk about special problems of childhood and how they were handled. How was discipline handled in the family of origin? How was separation and loss (grief) dealt with? What emotions were acceptable and what, if any, emotions was it not okay to express? How was anger dealt with? How were feelings dealt with? Are there any especially happy memories of childhood? What fun things did your family of origin do? What aspects of how you were parenting do you feel had the major impact on you becoming who you are?

3. Education, Training, and Employment:

A general assessment of applicants attitudes and values regarding school and work. Grade obtained, attitudes towards school, why did they leave, general school experiences, goals for children. What if they cannot or will not meet the expectations? What do they expect from a foster child? Present employment, job satisfactions, future aspirations. Discuss mother's employment prior to and since marriage. Determine future plans regarding returning to work. Is staying home preferred? Why? Comment on significant job pressures as they might affect the home. Are they satisfied with present income? Do they feel they have an opportunity to change it?

4. Health:

Foster parent's opinion of their health and emotional (nervous) condition. Past conditions. How are they coping? How will the stresses and pressures of a foster child affect their health? Discuss health concerns of own children. Attitudes towards use of drugs, alcohol, and smoking. Comment on medical report from doctor.

5. Religion:

Reaction to religion, activities in church, relationships with church members. Note any fanaticism or if no religious affiliation, establish their philosophy of life. Discuss religious background, especially if different from present practices and beliefs. Ascertain the role religious beliefs and practices play in their daily life. How are family values effected by religious beliefs and values, and how might this relate to a foster child? What are their expectations of a foster child concerning this?

6. Marital Relationship and Spouse Roles:

Where and when did they meet? How long had they known each other? (Discretion should be used, but would particularly apply to younger applicants.) Marriage date. How family of origin felt about decision to marry? How problems are solved. Note decision-making patterns in this family. Who does the disciplining? How are finances handled? Who is the controlling member? Identify the dominant parent, how does this affect the family? Comment on general awareness of each other's needs. Comment on general emotional climate, communication, roles and responsibilities, satisfactions and stresses. If previously married, or in a long-term common-law relationship, give statistical data and comment on the meaning to each other and to the marriage. How does the previous marriage affect the present one? Do they feel issues related to the first marriage interfere with the present marriage? How? Comment on foster parent's opinion of the strength and stability of their relationship.

7. Parental Roles and Responsibilities:

General comments regarding parenting arrived at through general questions of family functioning and in observation of foster parents with their own children. Discuss past experiences with children, both own and others. Ability to relate to children and understand needs of children. Do they find a particular child easier to care for? How are feelings dealt with in this family? Discuss general family relationships. How would a foster child affect family relationships? Were they involved in the decision to foster? Include general comments on parenting style, family decision-making, family roles and responsibilities, expression of emotions in family, experiences with children, how family copes with stress. (This information will provide insight into how this family's functioning will affect and be affected by a foster child.) Discussion of family strengths and weaknesses. Comment on attitude towards parents who cannot or will not provide adequate care for their own children. Comment on flexibility of family, openness to change, feelings regarding roles as parents, ability to accept and help foster child.

V. OWN CHILDREN

Identify children by name, birth date, grade in school, personality, functioning school and community, interaction with family members, siblings, attitudes and any special or significant difficulties or achievements. Have the children been included in the decision to foster? Discuss the expected reaction of their children to a foster child and how this may be handled. Possible problem areas that might arise, for example, sharing of room, toys, parent's time and affection. (Informal discussions with children are also helpful!) Discuss any past or present difficulties, how they were handled, for example, toilet training, eating, school, illnesses, playmates, and bedtime. The issue is not to find out if they had problems, but rather to discover how this family deals with problems and their attitudes toward potentially problematic situations.

If there are children from a previous marriage, comment on custody, ongoing relationships and responsibilities of each parent, how this affects present marriage and family. If either parent has other children not living with them, discuss the parent's perception of those children's feelings of his/her caring for foster children.

Comment on any significant experiences with special needs child, for example, relative who has a mentally handicapped child, awareness of someone else who has provided foster care.

VI. DISCIPLINE

Discuss how parents were disciplined in the family of origin and how discipline is handled in this family. Who does the disciplining? How? Are they able to assess different discipline needs of their own children or does one method suit every occasion? Discuss acceptable and unacceptable methods of discipline and foster parent's attitudes towards these.

VII. MOTIVATION

Foster parent's motivations for wanting a foster child are to be assessed on the basis of the reasons they recognize and can verbalize and the underlying needs revealed in the study. Do they know anybody who has provided foster care? Have they cared for children other than their own? If they do not have children, how do they feel a child will affect their present situation and lifestyle? Is it their intention to provide foster (temporary) care or are they more interested in adoption (permanent)?

VIII. INTERESTS AND ACTIVITIES

How is spare time spent, together and/or separately? Is this the way they want it or is it because of circumstances? What is their involvement with community (sports, clubs)? What do the parents do to nurture their relationship?

IX. CHILD(REN) DESIRED

Discuss the ideal kind of child that the foster family would wish to care for. Discuss the foster parent's wish and the worker's opinion as to the most suitable type of child. Discuss foster parent's ability to be flexible and ability to reason this out. Discuss age, sex, and number of children desired. Discuss racial and cultural differences and attitudes towards caring for a child of a different racial, cultural, and religious background than the foster parents. Foster family's and worker's assessment of the kind of child they would have particular skills to work with and parent. Kinds of behaviors and child they would have most difficulty dealing with.

X. RELINQUISHMENT

Does the family understand the temporary nature of foster care and do they have a realistic understanding of the difficulty they and the child will face with relinquishment? Have they experienced a significant loss, for example, death of a close family member, family pet) and how was it dealt with? Do they deny the emotional impact of a loss? (If family shows no concern about their ability to relinquish, perhaps worker should be concerned about how realistic they are about their problems.)

XI. INVOLVEMENT WITH AGENCY

Do they understand the role and responsibilities of the agency towards the child? Explain that they may be involved with more than one worker from time to time with respect to placement of different children. Are they prepared to work with the agency in planning for the child and in assisting that child to move to an alternate placement or a return home if the plan indicates this?

XII. IMPRESSIONS

Worker's opinion of these people as a family unity, how they function, how they relate to one another, to the agency, and their potential for providing foster care, both physical and emotional. Give comparison of initial and later impressions. Identify strengths and limitations of family. Comment on parenting style. Identify the kind and number of children most likely to benefit from placement with this family. How does the family deal with stress? What are some issues that may require special attention if a child is placed? Comment on information that reveals attitudes and needs of applicants and direct and indirect evidence of capacity to undertake a long-term commitment. Comment on specific kinds of children who would do best in this home.

XIII. RECOMMENDATIONS

Make recommendations for the most appropriate use of this home as a foster home resource: age, type of child, racial and/or cultural considerations, length of care, availability for emergency placements. If there are certain kinds of children who should not be placed in this family, please comment. If the home should not be approved, please state specific reasons why not. These recommendations are to be recorded as follows:

FOSTER HOME STUDY FOR RELATIVES

I. BASIC IDENTIFYING INFORMATION

- name, address, telephone number.

II. RELATIONSHIP AND MOTIVATION

How well do they know the child. How accepting are they of problems. How willing are they to make adjustments in own lifestyle if required.

III. HOME AND NEIGHBOURHOOD

1. Directions to home - give details for best access to home.

2. Environment - comment on general description of home, type of neighbourhood, standards of housekeeping, particularly extreme conditions; community resources available; is the child familiar with the home and area.

IV. FOSTER PARENTS

1. Description and personality - give factual details of appearance, including grooming general impression of pleasantness, neatness, anxiety. Describe how foster parents impress you and on what you base your opinion.

2. Background information - comment on each person's family of origin and early family life experiences which helped in forming values and character; experiences regarding child care, parenting style, sex roles, lifestyle. What are the current relationships with the extended family.

3. Education, training, and employment - attitude towards school and goals for own children. What if they cannot or will not meet the requirements? What do they expect from and for a foster child? Financial implications.
4. Health - foster parents' opinion of their health and nervous (emotional) condition. Attitudes towards use of drug and alcohol.
5. Parenting roles and responsibilities - general comments on parenting through general questions of family functioning and observing foster parents with their own children. Ability to relate to children and understand needs of children. How would foster child affect family relationships. Comment on attitude toward parents who cannot or will not provide adequate care for their own children.

V. OWN CHILDREN

Identify children by name and birth date. Discuss the expected reaction of their children to a foster child and how they may be handled. Possible problem areas (for example, sharing of room, toys, parents, and affection).

VI. INTERESTS AND HOBBIES

How is spare time spent, together or separately? Is this the way they want it or is it because of circumstances? What is their involvement with community (sports, clubs)? How would the foster child fit in?

VII. RELINQUISHMENT

Does the family understand the temporary nature of foster care and do they have a realistic understanding of the difficulty they and the child will face with letting go?

VIII. INVOLVEMENT WITH AGENCY

Do they understand the role and responsibilities that the agency will carry for the child?

IX. REPORT ON REFERENCES

General summary and comments concerning references check.

X. IMPRESSIONS

Worker's opinion of these people as a family unit, how they function, how they relate to one another, to the agency, and their potential for providing foster care, both physical and emotional, to the child concerned.

XI. RECOMMENDATIONS

Your recommendations as to whether the child or children related to the foster parents should be placed or allowed to remain with them. Include any relevant comments as to the length of placement, rate of payment, and interaction with the rest of the natural family.

Worker _____

Supervisor _____

Date of Study _____

APPENDIX B: CHARACTERISTICS OF EXCEPTIONAL FOSTER HOMES**CRITERIA RANKING SHEET OF EXCEPTIONAL FOSTER HOMES AND ASSOCIATED TOOLS
USED IN ITS DEVELOPMENT:**

The following form was the first of which was issued to five of the six Winnipeg Child and Family Services Foster Home Coordinators for their completion in order to identify criteria which they felt was important in order to consider a foster home as "exceptional" in nature. At the time that this form was issued, one of the agencies had not yet delegated a representative to work with this writer and, as such, there were only 5 out of a possible 6 respondents for this form.

QUESTION SHEET FOR FOSTER HOME COORDINATORS:

Date Completed: _____

Coordinator: _____

Agency: _____

Please respond to the following question in point form (continue on the back, if necessary):

QUESTION: What are the qualities of exceptional foster homes? (note: "exceptional foster homes" will be defined as foster homes that you feel provide the highest standard of care for foster children and that you have the most confidence in).

RESPONSES:

- AGENCY A:
- nurturing
 - unconditional caring
 - knowledge and understanding of ages and stages of development
 - flexible, open, and honest
 - family atmosphere: all members active in fostering experience
 - knowledge and understanding of separation - what kids go through
 - knowledge and understanding of grief
 - knowledge and understanding of abuse
 - able to appropriately set limits, consequences
 - take time for selves; self-care
 - well-organized
 - open to improving their learning
 - open communication with agency

- AGENCY B:
- mature and stable in their own lives
 - foster to help meet the needs of kids, not their own
 - sensitive to the needs of others
 - flexible, open, honest
 - can identify the need for support and seek it
 - have a good understanding of child development
 - are non-threatening in their approach
 - can benefit from constructive criticism
- AGENCY C:
- flexibility
 - clear ability to articulate family lifestyle and expectations, and an ability to communicate these to worker and child
 - an ability to acknowledge difficulties, and to be open to learning
 - sense of humour, an ability to laugh at self and situations
 - good common sense, good coping skills, ability to think of creative ways of dealing with situations
 - people who demonstrate stability in their own life, who are able to articulate the needs of children, and who can articulate how those needs can be met
 - homes that have a good natural support system, and who don't need to rely solely on agency staff for support
 - families who can articulate their own values but still be accepting of others
 - people who are not rigid or controlling (i.e. who get their needs met through children in care)
 - people who have a healthy sense of themselves and their abilities
 - an ability to communicate with a variety of people involved in the child's life - agency, schools, hospitals, etc.
- AGENCY D:
- good mental health
 - ability to nurture children
 - ability to understand and accept their prospective foster child's family
 - a good sense of humour
 - ability to accept and recognize own shortcomings
 - able to recognize and set own limits and use these to set limits for the child
- AGENCY E:
- knowledge of developmental stages
 - consistent physical and emotional care of child
 - good communication skills
 - empathic
 - able to celebrate and appreciate small gains
 - reasonable structure re: family operations and ability to be flexible and adaptable
 - parents have time to spend with the child
 - parents able to adhere to clear personal boundaries
 - parents have a good personal support network
 - parents able to work as team members; open to information/consultation process
 - parents have sufficient income that they are not under financial stress
 - married/common-law parents have strong, stable marriage/relationship

The following document is the criteria ranking sheet that was developed from the responses to the above-documented form and subsequently offered for completion by all six Winnipeg Child and Family Services Foster Home Coordinators.

CRITERIA RANKING SHEET FOR EXCEPTIONAL FOSTER HOMES

Coordinator: _____

Agency: _____

Of the following listed characteristics, please rate each on the corresponding scale from 1 to 5 according to how important each factor is as a criterion for an exceptional foster home. If you have any additional comments, please write them on the back of the sheet.

Table 1. Criteria Ranking Sheet

Characteristics		Most Important					Least Important				
1	nurturing	5	4	3	2	1	5	4	3	2	1
2	unconditional caring	5	4	3	2	1	5	4	3	2	1
3	knowledge and understanding ages and stages of development	5	4	3	2	1	5	4	3	2	1
4	flexible, open, caring	5	4	3	2	1	5	4	3	2	1
5	family atmosphere: all members active in fostering experience	5	4	3	2	1	5	4	3	2	1
6	knowledge and understanding of separation - what kids go through	5	4	3	2	1	5	4	3	2	1
7	knowledge and understanding of grief	5	4	3	2	1	5	4	3	2	1
8	knowledge and understanding of abuse	5	4	3	2	1	5	4	3	2	1
9	able to appropriately set limits/consequences	5	4	3	2	1	5	4	3	2	1
10	take time for selves/self-care	5	4	3	2	1	5	4	3	2	1
11	well-organized	5	4	3	2	1	5	4	3	2	1
12	open to improving their learning	5	4	3	2	1	5	4	3	2	1
13	open communication with agency, school, others	5	4	3	2	1	5	4	3	2	1
14	mature and stable in own lives and relationships	5	4	3	2	1	5	4	3	2	1
15	foster to help meet the needs kids, not own needs	5	4	3	2	1	5	4	3	2	1
16	can identify the need for support and seek it out	5	4	3	2	1	5	4	3	2	1

17	are non-threatening in their approach	5	4	3	2	1
18	can benefit from constructive criticism	5	4	3	2	1
19	sense of humour, an ability to laugh at self and situations	5	4	3	2	1
20	have a good natural support system and do not need to rely solely on agency or staff	5	4	3	2	1
21	families who can articulate their own values but be accepting of others	5	4	3	2	1
22	people who are not rigid or controlling	5	4	3	2	1
23	people who have a healthy sense of themselves and their abilities	5	4	3	2	1
24	ability to understand and accept their foster child's family	5	4	3	2	1
25	consistent physical and emotional care of the child	5	4	3	2	1
26	able to celebrate and appreciate small gains	5	4	3	2	1
27	parents have time to spend with the child	5	4	3	2	1
28	parents able to adhere to clear personal boundaries	5	4	3	2	1
29	parents that have sufficient income that they are not under financial stress	5	4	3	2	1

Table 2. Nurturing

Value Label	Frequency	Val. Percent	Cum. Percent
Most Important	6	100.0	100.0
Total	6	100.0	

Table 3. Unconditional Caring

Value Label	Frequency	Val. Percent	Cum. Percent
Important	1	16.7	16.7
Very Important	2	33.3	50.0
Most Important	3	50.0	100.0
Total	6	100.0	

Table 4. Knowledge and Understanding of Ages/Stages of Development

Value Label	Frequency	Val. Percent	Cum. Percent
Important	2	33.3	33.3
Very Important	2	33.3	66.7
Most Important	2	33.3	100.0
Total	6	100.0	

Table 5. Flexible, Open, Honest

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	3	50.0	50.0
Most Important	3	50.0	100.0
Total	6	100.0	

Table 6. Family Atmosphere - All Members Active in Fostering Experience

Value Label	Frequency	Val. Percent	Cum. Percent
Important	2	33.3	33.3
Very Important	3	50.0	83.3
Most Important	1	16.7	100.0
Total	6	100.0	

Table 7. Knowledge and Understanding of Separation - What Kids Go Through

Value Label	Frequency	Val. Percent	Cum. Percent
Important	1	16.7	16.7
Very Important	2	33.3	50.0
Most Important	3	50.0	100.0
Total	6	100.0	

Table 8. Knowledge and Understanding of Grief

Value Label	Frequency	Val. Percent	Cum. Percent
Important	1	16.7	16.7
Very Important	2	33.3	50.0
Most Important	3	50.0	100.0
Total	6	100.0	

Table 9. Knowledge and Understanding of Abuse

Value Label	Frequency	Val. Percent	Cum. Percent
Important	1	16.7	16.7
Very Important	3	50.0	66.7
Most Important	2	33.3	100.0
Total	6	100.0	

Table 10. Able to Appropriately Set Limits/Consequences

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	3	50.0	50.0
Most Important	3	50.0	100.0
Total	6	100.0	

Table 11. Take Time for Selves/Self-Care

Value Label	Frequency	Val. Percent	Cum. Percent
Not Very Important	1	16.7	16.7
Very Important	2	33.3	50.0
Most Important	3	50.0	100.0
Total	6	100.0	

Table 12. Well-Organized

Value Label	Frequency	Val. Percent	Cum. Percent
Important	4	66.7	66.7
Very Important	2	33.3	100.0
Total	6	100.0	

Table 13. Open to Improving Learning

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	5	83.3	83.3
Most Important	1	16.7	100.0
Total	6	100.0	

Table 14. Open Communication with Agency, School, Others

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	2	33.3	33.3
Most Important	4	66.7	100.0
Total	6	100.0	

Table 15. Mature and Stable in Own Lives and Relationships

Value Label	Frequency	Val. Percent	Cum. Percent
Most Important	6	100.0	100.0
Total	6	100.0	

Table 16. Foster to Help Meet the Needs of Kids, Not Own Needs

Value Label	Frequency	Val. Percent	Cum. Percent
Important	1	16.7	16.7
Very Important	3	50.0	66.7
Most Important	2	33.3	100.0
Total	6	100.0	

Table 17. Can Identify the Need for Support and Seek It Out

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	3	50.0	50.0
Most Important	3	50.0	100.0
Total	6	100.0	

Table 18. Are Non-Threatening in Their Approach

Value Label	Frequency	Val. Percent	Cum. Percent
Important	1	16.7	16.7
Very Important	1	16.7	33.3
Most Important	4	66.7	100.0
Total	6	100.0	

Table 19. Can Benefit from Constructive Criticism

Value Label	Frequency	Val. Percent	Cum. Percent
Important	1	16.7	16.7
Very Important	2	33.3	50.0
Most Important	3	50.0	100.0
Total	6	100.0	

Table 20. Sense of Humour - Ability to Laugh at Self/Situations

Value Label	Frequency	Val. Percent	Cum. Percent
Important	1	16.7	16.7
Very Important	1	16.7	33.3
Most Important	4	66.7	100.0
Total	6	100.0	

Table 21. Have a Good Natural Support System - Do Not Need to Rely Solely on Agency or Staff

Value Label	Frequency	Val. Percent	Cum. Percent
Not Very Important	1	16.7	16.7
Very Important	3	50.0	66.7
Most Important	2	33.3	100.0
Total	6	100.0	

Table 22. Families Who Can Articulate Their Own Values But Be Accepting of Others

Value Label	Frequency	Val. Percent	Cum. Percent
Important	1	16.7	16.7
Very Important	2	33.3	50.0
Most Important	3	50.0	100.0
Total	6	100.0	

Table 23. Not Rigid or Controlling

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	3	50.0	50.0
Most Important	3	50.0	100.0
Total	6	100.0	

Table 24. Have a Healthy Sense of Themselves and Their Abilities

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	2	33.3	33.3
Most Important	4	66.7	100.0
Total	6	100.0	

Table 25. Ability to Understand and Accept Foster Child's Family

Value Label	Frequency	Val. Percent	Cum. Percent
Important	1	16.7	16.7
Very Important	3	50.0	66.7
Most Important	2	33.3	100.0
Total	6	100.0	

Table 26. Consistent Physical and Emotional Care of the Child

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	1	16.7	16.7
Most Important	5	83.3	100.0
Total	6	100.0	

Table 27. Ability to Celebrate/Appreciate Small Gains

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	2	33.3	33.3
Most Important	4	66.7	100.0
Total	6	100.0	

Table 28. Have Time to Spend With Foster Child

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	2	33.3	33.3
Most Important	4	66.7	100.0
Total	6	100.0	

Table 29. Ability to Adhere to Clear Personal Boundaries

Value Label	Frequency	Val. Percent	Cum. Percent
Very Important	1	16.7	16.7
Most Important	5	83.3	100.0
Total	6	100.0	

Table 30. Have Sufficient Income that They Are Not Under Financial Stress

Value Label	Frequency	Val. Percent	Cum. Percent
Not Very Important	2	33.3	33.3
Important	3	50.0	83.3
Very Important	1	16.7	100.0
Total	6	100.0	

APPENDIX C: PRIMARY ANALYSIS DATA RECORDING AND TABLES

DATA RECORDING SHEET:

File # _____

1. AGENCY:

- _____ CENTRAL
 _____ NORTHWEST
 _____ NEWFACESS
 _____ SOUTH
 _____ EAST
 _____ WEST

2. MOTIVES - PERSONAL:

- _____ WEAK i.e. "I want a child because I love children."
 _____ MODERATE i.e. "I want to foster because I want children but can't have any."
 _____ STRONG i.e. "If I can't foster a child, I don't know if I'll be able to bear it."

3. MOTIVES - SOCIAL:

- _____ WEAK i.e. "I think that children should have a good home."
 _____ MODERATE i.e. "I think we should help those that are not as fortunate as ourselves."
 _____ STRONG i.e. "I think that it is society's obligation to participate in the upbringing of the next generation."

4. MOTIVES - RELIGIOUS:

- _____ WEAK i.e. "We should help children because we are good Christians."
 _____ MODERATE i.e. "It is a belief in our church that we should help those that are more needy than ourselves."
 _____ STRONG: i.e. bible quotation offered

5. PARENTAL ROLES:

- _____ WEAK i.e. "We both work outside of the home and share domestic and childrearing responsibilities."
 _____ MODERATE i.e. "We both work outside of the home and she takes care of the kids while I do the yard work and stuff."
 _____ STRONG i.e. "I'm the only one that works because a woman's place is in the home."
 _____ NO INFORMATION AVAILABLE

6. ABUSE HISTORIES OF FOSTER PARENTS:

- ☐ WEAK i.e. "I got spanked once."
☐ MODERATE i.e. "I remember being hit with a belt when I was bad."
☐ STRONG i.e. "I got beaten regularly."
☐ NO ABUSE
☐ NO INFORMATION AVAILABLE

A. ABUSE DETAILS:

	Foster Mother	Foster Father
NEGLECT (PHYS. OR EMOT.)		
EMOTIONAL ABUSE		
PHYSICAL ABUSE		
SEXUAL ABUSE		
COMB. OF 2+ ABOVE		

7. FOSTER HOME TYPE:

- ☐ CHILD SPECIFIC
☐ GENERAL
☐ UNKNOWN
☐ NO INFORMATION AVAILABLE

8. AGE:

	Foster Mother	Foster Father
UNKNOWN		
NO INFORMATION AVAILABLE		

9. RESIDENCE:

- ☐ APARTMENT/TOWNHOUSE
☐ RENTING HOME
☐ OWN HOME
☐ UNKNOWN
☐ NO INFORMATION AVAILABLE

10. NUMBER OF CHILDREN IN FAMILY OF ORIGIN:

	Foster Mother	Foster Father
UNKNOWN		
NO INFORMATION AVAILABLE		

11. ORDINAL POSITION IN FAMILY OF ORIGIN:

	Foster Mother	Foster Father
OLDEST	_____	_____
MIDDLE	_____	_____
YOUNGEST	_____	_____
UNKNOWN	_____	_____
NO INFORMATION AVAILABLE	_____	_____

12. EDUCATION:

	Foster Mother	Foster Father
< GRADE 6	_____	_____
GRADE 6 - 9	_____	_____
GRADE 10 - 12	_____	_____
UNIVERSITY/COLLEGE	_____	_____
TRADE SCHOOL	_____	_____
PROFESSIONAL/GRADUATE	_____	_____
UNKNOWN	_____	_____
NO INFORMATION AVAILABLE	_____	_____

13. EMPLOYMENT:

	Foster Mother	Foster Father
NOT EMPLOYED OUTSIDE HOME	_____	_____
UNEMPLOYED	_____	_____
LABOUR/CASUAL	_____	_____
FARMING	_____	_____
SERVICE (SALES, ETC.)	_____	_____
CLERICAL	_____	_____
MANAGERIAL/SELF-EMPLOYED	_____	_____
TECHNICAL/PROFESSIONAL	_____	_____
STUDENT	_____	_____
UNKNOWN	_____	_____
NO INFORMATION AVAILABLE	_____	_____

14. RELIGION:

- ☐ ROMAN CATHOLIC
- ☐ MENNONITE
- ☐ HEBREW
- ☐ LUTHERAN
- ☐ OTHER CHRISTIAN FAITH
- ☐ OTHER NON-CHRISTIAN FAITH
- ☐ COMBINATION
- ☐ NONE
- ☐ UNKNOWN
- ☐ NO INFORMATION AVAILABLE

A. CHURCH ATTENDANCE:

- ☐ DO NOT ATTEND
- ☐ ATTEND ONCE/MONTH OR LESS
- ☐ ATTEND WEEKLY/BI-WEEKLY
- ☐ ATTEND > ONCE/WEEK
- ☐ UNKNOWN
- ☐ NO INFORMATION AVAILABLE

B. CHURCH PARTICIPATION:

- ☐ DO NOT PARTICIPATE
- ☐ PARTICIPATE IN CHURCH ORGANIZATIONS
- ☐ HOLD LEADERSHIP POSITIONS
- ☐ CHURCH LEADER

15. DISCIPLINE:

A. PRIMARY DISCIPLINARIAN:

- ☐ FOSTER MOTHER
- ☐ FOSTER FATHER
- ☐ BOTH
- ☐ NOT SPECIFIED
- ☐ NO INFORMATION AVAILABLE

B. DISCIPLINARY STYLE:

	Foster Mother	Foster Father
SCOLDING	_____	_____
REASONING	_____	_____
WITHDRAWAL OF PRIVILEGES	_____	_____
GROUNDING	_____	_____
CORPORAL PUNISHMENT WITHOUT INSTRUMENT	_____	_____
CORPORAL PUNISHMENT WITH INSTRUMENT	_____	_____
NOT SPECIFIED	_____	_____
NO INFORMATION AVAILABLE	_____	_____

16. ETHNICITY:

	Foster Mother	Foster Father
BRITISH	_____	_____
FRENCH	_____	_____
ABORIGINAL/INUIT	_____	_____
WEST INDIAN	_____	_____
JEWISH	_____	_____
EASTERN EUROPEAN	_____	_____
WESTERN EUROPEAN	_____	_____
ASIAN	_____	_____
OTHER	_____	_____
UNKNOWN	_____	_____
NO INFORMATION AVAILABLE	_____	_____

17. MARITAL STATUS:

_____ SINGLE
 _____ MARRIED/EMPLOYEE PAIR/COMMON-LAW
 _____ UNKNOWN
 _____ NO INFORMATION AVAILABLE

18. NATURAL CHILDREN OF FOSTER PARENTS:

_____ NUMBER
 _____ UNKNOWN
 _____ NO INFORMATION AVAILABLE

AGES: _____

19. CATEGORY OF FOSTER HOME:

☐ ABUSIVE
☐ EXCEPTIONAL

Table 1. Child and Family Services Agency

Value Label	Frequency	Val. Percent	Cum. Percent
Central	20	19.0	19.0
Northwest	20	19.0	38.1
Newfaccess	20	19.0	57.1
South	10	9.5	66.7
Eastern	20	19.0	85.7
West	15	14.3	100.0
Total	105	100.0	

Table 2. Motivation to Foster - Personal

Value Label	Frequency	Val. Percent	Cum. Percent
Weak	38	66.7	66.7
Moderate	16	28.1	94.7
Strong	3	5.3	100.0
Missing Information	48	Missing	
Total	105	100.0	

Mode 1.000 (Weak)
 Median 1.000 (Weak)
 Valid Cases 57
 Missing Cases 48

Table 3. Motivation to Foster - Social

Value Label	Frequency	Val. Percent	Cum. Percent
Weak	36	52.9	52.9
Moderate	30	44.1	97.1
Strong	2	2.9	100.0
Missing Information	37	Missing	
Total	105	100.0	

Mode 1.000 (Weak)
 Median 1.000 (Weak)
 Valid Cases 68
 Missing Cases 37

Table 4. Motivation to Foster - Religious

Value Label	Frequency	Val. Percent	Cum. Percent
Weak	2	28.6	28.6
Moderate	4	57.1	85.7
Strong	1	14.3	100.0
Missing Information	98	Missing	
Total	105	100.0	

Mode 2.000 (Moderate)
 Median 2.000 (Moderate)
 Valid Cases 7
 Missing Cases 98

Table 5. Parental Roles

Value Label	Frequency	Val. Percent	Cum. Percent
Contemporary	24	27.9	27.9
Moderate	13	15.1	43.0
Traditional	27	31.4	74.4
Single Parent	22	25.6	100.0
Missing Information	19	Missing	
Total	105	100.0	

Mode 3.000 (Traditional)
 Valid Cases 86
 Missing Cases 19

Table 6. Abuse History of Foster Parents

Value Label	Frequency	Val. Percent	Cum. Percent
Weak	15	16.0	16.0
Moderate	22	23.4	39.4
Strong	14	14.9	54.3
No Abuse	43	45.7	100.0
Missing Information	11	Missing	
Total	105	100.0	

Mode 4.000 (No Abuse)
 Valid Cases 94
 Missing Cases 11

Table 7. Abuse History of Foster Mother

Value Label	Frequency	Val. Percent	Cum. Percent
Neglect - Phys. or Emot.	1	2.4	2.4
Emotional Abuse	1	2.4	4.8
Physical Abuse	29	69.0	73.8
Sexual Abuse	4	9.5	83.3
Comb. of 2+ Abuses	7	16.7	100.0
Missing Information	63	Missing	
Total	105	100.0	

Mode 3.000 (Physical Abuse)
 Valid Cases 42
 Missing Cases 63

Table 8. Abuse History of Foster Father

Value Label	Frequency	Val. Percent	Cum. Percent
Neglect - Phys. or Emot.	1	4.8	4.8
Emotional Abuse	1	4.8	9.5
Physical Abuse	16	76.2	85.7
Sexual Abuse	1	4.8	90.5
Comb. of 2+ Abuses	2	9.5	100.0
Missing Information	84	Missing	
Total	105	100.0	

Mode 3.000 (Physical Abuse)
 Valid Cases 21
 Missing Cases 84

Table 9. Foster Home Type

Value Label	Frequency	Val. Percent	Cum. Percent
Child Specific	19	18.6	18.6
General	83	81.4	100.0
Missing Information	3	Missing	
Total	105	100.0	

Mode 2.000 (General)

Valid Cases 102

Missing Cases 3

Table 10. Age of Foster Mother

Age	Frequency	Val. Percent	Cum. Percent
22	4	6.5	6.5
24	1	1.6	8.1
25	1	1.6	9.7
26	1	1.6	11.3
27	1	1.6	12.9
28	2	3.2	16.1
30	2	3.2	19.4
31	3	4.8	24.2
32	3	4.8	29.0
33	5	8.1	37.1
34	4	6.5	43.5
35	1	1.6	45.2
36	3	4.8	50.0
37	5	8.1	58.1
38	1	1.6	59.7
39	7	11.3	71.0
40	3	4.8	75.8
41	1	1.6	77.4
42	3	4.8	82.3
43	3	4.8	87.1
45	1	1.6	88.7
46	2	3.2	91.9
47	2	3.2	95.2
51	1	1.6	96.8
52	1	1.6	98.4
56	1	1.6	100.0
Missing Information	43	Missing	
Total	105	100.0	

Mean 36.145
 Maximum 56.000
 Standard Deviation 7.485
 Range 34.000
 Minimum 22.000
 Valid Cases 62
 Missing Cases 43

Table 11. Age of Foster Father

Age	Frequency	Val. Percent	Cum. Percent
22	1	1.9	1.9
25	1	1.9	3.7
26	1	1.9	5.6
27	2	3.7	9.3
28	2	3.7	13.0
29	1	1.9	14.8
30	1	1.9	16.7
31	3	5.6	22.2
32	2	3.7	25.9
33	3	5.6	31.5
34	1	1.9	33.3
35	4	7.4	40.7
36	2	3.7	44.4
38	3	5.6	50.0
39	4	7.4	57.4
40	2	3.7	61.1
42	2	3.7	64.8
43	1	1.9	66.7
44	2	3.7	70.4
45	1	1.9	72.2
46	2	3.7	75.9
47	2	3.7	79.6
48	1	1.9	81.5
49	2	3.7	85.2
50	1	1.9	87.0
53	1	1.9	88.9
54	2	3.7	92.6
56	1	1.9	94.4
58	1	1.9	96.3
63	1	1.9	98.1
66	1	1.9	100.0
Missing Information	51	Missing	
Total	105	100.0	

Mean 39.630
 Maximum 66.000
 Standard Deviation 9.908
 Range 44.000
 Minimum 22.000
 Valid Cases 54
 Missing Cases 51

Table 12. Type of Dwelling

Value Label	Frequency	Val. Percent	Cum. Percent
Apartment/Townhouse	17	17.9	17.9
Rent Home	22	23.2	41.1
Own Home	56	58.9	100.0
Missing Information	10	Missing	
Total	105	100.0	

Mode 3.000 (Own Home)
 Valid Cases 95
 Missing Cases 10

Table 13. Number of Children in Foster Mother's Family of Origin

Number	Frequency	Val. Percent	Cum. Percent
1	2	2.4	2.4
2	11	13.1	15.5
3	17	20.2	35.7
4	14	16.7	52.4
5	18	21.4	73.8
6	8	9.5	83.3
7	2	2.4	85.7
8	4	4.8	90.5
9	3	3.6	94.0
10	5	6.0	100.0
Missing Information	21	Missing	
Total	105	100.0	

Mean 4.667
 Maximum 10.000
 Standard Deviation 2.273
 Range 9.000
 Minimum 1.000
 Valid Cases 84
 Missing Cases 21

Table 14. Number of Children in Foster Father's Family of Origin

Number	Frequency	Val. Percent	Cum. Percent
1	2	2.7	2.7
2	5	6.8	9.6
3	17	23.3	32.9
4	13	17.8	50.7
5	8	11.0	61.6
6	10	13.7	75.3
7	1	1.4	76.7
8	4	5.5	82.2
9	3	4.1	86.3
10	3	4.1	90.4
11	3	4.1	94.5
12	1	1.4	95.9
13	1	1.4	97.3
14	1	1.4	98.6
15	1	1.4	100.0
Missing Information	31	Missing	
Total	105	100.0	

Mean 5.452
 Maximum 15.000
 Standard Deviation 3.158
 Range 14.000
 Minimum 1.000
 Valid Cases 73
 Missing Cases 32

Table 15. Ordinal Position of Foster Mother in Family of Origin

Value Label	Frequency	Val. Percent	Cum. Percent
Oldest	32	47.1	47.1
Youngest	13	19.1	66.2
Middle	23	33.8	100.0
Missing Information	37	Missing	
Total	105	100.0	

Mode 1.000 (Oldest)
 Valid Cases 68
 Missing Cases 37

Table 16. Ordinal Position of Foster Father in Family of Origin

Value Label	Frequency	Val. Percent	Cum. Percent
Oldest	16	27.1	27.1
Youngest	14	23.7	50.8
Middle	29	49.2	100.0
Missing Information	46	Missing	
Total	105	100.0	

Mode 3.000 (Middle)
 Valid Cases 59
 Missing Cases 46

Table 17. Level of Education of Foster Mother

Value Label	Frequency	Val. Percent	Cum. Percent
Grade 6 - 9	17	20.0	20.0
Grade 10 - 12	30	35.3	55.3
University	18	21.2	76.5
Comm. Coll./Trade School	17	20.0	96.5
Prof./Grad. School	3	3.5	100.0
Missing Information	20	Missing	
Total	105	100.0	

Mode 3.000 (Grade 10 - 12)
 Valid Cases 85
 Missing Cases 20

Table 18. Level of Education of Foster Father

Value Label	Frequency	Val. Percent	Cum. Percent
< Grade 6	1	1.4	1.4
Grade 6 - 9	14	20.3	21.7
Grade 10 - 12	26	37.7	59.4
University	18	26.1	85.5
Comm. Coll./Trade School	6	8.7	94.2
Prof./Grad. School	4	5.8	100.0
Missing Information	36	Missing	
Total	105	100.0	

Mode 3.000 (Grade 10 - 12)
 Valid Cases 69
 Missing Cases 36

Table 19. Employment of Foster Mother

Value Label	Frequency	Val. Percent	Cum. Percent
Not Employed Outside	38	47.5	47.5
Unemployed (U.I., Welf.)	3	3.7	51.2
Labour/Casual	3	3.7	55.0
Farming	1	1.2	56.3
Services (Sales, Wait.)	13	16.2	72.5
Clerical	6	7.5	80.0
Managerial/Self-Empl.	6	7.5	87.5
Technical/Prof.	7	8.7	96.2
Student	3	3.7	100.0
Missing Information	25	Missing	
Total	105	100.0	

Mode 3.000 (Not Employed Outside)
Valid Cases 80
Missing Cases 25

Table 20. Employment of Foster Father

Value Label	Frequency	Val. Percent	Cum. Percent
Not Employed Outside	2	2.6	2.6
Unemployed (U.I., Welf.)	1	1.3	3.9
Labour/Casual	25	32.5	36.4
Farming	2	2.6	39.0
Services (Sales, Wait.)	7	9.1	48.1
Clerical	1	1.3	49.4
Managerial/Self-Empl.	18	23.4	72.7
Technical/Prof.	19	24.7	97.4
Student	2	2.6	100.0
Missing Information	28	Missing	
Total	105	100.0	

Mode 5.000 (Labour/Casual)
Valid Cases 77
Missing Cases 28

Table 21. Religious Observation

Value Label	Frequency	Val. Percent	Cum. Percent
Roman Catholic	23	28.7	28.7
Judaic	1	1.2	30.0
Mennonite	2	2.5	32.5
Lutheran	2	2.5	35.0
Other Christian Faith	36	45.0	80.0
Combination	9	11.2	91.2
None	7	8.7	100.0
Missing Information	25	Missing	
Total	105	100.0	

Mode 5.000 (Other Christian Faith)
 Valid Cases 80
 Missing Cases 25

Table 22. Church Attendance

Value Label	Frequency	Val. Percent	Cum. Percent
Do Not Attend	26	37.1	37.1
Attend 1x/Mo. or Less	11	15.7	52.9
Attend Bi-/Weekly	31	44.3	97.1
Attend > /Weekly	2	2.9	100.0
Missing Information	35	Missing	
Total	105	100.0	

Mode 3.000 (Attend Bi-/Weekly)
 Valid Cases 70
 Missing Cases 35

Table 23. Organizational Participation

Value Label	Frequency	Val. Percent	Cum. Percent
Participate in Organiz.	14	36.8	36.8
Leader in Organiz.	2	5.3	42.1
Church Leader	2	5.3	47.4
None	20	52.6	100.0
Missing Information	67	Missing	
Total	105	100.0	

Mode 5.000 (None)
 Valid Cases 38
 Missing Cases 67

Table 24. Primary Disciplinarian

Value Label	Frequency	Val. Percent	Cum. Percent
Foster Mother	21	20.4	20.4
Foster Father	7	6.8	27.2
Both	30	29.1	56.3
Not Specified	45	43.7	100.0
Missing Information	2	Missing	
Total	105	100.0	

Mode 4.000 (Not Specified)
 Median 3.000 (Both)
 Valid Cases 103
 Missing Cases 2

Table 25. Disciplinary Style of Foster Mother

Value Label	Frequency	Val. Percent	Cum. Percent
Scolding	1	2.0	2.0
Reasoning	5	9.8	11.8
Withdrawal of Privileges	8	15.7	27.5
Grounding	18	35.3	62.7
Corp. Discip. w/o Instr.	10	19.6	82.4
Not Specified	9	17.6	100.0
Missing Information	54	Missing	
Total	105	100.0	

Mode 4.000 (Grounding)
 Valid Cases 51
 Missing Cases 54

Table 26. Disciplinary Style of Foster Father

Value Label	Frequency	Val. Percent	Cum. Percent
Scolding	1	2.3	2.3
Reasoning	5	11.4	13.6
Withdraw Privileges	5	11.4	25.0
Grounding	14	31.8	56.8
Corp. Discip. w/o Instr.	6	13.6	70.5
Corp. Discip. w/ Instr.	1	2.3	72.7
Not Specified	12	27.3	100.0
Missing Information	61	Missing	
Total	105	100.0	

Mode 4.000 (Grounding)
Valid Cases 44
Missing Cases 61

Table 27. Ethnicity of Foster Mother

Value Label	Frequency	Val. Percent	Cum. Percent
British	5	11.9	11.9
French	3	7.1	19.0
Aboriginal/Inuit	8	19.0	38.1
West Indian	1	2.4	40.5
Jewish	1	2.4	42.9
Eastern European	4	9.5	52.4
Western European	14	33.3	85.7
Other	6	14.3	100.0
Missing Information	63	Missing	
Total	105	100.0	

Mode 7.000 (Western European)
Valid Cases 42
Missing Cases 63

Table 28. Ethnicity of Foster Father

Value Label	Frequency	Val. Percent	Cum. Percent
British	4	8.9	8.9
French	4	8.9	17.8
Aboriginal/Inuit	7	15.6	33.3
West Indian	2	4.4	37.8
Jewish	1	2.2	40.0
Eastern European	9	20.0	60.0
Western European	13	28.9	88.9
Other	4	8.9	97.8
Unknown	1	2.2	100.0
Missing Information	60	Missing	
Total	105	100.0	

Mode 7.000 (Western European)

Valid Cases 45

Missing Cases 60

Table 29. Marital Status of Foster Parents

Value Label	Frequency	Val. Percent	Cum. Percent
Single	21	20.6	20.6
Married/Common-Law/Employ.	78	76.5	97.1
Unknown	3	2.9	100.0
Missing Information	3	Missing	
Total	105	100.0	

Mode 2.000 (Married/Common-Law/Employ.)

Valid Cases 102

Missing Cases 3

Table 30. Number of Natural Children of Foster Parents

Number	Frequency	Val. Percent	Cum. Percent
0	18	17.3	17.3
1	22	21.2	38.5
2	28	26.9	65.4
3	21	20.2	85.6
4	7	6.7	92.3
5	4	3.8	96.2
6	1	1.0	97.1
9	1	1.0	98.1
10	1	1.0	99.0
13	1	1.0	100.0
Missing Information	1	Missing	
Total	105	100.0	

Mean 2.183
 Maximum 13.000
 Standard Deviation 2.033
 Range 13.000
 Median 2.000
 Minimum .000
 Valid Cases 104
 Missing Cases 1

Table 31. Age of Child Number One

Age	Frequency	Val. Percent	Cum. Percent
1	2	2.6	2.6
2	3	3.8	6.4
3	4	5.1	11.5
4	3	3.8	15.4
5	3	3.8	19.2
6	5	6.4	25.6
7	1	1.3	26.9
8	1	1.3	28.2
9	6	7.7	35.9
10	5	6.4	42.3
11	6	7.7	50.0
12	2	2.6	52.6
13	5	6.4	59.0
14	4	5.1	64.1
15	1	1.3	65.4
16	1	1.3	66.7
17	2	2.6	69.2
18	4	5.1	74.4
19	5	6.4	80.8
20	2	2.6	83.3
21	2	2.6	85.9
22	2	2.6	88.5
23	3	3.8	92.3
26	2	2.6	94.9
28	3	3.8	98.7
30	1	1.3	100.0
Missing Information	27	Missing	
Total		100.0	

Mean 12.821
 Maximum 30.000
 Standard Deviation 7.452
 Range 29.000
 Minimum 1.000
 Valid Cases 78
 Missing Cases 27

Table 32. Age of Child Number Two

Age	Frequency	Val. Percent	Cum. Percent
1	3	5.2	5.2
2	1	1.7	6.9
3	3	5.2	12.1
4	8	13.8	25.9
5	4	6.9	32.8
6	2	3.4	36.2
7	3	5.2	41.4
8	3	5.2	46.6
9	2	3.4	50.0
10	2	3.4	53.4
11	1	1.7	55.2
12	3	5.2	60.3
13	1	1.7	62.1
14	2	3.4	65.5
15	3	5.2	70.7
16	2	3.4	74.1
17	4	6.9	81.0
18	1	1.7	82.8
19	3	5.2	87.9
20	1	1.7	89.7
22	1	1.7	91.4
24	1	1.7	93.1
26	2	3.4	96.6
27	1	1.7	98.3
28	1	1.7	100.0
Missing Information	47	Missing	
Total	105	100.0	

Mean 11.069
 Maximum 28.000
 Standard Deviation 7.396
 Range 27.000
 Minimum 1.000
 Valid Cases 58
 Missing Cases 47

Table 33. Age of Child Number Three

Age	Frequency	Val. Percent	Cum. Percent
1	1	3.4	3.4
2	2	6.9	10.3
3	1	3.4	13.8
5	1	3.4	17.2
7	2	6.9	24.1
8	3	10.3	34.5
9	2	6.9	41.4
11	1	3.4	44.8
12	1	3.4	48.3
13	1	3.4	51.7
14	3	10.3	62.1
15	1	3.4	65.5
16	2	6.9	72.4
17	2	6.9	79.3
19	1	3.4	82.8
21	1	3.4	86.2
23	1	3.4	89.7
24	2	6.9	96.6
27	1	3.4	100.0
Missing Information	76	Missing	
Total	105	100.0	

Mean 12.621
 Maximum 27.000
 Standard Deviation 7.133
 Range 26.000
 Minimum 1.000
 Valid Cases 29
 Missing Cases 76

Table 34. Age of Child Number Four

Age	Frequency	Val. Percent	Cum. Percent
3	1	7.7	7.7
6	1	7.7	15.4
8	2	15.4	30.8
9	2	15.4	46.2
11	2	15.4	61.5
15	2	15.4	76.9
18	1	7.7	84.6
22	1	7.7	92.3
27	1	7.7	100.0
Missing Information	92	Missing	
Total	105	100.0	

Mean 12.462
 Maximum 27.000
 Standard Deviation 6.741
 Range 24.000
 Minimum 3.000
 Valid Cases 13
 Missing Cases 92

Table 35. Age of Child Number Five

Age	Frequency	Val. Percent	Cum. Percent
2	2	33.3	33.3
4	2	33.3	66.7
9	1	16.7	83.3
25	1	16.7	100.0
Missing Information	99	Missing	
Total	105	100.0	

Mean 7.667
 Maximum 25.000
 Standard Deviation 8.869
 Range 23.000
 Minimum 2.000
 Valid Cases 6
 Missing Cases 99

Table 36. Age of Child Number Six

Age	Frequency	Val. Percent	Cum. Percent
5	1	50.0	50.0
25	1	50.0	100.0
Missing Information	103	Missing	
Total	105	100.0	

Mean 15.000
 Range 20.000
 Standard Deviation 14.142
 Minimum 5.000
 Maximum 25.000
 Valid Cases 2
 Missing Cases 103

Table 37. Age of Child Number Seven

Age	Frequency	Val. Percent	Cum. Percent
23	1	100.0	100.0
Missing Information	104	Missing	
Total	105	100.0	

Mean 23.000
 Range 0.000
 Minimum 23.000
 Maximum 23.000
 Valid Cases 1
 Missing Cases 104

Table 38. Age of Child Number Eight

Age	Frequency	Val. Percent	Cum. Percent
23	1	100.0	100.0
Missing Information	104	Missing	
Total	105	100.0	

Mean 23.000
 Range 0.000
 Minimum 23.000
 Maximum 23.000
 Valid Cases 1
 Missing Cases 104

Table 39. Age of Child Number Nine

Age	Frequency	Val. Percent	Cum. Percent
22	1	100.0	100.0
Missing Information	104	Missing	
Total	105	100.0	

Mean 22.000
 Range 0.000
 Minimum 22.000
 Maximum 22.000
 Valid Cases 1
 Missing Cases 104

Table 40. Age of Child Number Ten

Age	Frequency	Val. Percent	Cum. Percent
14	1	100.0	100.0
Missing Information	104	Missing	
Total	105	100.0	

Mean 14.000
 Range 0.000
 Minimum 14.000
 Maximum 14.000
 Valid Cases 1
 Missing Cases 104

Table 41. Category of Foster Home

Value Label	Frequency	Val. Percent	Cum. Percent
Abusive Foster Home	45	42.9	42.9
Exceptional Foster Home	60	57.1	100.0
Total	105	100.0	

APPENDIX D: CATEGORICAL BREAKDOWN OF VARIABLES

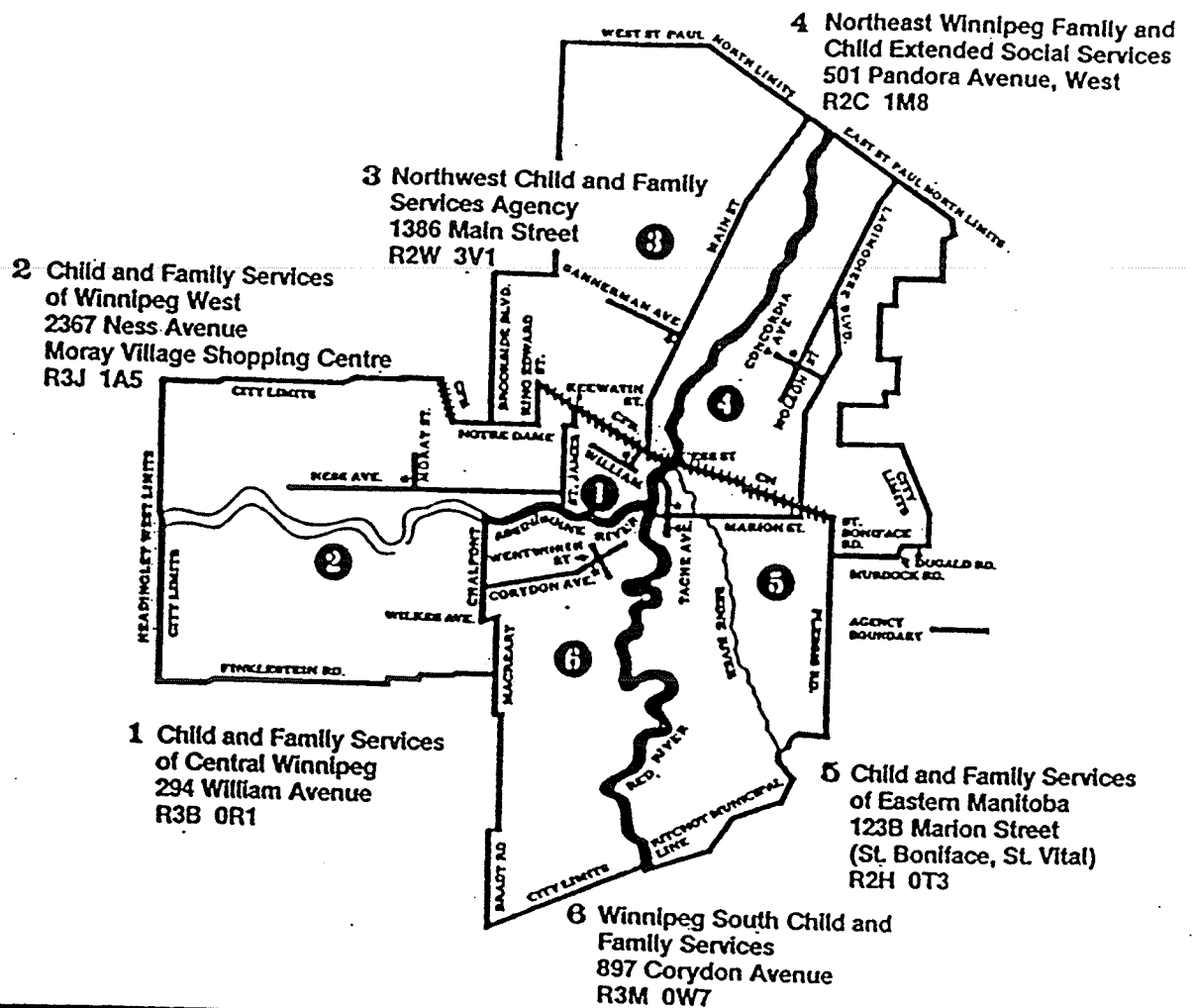
The following chart is a review of the variables as the categories were collapsed and reclassified in the data transformation.

VARIABLE	CATEGORIES
1.a Social Motivation to Foster - Weak	1. Weak Social Motivation 2. Other Social Motivations Combined
1.b Social Motivation to Foster - Moderate	1. Moderate Social Motivation 2. Other Social Motivations Combined
1.c Social Motivation to Foster - Strong	1. Strong Social Motivation 2. Other Social Motivations Combined
2.a Personal Motivation to Foster - Weak	1. Weak Personal Motivation 2. Other Personal Motivations Combined
2.b Personal Motivation to Foster - Moderate	1. Moderate Personal Motivation 2. Other Personal Motivations Combined
2.c Personal Motivation to Foster - Strong	1. Strong Personal Motivation 2. Other Personal Motivations Combined
3.a Age of Foster Mother	1. Less Than 39 Years 2. 40 Years or Older
3.b Age of Foster Father	1. Less Than 39 Years 2. 40 Years or Older
4.a Employment Status of Foster Mother	1. Employed 2. Not Employed
4.b Employment Status of Foster Father	1. Employed 2. Not Employed
5.a Educational Status of Foster Mother	1. Grades 6 - 9 2. Grades 10 - 12 3. Greater Than Grade 12
5.b Educational Status of Foster Father	1. Grades 6 - 9 2. Grades 10 - 12 3. Greater Than Grade 12
6.a Children of Foster Parents - Preschool	1. Preschool Children 2. Other Children
6.b Children of Foster Parents - School-age	1. School-Age Children 2. Other Children
6.c Children of Foster Parents - Adult	1. Adult Children 2. Other Children

7.a Primary Disciplinarian - Foster Mother	1. Foster Mother 2. Other Disciplinarians Combined
7.b Primary Disciplinarian - Foster Father	1. Foster Father 2. Other Disciplinarians Combined
7.c Primary Disciplinarian - Both Foster Parents	1. Both Foster Parents 2. Other Disciplinarians Combined
8.a Disciplinary Style of Foster Mother	1. Non-Corporal 2. Corporal
8.b Disciplinary Style of Foster Father	1. Non-Corporal 2. Corporal
9.a Religious Denomination	1. Other Christian Religions 2. All Other Religions Combined
9.b Church Attendance	1. Do Attend 2. Do Not Attend
9.c Organizational Participation	1. Do Participate 2. Do Not Participate
9.d Index of Religious Orientation - Weak	1. Weak Orientation 2. All other Orientations Combined
9.e Index of Religious Orientation - Moderate	1. Moderate Orientation 2. All other Orientations Combined
9.f Index of Religious Orientation - Strong	1. Strong Orientation 2. All other Orientations Combined
10. Marital Status	1. Single Parent 2. Two Parents
11.a Contemporary Parental Roles	1. Contemporary 2. Other Roles Combined
11.b Moderate Parental Roles	1. Moderate 2. Other Roles Combined
11.c Traditional Parental Roles	1. Traditional 2. Other Roles Combined
11.d Index of Contemporary Foster Families	1. Contemporary 2. Others Combined
11.e Index of Moderate Foster Families	1. Moderate 2. Others Combined
11.f Index of Traditional Foster Families	1. Traditional 2. Others Combined
12.a Number of Children in Foster Mother's Family of Origin	1. Up to 3 Children 2. 4 - 6 Children 3. 7 or More Children

12.b Number of Children in Foster Father's Family of Origin	1. Up to 3 Children 2. 4 - 6 Children 3. 7 or More Children
13.a Ordinal Position of Foster Mother in Family of Origin	1. Oldest Child 2. Middle Child 3. Youngest Child
13.b Ordinal Position of Foster Father in Family of Origin	1. Oldest Child 2. Middle Child 3. Youngest Child
14. Abuse History of Foster Parents	1. Abused 2. Not Abused
15.a Type of Childhood Abuse of Foster Mother	1. Physical Abuse 2. All Other Abuse Combined
15.b Type of Childhood Abuse of Foster Father	1. Physical Abuse 2. All Other Abuse Combined
16. Housing Arrangements of Foster Family	1. Own Home 2. Other Dwellings Combined

WINNIPEG CHILD AND FAMILY SERVICES AGENCIES



APPENDIX F: LETTER OF CONSENT

APPLICATION TO RESEARCH RECORDS

TO: Mr. Ron Fenwick, Acting Director
 Child and Family Support
 Manitoba Department of Family Services

1. We, Harvey Frankel, PhD, Assistant Professor, and Roma Minenko, B.S.W., applicants, hereby apply to access foster home records of the six area child and family services agencies in Winnipeg for the purpose of applying a survey instrument to analyze pre-existing foster home studies to examine whether the information contained therein can identify potentially abusive foster homes from non-abuse foster homes.
2. We undertake not to disclose or publish the contents of any record or part thereof which could reasonably be expected to identify the subject of the record or any other person who is identified in the record.
3. We understand that access will be granted to the records listed above for the stated purpose of the project only and for the duration of the project or for up to six months from the date of the approval of this application, whichever comes first.

20/12/90
 Date

 Applicant

20/12/90
 Date

 Applicant

APPROVAL OF APPLICATION

I, Ron Fenwick, Acting Director, Child and Family Support, do hereby approve the application by Harvey Frankel, PhD, Assistant Professor, University of Manitoba, Faculty of Social Work, and Roma Minenko, B.S.W., to access the files listed in this application and in accordance with the terms and conditions set forth in this application.

Jan 7/91
 Date Approved

 Acting Director

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