

**FOSTER MOTHERS' REPORTS ON THE BEHAVIORS, EXPERIENCES
AND THE ADJUSTMENT TO FOSTER CARE OF NATIVE AND
WHITE CHILDREN LIVING IN WHITE FOSTER HOMES**

BY

JOCELYN B. PROULX

**A Thesis
Submitted to the Faculty of Graduate Studies
in Partial Fulfillment of the Requirements
for the Degree of**

MASTER OF ARTS

**Department of Psychology
University of Manitoba
Winnipeg, Manitoba**

(c) by Jocelyn B. Proulx



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Abstract

This study examined the behaviors, emotions and experiences of native and white foster children living in white foster homes as perceived by their foster mothers. Several factors associated with adjustment to foster care, as suggested by the literature, were of interest. These factors were represented in five major hypotheses: (1) native foster children were placed in care due to neglect, abuse, and abandonment more often than white children, whereas white children were placed in care due to behavior problems more often than native children; (2) there would be less contact with parents and family for native foster children than for white foster children; (3) increased contact with parents and family would lead to a decrease in integration into the foster family; (4) native foster children would have poorer marks in school than white foster children, and (5) native foster children would have greater problems with identity formation than would white foster children. Of secondary interest were: the effect of ethnicity on the number of foster homes the child had been in, integration into the foster family, the capacity to relate to others, and behavior and emotional problems; the effects that reason for placement and the age the child entered the foster home had on contact with parents and family, and integration into the foster family; the effect that contact with parents and

family had on school performance, the capacity to relate to others, identity formation, and behavior and emotional problems, and the effect that the child's integration into the foster family had on identity formation, and behavior and emotional problems. Subjects were the foster mothers of native and white foster children, 13 years or older.

The multivariate procedures of CATMOD, MANOVA, and CANCOR were used to analyze the hypotheses. The first, second, fourth, and fifth hypotheses were not supported, revealing a general lack of perceived differences between native and white foster children on various aspects of adjustment to care. The third hypothesis was also not supported, suggesting there is no relationship between the child's contact with parents and family and his/her integration into the foster family.

Foster Mothers' Reports on the Behaviors, Experiences,
and the Adjustment to Foster Care of Native and
White Children Living in White Foster Homes

In recent years there have been a number of studies on foster care. Although there is a growing body of literature in this area, there are still many gaps in our knowledge and understanding of the elements which could be important in effective fostering. The results of some studies seemed to indicate that ethnicity was one such element. This was particularly true when foster parents and foster children were of different ethnic origin. Different cultural norms, customs, language, as well as possible prejudices may have led to problems in foster parent and child relationships.

Some studies examined the experience of nonwhite foster children in white foster homes. For example, Roys (1984), in describing the Child Welfare System in Great Britain, pointed out that ethnic minorities were usually poor and less able to provide for their children. The Child Welfare System stepped in on behalf of these children, who were then placed in white homes. The children's parents may not have understood what was expected of them or what was happening to their children.

Cultural differences may have led to further problems when foster children experienced a change in child rearing methods because of different cultural practices (Roys, 1984). Fliechman-Smith (1984) reported that adjustment problems arose when black Caribbean children were removed from their families and placed in white foster homes, where cultural practices differed from that of their family. Negative attitudes towards and differential treatment of foster children, the racism from the community in which the children were placed, as well as the children's sense of being different only compounded the anxiety they felt at being removed from their family and placed with strangers (Dinnage & Pringle, 1967; Stevenson, 1977). From these reports it appears that nonwhite children have a more difficult time settling into white foster homes than white children.

However, Fanshel and Shinn (1978) found that white foster children raised in white foster homes were less capable of relating to other people than black or Puerto Rican children raised in white foster homes. This difference remained consistent over time. In addition, black children were initially better able to cope with the separation from their parents and family than Puerto Rican and white children. This difference diminished over time. From the Fanshel and Shinn (1978) study, it appeared that

nonwhite children found it easier to adjust to foster care than white children, with black children adjusting more readily than Puerto Rican or white children. Thus there seem to be ethnic differences in adjustment to foster care. However, the exact nature of these differences are not clear.

Additional investigations by Fanshel and Shinn (1978) examined several variables that may play a role in children's adjustment to foster care and which appeared to be related to ethnicity. One such variable was the reason children were placed in foster care. Fanshel and Shinn (1978) found that black children were more likely than white or Puerto Rican children to be placed in foster care because they were neglected or abused, while white children were more likely than black or Puerto Rican children to be placed in foster care because of behavior problems. Puerto Rican and white children were more often in foster care because of the mental illness of the child-caring person than were black children, while black and Puerto Rican children were more often placed in foster care as a result of abandonment than were white children. Thus, ethnicity seems to play a role in the reasons children are placed in foster care, with nonwhite children placed more frequently due to family problems such as abuse, abandonment, and neglect, and white children more often placed due to behavior problems.

Related to the reason for placement as well as to adjustment to foster care, was the frequency of contact foster children had with their birth parents. Fanshel and Shinn (1978) found that children placed in foster care because of their behavior, mainly white children, were visited quite frequently by their parents. Children placed because of mental illness of the child-caring person, mainly white and Puerto Rican children, were also visited fairly often. However, children placed because of neglect and abuse, mainly black children, were rarely visited by their parents. Dinnage and Pringle (1967) also reported less parental visitation for black children. It appears that generally, nonwhite children are visited by their parents less frequently than white children.

Since white children were visited more frequently by their parents, had more difficulty coping with the separation from their parents, and were less embedded in and able to cope with the foster care environment than other children, Fanshel and Shinn's (1978) findings seemed to suggest that those children who were more frequently visited by their parents had a more difficult time adjusting to the foster care situation than those children who were less frequently visited. These investigators claimed, however, that over time children benefited from parental contact, as the children in their study who were visited by their

parents displayed better emotional adjustment, and received higher I.Q. scores and more positive assessments by teachers than children who were not as frequently visited by their parents. However, the children who were frequently visited by their parents also displayed greater behavioral problems than children who were not in frequent contact with their parents. There are obvious disagreements as to whether familial contact is beneficial (Thorpe, 1980; Laird, 1979; Fein, Maluccio, Hamilton, & Ward, 1983; Colon, 1978; Tiddy, 1986; Roys, 1984) or harmful (Rowe, Cain, Hundleby, & Keane, 1984) to foster children. Although Fanshel and Shinn (1978) supported the contention that parental contact was beneficial, some of their results indicated the contrary may be true. At this point, further clarification of the effects of the birth parents' contact with their children in foster care is necessary.

Regardless of the advantages or disadvantages of parental contact, it seems plausible that such contact would affect the child's degree of integration into the foster family, with more parental contact leading to less integration. By remaining connected to their birth family children may have less need or desire to affiliate with their foster family, whereas children without parental contact may be more likely to affiliate with their foster family. Because of the cultural differences and possible

prejudice against ethnic minorities, it might also be expected that nonwhite children would become less integrated into their foster family than white children. However, if nonwhite children are visited less frequently, as suggested by Fanshel and Shinn (1978), they may be more likely to become integrated into their foster family. The length of time the child has been with the foster family is also likely to affect the degree of integration into the family. Integration into the foster family undoubtedly has many effects on foster children's lives (Theis, 1974). A clarification of the factors and circumstances affecting children's integration into their foster families is required in order to further the understanding and prediction of adjustment to foster care.

Fanshel and Shinn (1978) examined the school achievement and performance of foster children, as a variable that is effected by and indicative of the degree of adjustment to foster care. They found that over half of the foster children performed below the normal level for their age. Black and Puerto Rican foster children performed at a lower level in school than white foster children. Over time, however, Black and Puerto Rican foster children showed a greater improvement in their scholastic performance than white foster children. Perhaps this was because black and Puerto Rican foster children had more room for improvement.

Foster children had the most difficulty with reading writing and arithmetic. Holman (1973) found that foster children were more likely to have below average grades than their classmates. Reading skills were the most problematic area for foster children in the Holman (1973) study. Canning (1974) also reported that foster children were more likely to have failed one or more grades and they lacked orientation and preparation for school work.

Another variable related to adjustment to foster care was identity formation. It has been suggested that a lack of proper identity formation in adolescent foster children may have been due to uncertainty about their personal histories, and confusion in regard to who they are and where they belong (Hipgrave, 1983; Fallon, McKenna, Waring, Wilson, Thom, & Giltinan, 1983; Sprey-Wessing & Portz, 1982; Triseliotis, 1980; 1984; Thomas, 1972). Identity was defined as possessing a sense of self through the integration of the past and the present, feeling secure and belonging somewhere or to someone, having self-esteem, a positive self image, and self confidence (Fallon et. al., 1985; Sprey-Wessing & Portz, 1982; Triseliotis, 1984; Hipgrave, 1983; Thorpe, 1980; Macintyre, 1970; Thomas, 1972). These definitions suggested that a reference point such as parents and/or family was very important to a sense of identity, as they provided children with the elements

required for proper identity formation (Sprey-Wessing & Portz, 1982, Fallon et. al., 1983; Thorpe, 1980). Foster children may feel rejected by their real parents (Triseliotis, 1984, Fallon et. al, 1983; Tiddy, 1986; Thomas, 1972), have little contact with their parents or family, or know very little about their background (Thorpe, 1980; Rowe, Cain, Hundleby & Keane, 1984; Pryce, 1974). The insecurity of the fostering relationship may prevent foster children from identifying with their foster family (Rowe, 1980). Feelings of disloyalty to their natural family may further prevent closeness to and identification with their foster family (Tiddy, 1986; Thomas, 1972). Foster children may also feel different from their foster family, as they have different last names, and perhaps different ethnic and cultural backgrounds (Triseliotis, 1984, Stevenson, 1977; Rowe, Cain, Hundleby & Keane, 1984). Questions and taunts from children at school may serve as an added reminder of how different they are from others (Triseliotis, 1984; Rowe, Cain, Hundleby & Keane, 1984; Canning, 1974; Mullender & Miller, 1985). These constant reminders that distinguish them from the other people they associate with, combined with their feelings of rejection, may make it difficult for foster children to feel secure, to have a high degree of self-esteem, and to feel that they belong anywhere.

Other aspects of identity formation included a growing sense of independence (Sprey-Wessing & Portz, 1982), and social maturity (Fanshel & Shinn, 1978). In order to gain a sense of independence a child needs the support of a family to build self-esteem, security, confidence, and a sense of belonging (Fallon et. al., 1983, Hipgrave, 1983, Triseliotis, 1984; Sprey-Wessing & Portz, 1982). If the foster family, for whatever reason, does not provide this support, and the child's real family is out of touch, the child may not be able to develop independence. Those children entering foster homes in their adolescence seemed to find it difficult to develop an attachment to the foster family (Fanshel & Shinn, 1978, Fallon et. al., 1983), again possibly retarding their independence and social maturity.

Identity formation also included the ability to put oneself in the others' place and to see oneself through the eyes of others (Hipgrave, 1983; Macintyre, 1970; Mullender & Miller, 1985). Children who cannot do this will have problems relating to others (Triseliotis, 1984). Being able to understand the point of view of another person allows for a better judgement of how one should respond to that other person (Jones & Day, 1977; Stryker, 1980; Lauer & Handel, 1983; Heiss, 1981; Hewitt, 1984; Macintyre, 1970). If foster children, possibly due to a lack of proper development, cannot do this they will experience difficulties in relating to others in a social context.

Children with ethnic backgrounds different from their foster parents may find identity formation particularly difficult. These children may feel so different from their foster parents that they cannot identify with them (Triseliotis, 1980; Pryce, 1974; Mullender & Miller, 1985). If nonwhite foster children are visited less frequently than white children, as indicated by Fanshel and Shinn (1978), they may not be able to identify with their birth family (Pryce, 1974). Thus nonwhite children may experience some confusion as to where and to whom they belong (Dinnage & Pringle, 1967). If this conflict exists, identity formation may be retarded. Presumably, integrating past with present would be very difficult for children of ethnic minority groups who know little about their past or their family history. The fostering situation creates ambiguity over where and with whom the child belongs, who the child should obey and care for, and where and when the child will once again be moved. This would tend to increase foster children's sense of uncertainty about themselves and their surroundings. In addition, because of cultural difference, children of ethnic minorities may have a greater problem than white children in acquiring independence, social awareness and the ability to see another's point of view.

However, if as Fanshel and Shinn (1978) suggested, nonwhite children adjust to foster care better than white

children, and white children are less capable of relating to other people than nonwhite children, then perhaps nonwhite foster children will develop their identity sooner and more easily than white children. The nonwhite foster children in Fanshel and Shinn's (1978) study who were more likely to be placed in foster care as a result of abuse, neglect, and abandonment may have found foster care more stable and secure than that of their natural family. White foster children who were mainly placed in foster care because of their behavior problems may have been too disruptive to settle into their foster homes. If white children have more behavior problems, they may reduce the chances of evoking affection and acceptance by their foster family. This may account for the poorer adjustment to foster care of white as opposed to nonwhite foster children.

Although Fanshel and Shinn (1978) found no identity problems in their study, it is possible that they may not have been measuring the concept of identity effectively. Their measures of identity consisted of four items inquiring as to the child's feelings of guilt about being placed, confusion about family identity, conflict in loyalties, and insecurity about the future. These items do not encompass the concepts of identity found in the literature on identity formation in foster care. Perhaps a clearer view of identity formation may be obtained by measuring it using

factors which the literature suggested were part of identity formation. These factors included a knowledge of personal past, a sense of belonging to a person or a group of people, security, self-esteem, self-confidence, independence, a positive self-image, social maturity, and the ability to empathize with others. Using these identity related concepts, research findings would be more closely related to identity formation as described by the literature.

Difficulties in adjusting to foster care have also been attributed to the number of foster homes the child has been placed in. The rate of failure in adjusting to foster care tended to increase as the number of foster homes the child has been in increases (Napier, 1972). Thus, the more foster homes the child had been in, the less able he/she was to adjust to his/her current foster home. Some research, however, indicated that these problems fade over time (Rowe, Cain, Hundelby & Keane, 1984).

There is evidence that ethnicity as well as age are related to the number of foster homes children have lived in. Pardeck (1980; 1984) and Olsen (1982) found that white foster children had been in more foster homes than black foster children. Older foster children were placed in more foster homes and remained in care longer than younger foster children (Pardeck, 1980; 1984; Napier, 1972; Olsen, 1982;

Fanshel & Maas, 1962). This factor may have contributed to older foster children's low rate of success in adjusting to foster care as reported by Dinnage and Pringle (1967), Napier (1972), and Fanshel and Shinn (1978). Thus, children's reactions to foster care are affected by their age, ethnicity, and the number of foster homes they have been in.

In sum, prior research has outlined many factors which may be related to adjustment to foster care. These factors included the child's ethnicity, the reason for the child's placement into foster care, the amount of contact with his/her family, integration into his/her foster family, identity formation and the capacity to relate to others, the number of foster homes the child has been in, the time he/she has spent in a given foster home, and behavioral and emotional problems. Also, adjustment to foster care apparently affected different aspects of foster children's lives such as their school performance.

However, with the exception of the work by Fanshel (1972), there is little information about the particular experience of native children living in white foster homes. Since natives are a prominent minority in Manitoba, and since there are native children in foster care, an understanding of their experiences is important. The

present study was developed to fill in some of the gaps in our knowledge about native children living in white foster homes.

Based on the Fanshel and Shinn (1978) study which found differences between white and nonwhite children in their reasons for being placed into foster care, the first hypothesis was that native foster children would be placed in care due to neglect, abuse and abandonment more often than white foster children, but white foster children would more often be placed in foster care because of behavior problems than native children. Based on the studies of Fanshel and Shinn (1978) and Dinnage and Pringle (1967) which found that nonwhite foster children had less parental visitation than white foster children the second hypothesis was that native foster children would have less contact with their parents and family than white foster children. The third hypothesis, that for all children, increased contact with parents and family would lead to a decrease in integration into the foster family, was based on the research of Tiddy (1986) and Thomas (1972) which suggested that contact with parents effected integration into the foster family. Based on the findings that nonwhite foster children performed at a lower level in school than white foster children (Fanshel & Shinn, 1978), the fourth hypothesis was that native foster children would have poorer

marks than white foster children in school. Based on the studies on ethnic differences in the identity formation of foster children by Pryce (1974), Mullender and Miller (1985), Triseliotis (1980), Fanshel and Shinn (1978), and Dinnage and Pringle (1967) the fifth hypothesis was that native foster children would have greater problems with identity formation than white foster children.

The literature on ethnicity (Fanshel & Shinn, 1978; Pardeck 1980;1984; Olsen, 1982), reasons for placement (Fanshel & Shinn, 1978), contact with parents and family (Fanshel & Shinn, 1978; Dinnage & Pringle, 1967; Thorpe, 1980; Laird, 1979; Fein et.al., 1983; Colon, 1978; Tiddy, 1986; Roys, 1984; Rowe et.al., 1984), and integration into the foster family (Theis, 1974), suggested further areas of interest such as: (a) The effect of ethnicity on the number of foster homes the child has been in, integration into the foster family, the capacity to relate to others, and behavior and emotional problems. (b) The effects that reason for placement and the age the child entered the foster home had on contact with parents and family, and integration into the foster family. (c) The effect that contact with parents and family had on school grades, the capacity to relate to others, identity formation, and behavior and emotional problems. (d) The effect that the child's integration into the foster family had on identity formation, and behavior and emotional problems.

Method

Subjects

Subjects were 24 foster mothers of native and white foster children, 13 years of age or older. This particular age group was chosen because of the interest in identity formation, a major concern with adolescents. The children had to have been living in the foster home for at least four weeks in order for foster mothers to have enough experience with the children to answer questions about their experiences and behaviors. Subjects were approached with the help of Child and Family Services of Northeast Winnipeg, McDonald Youth Services of Winnipeg, and the Foster Parents Association of Winnipeg. Information on 46 children, 26 white and 20 native, was obtained. The children's ages ranged from 13 to 18 years of age, with the mean age being 15.3 years old

Procedure

A list of names and phone numbers of foster parents associated with the Child and Family Services of Northeast Winnipeg and McDonald Youth Services were provided by the directors of the agencies and the Manitoba Foster Parents Association of Winnipeg. The foster mothers were then contacted by phone. The researcher introduced herself and

explained that a study on foster children was being carried out by a University of Manitoba graduate student. The foster mothers were told how their names were given to the researcher by the director of the Child and Family Services of Northeast Winnipeg, or McDonald Youth Services, and the Manitoba Foster Parents Association in Winnipeg. Potential participants were informed that the purpose of the study was to gain a better understanding of the behaviors, emotions, and experiences of foster children in Manitoba. They were told that most of the research done on foster care focused on people from the United States and Great Britain, but that this study, although exploratory, would increase the understanding of foster children in Manitoba. Such research would be both informative and beneficial to everyone involved with foster care.

Foster mothers were then be asked if they would be willing to answer a few simple questions over the phone. The questions included how long the person had been a foster parent, whether the person worked at home or outside the home, the general age groups of the children they have cared for, and whether they presently were caring for any children 13 years of age or older who had been in their home for at least four weeks. If such children were in their care, they were asked the sex and ethnicity of each of these children, as well as how many foster homes each child had been in, and

whether any of the children were part of any group which provides support by listening to concerns, and trying to help the children with their problems. Most of these questions were not used in the analysis of this study, but were asked in order to remove the emphasis on the ethnicity issue which may have resulted in response bias (Cronbach, 1970; Wiggins, 1973).

After the questions were answered, foster mothers were told that the study involved interviews with foster mothers of children 13 years of age or older who had been in their home for at least 4 weeks. Foster children fitting this description, who were currently in the foster home or who had left the foster home no longer than four months ago were of interest. The questions asked were about the behaviors, emotions, and experiences of the foster children. Foster mothers were told the interview would take 20-30 minutes for each child. They were asked if they would be willing to participate in such an interview. If they agreed, an interview time was arranged. Interviews took place in the foster mother's home, or at her place of work. The children being discussed were never present during the interviews.

Before the interview began, foster mothers were assured that their answers would be anonymous and confidential. At this time participants were asked to sign a consent form

which stated that they had agreed to participate in the study and that they understood that their responses would be confidential and anonymous. The researcher then went through the questionnaire with the foster mothers for every child 13 and older currently in their care, or who had been in their care within the last four months. Most questions were rated on a five point scale. Foster mothers were shown how to use these types of scales before going through the questionnaire.

After the interviews for all foster children in the home were completed, foster mothers were asked if they had concerns or questions about the study or foster care in general, or if there was anything they had experienced as foster parents that they felt should be investigated. They were assured that their concerns and suggestions would be taken into account when planning further research. Foster mothers were asked if they would be interested in the results of the study. The names and addresses of those expressing an interest in obtaining the results were recorded. A copy of the results and discussion section of the study was mailed to these people after the study had been completed. Included was an explanation of the ethnicity issue and it's role in the study. Before leaving, the researcher thanked the foster mothers for their help and support. Data was collected over a five month period from January 1989 to May 1989.

Foster mothers were chosen as participants because there are more women than men involved in foster care, and there are more single foster mothers than single foster fathers. Moreover, although it is now beginning to change, foster mothers are still generally more involved in caring for the foster children than are their husbands.

There were a few single fathers on the lists of names provided by the agencies and it would have been possible to interview foster fathers as well as foster mothers. However, it was believed that foster fathers would have different types of relationships with the foster children than would foster mothers. Moreover, combining information given by foster fathers and foster mothers may have confounded the results. Thus, foster mothers were chosen as participants to rule out the confounding effect of foster parent's gender, and because they would provide the greatest amount of participants with the most knowledge about the foster child.

Questionnaire

A foster care questionnaire was constructed for this study (see Appendix A). Most of the demographic questions, presented at the beginning of the form were answered over the telephone in the initial call made to foster mothers

Items in the questionnaire were clustered under the conceptual headings: contact with parents and family, integration into the foster family, school performance, capacity to relate to others, identity formation, behavior problems and emotional problems. The items under each of these conceptual headings represented some aspect or quality of the concept being measured. The items under the conceptual headings were arrived at through items used in previous research in the area, and qualities and behaviors suggested by the literature and the executive director of the Manitoba Foster Parents Association in Winnipeg. Most items were rated on a five point scale, with the end points designated as opposites and the center point as middle ground between them. Other items required yes/no responses or followed a checklist format.

Analysis

The data was analysed using ANOVA (Analysis of Variance), and multivariate statistical methods such as CATMOD (Categorical Data Modelling), MANOVA (Multivariate Analysis of Variance), and CANCOR. (Canonical Correlations). The items within each variable grouping or cluster, such as identity formation and integration into the foster family, were treated as separate variables in order to assess their degree of significance, individually. This

created several independent and dependent variables which were intercorrelated in various ways and to varying degrees. In nonexperimental research such as this study, multivariate statistics are particularly useful at examining the effects of independent variables on correlated dependent variables, and effectively testing the significance of these effects. The effects of independent variables on a single dependent variable were evaluated with the use of ANOVA designs. The statistical procedures and results obtained are presented and explained in Appendices B, C, D, and E.

Results

Before the results are considered it must be kept in mind that the following results are based on foster mother's views and perceptions of their foster children's behaviors and experiences. Moreover, due to the limited sample size there may have been problems with generalization to other foster family populations.

Characteristics of Subjects

Eleven of the foster mothers provided information on one foster child 13 years or older; seven on two foster children, four on three foster children, one on four foster children, and one on five foster children 13 years or older. Among these children eight, six native and two white, had

left the foster home within the last four months. In total, there were 24 foster mothers and 46 foster children.

Six of the foster mothers interviewed were from northeastern Winnipeg, seven were from Winnipeg south, and eleven were from southwest Winnipeg. The average number of years the foster mothers had been fostering was 8.2 years. Three foster mothers had been fostering for less than a year, ten had been fostering for 1 to 5 years, six for 6 to ten years, two for 11 to 20 years, and three had been fostering for over 20 years. At the time of the interview, ten of the foster mothers had cared for 1 to 5 foster children, six for 6 to 10 foster children, one for 11 to 20 foster children, three for 20 to 50 foster children, and four for over 50 foster children. Five of the foster mothers had cared for children from birth to a year old, six for children 2 to 3 years old, six for children 4 to 5 years old, eleven for children 6 to 9 years old, thirteen for children 10 to 12 years old, and all were caring for or had recently cared for children 13 years old or older.

The foster mothers religions included Roman Catholic (2), Jewish (1), Protestant (4), United (4), Buddhist (1), and Anglican (2). Two were aethiests and six did not state a religion. Half of the foster mothers worked in the home while the other half worked outside the home. Of the

latter, eight had jobs related to social work. Seventeen of the foster mothers were currently married, and seven were single parents. The level of education for foster mothers ranged from grade 10 to a masters degree. Most of them had some post secondary education from a college or university.

Testing the Hypotheses

The first hypothesis predicted that native foster children would be placed in care due to neglect, abuse, and abandonment more than white foster children, whereas white foster children would more often be placed in foster care because of behavior problems than would native children. CATMOD was used to test this hypothesis. The CATMOD procedure is designed to deal with discrete or categorical data. Primarily, the procedure examines response probabilities and compares response proportions through the use of a log-linear model. In this manner it allows one to obtain the same type of information given by ANOVA, but with discrete variables rather than continuous variables (see Appendix B).

The two variables under consideration were both discrete variables. The CATMOD procedure produced probability ratios which indicated that the likelihood of being in care due to family problems such as neglect, abuse, and abandonment was .71 for native foster children and .63

for white foster children. The probability ratios for being in care due to behavior problems and both family and behavior problems were .11 and .11 respectively for native children, and .05 and .30 respectively for white children. Therefore, foster mothers identified family problems as the main reason for all foster children being in care. The procedure yielded a chi-square value of 3.18 ($p > .365$) indicating no difference between native and white foster children on the reason for being placed into care (see Appendix B, Table 1).

The second, third, and fourth hypotheses were not supported. For the second hypothesis, that native foster children would have less contact with parents and family than white foster children, the items assessing contact with parents and family served as a set of correlated dependent variables. MANOVA procedures were used to test this hypothesis. With the MANOVA procedure, the differences between the levels of one or more independent variables on their effects on a set of dependent variables can be tested. (For more information on MANOVA see Appendix C). No difference was found between native and white foster children on the amount of contact they had with parents and family, as reported by foster mothers ($F[3,42] = .30$) (see Appendix C, Table 1).

Canonical correlations (CANCOR) were applied to test the third hypothesis, that for all foster children, increased contact with parents and family would lead to a decrease in integration into the foster family. The CANCOR techniques analyze the relationship between two sets of variables. The procedure provides correlations between the variable sets as well as correlation coefficients relating each variable to its own variable set and to the other set of variables. (For more information about CANCOR see Appendix D). Since each item under the headings of contact with parents and family and integration into the foster family was considered a separate variable, canonical correlations were employed to evaluate the relationship between these two variable sets. The first canonical correlation relating the two variable sets, .50 ($p > .49$) was not significant and accounted for only 25% of the variance (see Appendix D, Table 1).

The fourth hypothesis, that native foster children would have poorer marks at school than white foster children was analyzed by means of an ANOVA test. (An ANOVA is used to test the effects of one or more independent variables on one dependent variable). The fourth hypothesis consisted of one independent variable (ethnicity) and one dependent variable (school marks). There was no difference between native and white foster children in their school marks, as

reported by their foster mothers ($F[1,39] = .14$) (see Appendix E, Table 1).

The MANOVA procedure was used to test the fifth hypothesis, that native foster children living in white foster homes would have more problems with identity formation than white foster children living in white foster homes. The MANOVA results indicated an overall absence of relationship between ethnicity and foster mothers' perceptions of the children's identity formation ($F[11,34] = 1.33$) (see Appendix C, Table 2). This indicated that the items grouped under identity formation did not act as a whole, but rather as individual variables. Future research on ethnic differences in foster children should treat these items as separate variables.

However, the individual ANOVA results revealed an apparent difference between native and white foster children on foster mothers' perceptions of their degree of independence ($F[1,45] = 5.66$) (see Appendix C, Table 3). Of the factors measuring identity formation, only the factor measuring independence was significant (see item #9, Appendix C, Table 4). Native foster children were perceived as more independent than white foster children. This suggests an area for possible future research on ethnic differences in foster children.

Additional Findings

Ethnicity

With the application of MANOVA techniques, it was found that foster mothers did not perceive ethnicity as effecting the foster child's capacity to relate to others ($F[6,39] = .31$) (see Appendix C, Table 5), behavior problems ($F[8,37] = .62$) (see Appendix C, Table 6), or emotional problems ($F[4,41] = .71$) (see Appendix C, Table 7). No overall relationship was found between ethnicity and foster mothers' perception of the child's integration into the foster family ($F[6,39] = 1.63$) (see Appendix C, Table 8). This indicated that the items grouped under integration into the foster family did not act as a whole, but rather as separate variables. Future studies on ethnic differences in foster children should consider these items as separate variables.

The individual ANOVA F tests however, revealed an apparent difference in foster mothers' perceptions of how frequently native and white foster children displayed physical affection towards the foster family ($F[1,44] = 4.30$) (see Appendix C, Table 9). Of the factors measuring integration into the foster family, only the one measuring physical affection was significant (see item #2b, Appendix C, Table 10). Native foster children were reported as showing more physical affection than white foster children.

This suggests an area for possible future research on ethnic differences in foster children.

A CATMOD procedure, producing a chi-square value of 7.75 ($p < .05$) (see Appendix B, Table 2), revealed a significant difference between native and white foster children in the number of foster homes they were reported to have been in. Using J. L. Fleiss's (1980) statistical method of testing ratios and proportions, the probability ratios for native and white foster children were compared (see Appendix B, Table 3). Fleiss' z scores, achieved through this comparison procedure, indicated that native and white foster children differed significantly on their likelihood of being in one or two foster homes and 11 foster homes or more. The probability ratios showed that it was more likely ($p=.76$) that white foster children had been in one or two foster homes and least likely ($p=.08$) that they had been in 11 or more foster homes. In contrast, for native foster children it was most likely ($p=.92$) that they had been in 11 or more foster homes and least likely ($p=.24$) that they had been in only one or two foster homes. Thus, native foster children were reported to have been in more foster homes than white foster children (see Appendix B, Table 3).

Contact with Parents and Family

With the application of ANOVA procedures, it was found that foster mothers did not perceive the child's school marks to be effected by contact with parents ($F[6,34] = .50$), contact with siblings ($F[6,34] = .61$), or contact with extended family ($F[6,34] = 2.12$) (see Appendix E, Tables 2, 3 & 4). According to MANOVA results, it was also found that foster mothers did not perceive the child's contact with parents and family to be effected by the number of foster homes the child had been in ($F[9,97.50] = 1.21$) (see Appendix C, Table 11), or the age at which the child entered the foster home ($F[6,82] = .73$) (see Appendix C, Table 12). Nor was the reported contact with parents and family related to perceptions of the child's capacity to relate to others (the CANCOR had a value of .497, $p > .54$) (see Appendix D, Table 2), the child's behavior problems (the CANCOR had a value of .51, $p > .33$) (see Appendix D, Table 3), or the child's emotional problems (the CANCOR had a value of .34, $p > .84$) (see Appendix D, Table 4).

The relationship between foster mothers' reports of the child's contact with parents and family and the reason for placement produced significant MANOVA results ($F[6,80] = 4.01$) (see Appendix C, Table 13). The individual ANOVA tables indicated that the primary difference occurred

between the reported reason for placement and the child's contact with siblings ($F[2,42]= 10.64$) (see Appendix C, Table 14). According to a Scheffe test of means, children perceived as being in care due to family problems were reported as having had significantly more contact with siblings than children perceived as being placed into care due to behavior problems, and due to both behavior and family problems (see Appendix C, Table 15). Children perceived as being in care due to family problems were reported to have had contact with their siblings nearly once a week, while children perceived to be in care due to behavior problems and both behavior and family problems were reported to have seen their siblings about once a year.

A canonical correlation of .65 ($p < .02$), accounting for 43% of the variance (see Appendix D, Table 5), revealed a relationship between foster mothers' perceptions of the child's contact with parents and family (the independent variable set), and his/her identity formation (the dependent variable set). A canonical coefficient of .90 indicated that contact with parents carried most of the weight within the independent set of variables. The coefficients of .71, .41 and $-.44$ representing the degrees the child knows about his/her birth family, feels he/she belongs with the birth family, and feels he/she belongs with the foster family, respectively, carried the most weight within the set of dependent variables (see Appendix D, Table 6).

A CANCOR analysis indicated that, from the independent variable set, the amount of contact the child had with his/her parents that exerted the most influence (.59) over the set of dependent variables. For the set of dependent variables, it was only the degree of knowledge the child had about his/her birth family that exerted the most influence (.46) over the set of independent variables (see Appendix D, Table 6). Not surprisingly, foster mothers perceived children who had more contact with their parents as having more knowledge about their birth family. family.

For all canonical correlations done in this study, canonical coefficients over $|\ .40 |$ were considered influential to the variance of the variable sets. This cut off point was chosen to allow consideration of the greatest number of variables in the relationship under analysis. Hinkle, Wiersma and Jurs (1988) consider this cut off point indicative of a low correlation, whereas according to Tabachnick and Fidell (1983; 1989) correlation coefficients that are larger than .30 can be considered as meaningful in psychological research. As a primarily exploratory study in a relatively new area of research, it was thought that each variable should be given maximum opportunity to be retained for further investigation. Subsequent studies may use more stringent measures on these variables.

Integration into the Foster Family

MANOVA results implied that foster mothers did not perceive the child's integration into the foster family as being related to the reason for the child's placement into care ($F[18,105.14] = 1.17$) (see Appendix C, Table 16), or the age at which the child entered the foster home ($F[12,76] = .82$) (see Appendix C, Table 17). Although the canonical correlation relating perceptions of the child's integration into the foster family and emotional problems was .64 (accounting for 42% of the variance) the probability level for the null hypothesis that all canonical correlations are 0 was only .3790, indicating that the correlations explain very little about the relationship between the two variable sets (see Appendix D, Table 8).

CANCOR analysis, was applied to test the relationship between foster mothers' perceptions of the child's integration into the foster family and his/her identity formation. The first canonical correlation between integration into the foster family, the independent variable and identity formation, the dependent variable set was .89 ($p < .0002$), accounting for 80% of the variance (see Appendix D, Table 8). The independent variables carrying the most weight within their set were: how often the child fights with people living in the foster home (.52), how

often the child does things for the pleasure or benefit of the foster family (.42), whether the child treats the foster parents as parents (.87), and whether the child would be upset over having to leave the foster home (.66). The dependent variables carrying the most weight within their set were: whether the child feels he/she belongs with the foster family (.91), to what degree the child is able to see him/herself as other people do (.43), and the child's level of social maturity (.42).

In correlating the two variable sets, the independent variables exerting the most influence over the dependent variable set are: whether the child fights with people in the foster family (.47), treats the foster parents as parents (.78) and would be upset over having to leave the foster home (.59). In the dependent variable set, it is only whether or not the child feels that he/she belongs with the foster family (.82) that has influence over the set of independent variables (see Appendix D, Table 9). Therefore, foster mothers reported that the more the child felt he/she belonged with the foster family, the more he/she fought with people living in the foster home, the more he/she treated the foster parents as parents, and the more he/she would be upset over having to leave the foster home.

In testing the relationship between foster mothers' perceptions of the child's integration into the foster family, the independent variable set, and his/her behavior problems, the dependent variable set, the first canonical correlation of .75 ($p < .0001$) accounted for 56% of the variance (see Appendix D, Table 10). Within the set of independent variables the items that carried the most weight were: how often the child fights with people living in the foster home (-.80), how often the child does things for the pleasure or benefit of the foster family (-.42), and how upset the child would be over having to leave the foster home (-.54). In the dependent variable set, the items that carried the most weight within the set were: how often the child has run away (.60), how often the child is aggressive (.57), how often the child is demanding (.75), and how often the child has committed illegal acts (.46). From the independent set of variables, it was how often the child fights with the people living in the foster home (-.60) that explained most of the variance in the dependent variable set. From the dependent set of variables it was how often the child has run away (.45), how often the child is aggressive (.43), and how often the child is demanding (.56) that explained most of the variance in the independent variable set (see Appendix D, Table 11).

The second canonical correlation was .72 ($p < .001$), accounting for 52% of the variance (see Appendix D, Table 10). Within the set of independent variables it was how much the child does things for the pleasure or benefit of the foster family (.49), and whether the child treats the foster parents as parents (.51) that carried the most weight within that variable set. Within the set of dependent variables it was how often is the child self-destructive (-.68), how often does the child commit illegal acts (-.55), and how often is the child hyperactive (.46) that carried most of the weight for that set. For this canonical correlation, the independent variable set explained very little about the variance of the dependent variable set. The greatest coefficients were only .35 and .37 representing how much the child does for the pleasure or benefit of the foster family, and whether the child treats the foster parents as parents, respectively. The only variable from the dependent set of variables which had considerable influence over the independent set of variables was how often the child is self-destructive (-.49) (see Appendix D, Table 11).

The third canonical correlation was .68 ($p < .02$), accounting for 46% of the variance (see Appendix D, Table 10). For the third correlation, the independent variables carrying most of the weight within their variable set were:

how often the child tells members of the foster family that he/she likes or loves them (.60), and whether the child would be upset over having to leave the foster home (.61). The dependent variables carrying the most weight within their variable set were: how often the child clings to the foster parent (.75), and how often the child is physically withdrawn (-.56). The independent variables having the most influence over the dependent variable set were: how often the child tells members of the foster family that he/she likes or loves them (.41), and whether the child would be upset over having to leave the foster home (.42). The only variable from the set of dependent variables having influence over the set of independent variables was how often the child clings to the foster parent (.51) (see Appendix D, Table 11).

These three sets of canonical correlations and coefficients suggested that according to foster mothers' reports, children who fought less with people in the foster home, expressed more affection for members of the foster family, and would be more upset over possibly having to leave the foster home, were also the children reported as displaying less self-destructive behavior, more aggressive, demanding, and clinging behavior, and a greater incidence of running away. These seemingly contradictory results will be addressed in the discussion section.

Behavior and Emotional Problems

Foster parents were asked to list behavior and emotional problems of their foster child. The most frequently reported behavior problems were: story telling or crazy lying (4 children: 2 native, 2 white) eating or food related problems (6 children: 1 native, 5 white) manipulative behavior (9 children: 5 native, 4 white), and unrealistic thinking or fantasizing (3 children: 2 native, 1 white). For all of these the scores were either 4 or 5 indicating that they occurred often or very often. For emotional problems the most frequently mentioned problems were: being highly emotional (7 children: 3 native, 4 white), having a very laid back attitude or indifference (3 children: 3 white) lack of affect (3 children: 1 native, 2 white), and anger (7 children: 7 white). For indifference or a laid back attitude and lack of affect scores varied from 3 to 5, indicating these emotions occurred from sometimes to very often. For being highly emotional and angry, the scores ranged from 4 to 5 indicating that these emotions occurred often or very often.

Prejudice

Foster mothers were asked if they believed there were differences between native and white foster children and native and white parents on such issues as why parents have

children in care, the physical and emotional condition of children, and the parents' concern for their children in care (see Appendix A, Possible Indicators of Prejudice). Most foster mothers believed there were no differences between native and white foster children or between native and white parents on these issues. Out of those foster mothers claiming the existence of a difference, more were biased against natives than against whites or other races.

Additional Analysis

Upon completion of the planned analyses, it became apparent that the length of time the child was in the foster home may have effected the variables under investigation, and that perhaps it was this factor, rather than ethnicity which effected foster children's reported experiences in care. Specifically, it was thought that the length of time the children had been in the foster home would effect foster mother's perceptions of the children's integration into the foster family, with children who were in the foster home for a greater length of time being perceived as more closely integrated into the foster family. It was also thought that the length of time the children had been in the foster home would effect factors such as foster mothers' perceptions of behavior problems and identity formation, since these were found to be related to reports of integration into the

foster family. The length of time the children had been in the foster home was divided into two categories: a year or less, and over a year. Twenty-nine children had been in their current foster home for a year or less and 17 had been in the foster home for over a year.

MANOVA procedures were used to test the relationship between the length of time the child was in the foster home and foster mothers' perceptions of their integration into the foster family, behavior problems, and identity formation. Results suggested that the length of time children had been in the foster home effected perceptions of their integration into the foster family ($F[6,37] = 2.42$) (see Appendix C, Table 18). Individual ANOVA tables revealed that the length of time children had been in the foster home had the greatest effect on the first ($F[1,44] = 6.48$) and fourth ($F[1,44] = 6.19$) (see Appendix C, Tables 19 and 20) items under integration into the foster family. The first item explored foster mothers' perceptions of how often children fought with foster family members. A Scheffe test of means showed that children who had been in the foster home for over a year were reported to have fought less with foster family members than children who had been in the home for a year or less (see item #1 & #4, Appendix C, Table 21). The fourth item explored whether or not foster mothers felt that the children would become upset over having to leave

the foster home. A Scheffe test of means showed that children who had been in the foster home for over a year were perceived as likely to be more upset over leaving the foster home than children who had been in the home for a year or less. From these two items it appears that the longer the children had been in the foster home, the more they were perceived as being attached to the foster family.

In examining the effect of length of time in the foster home on other variables, MANOVA procedures revealed that the length of time children had been in the foster home was perceived as having no overall effect on behavior problems ($F[8,35] = 1.78$) (see Appendix C, Table 22), or on identity formation ($F[11,32] = 1.02$) (see Appendix C, Table 23). This indicated that these variables do not function together, and should probably be considered as separate variables in future investigations.

However, the separate ANOVA tables indicated some potential points of interest. The length of time children had been in the foster home was related to the identity formation factor which measured foster mothers' perceptions of the child's degree of social maturity ($F[1,44] = 7.49$) (see Appendix C, Table 24). Children who had been in the home for over a year were reported as having a greater degree of social maturity than children who had been in the

home for a year or less (see item #8, Appendix C, Table 25). The length of time the children had been in the foster home was also related to foster mothers' perceptions of aggressive ($F[1,44] = 6.73$) and demanding ($F[1,44] = 5.45$) (see Appendix C, Tables 26 and 27) behaviors, with children who had been in the foster home for more than a year perceived as having higher incidences of aggressive and demanding behavior than children who had been in the foster home for a year or less (see items #3 & #4, Appendix C, Table 28). These results point to possible areas for future research.

Discussion

Ethnicity

It was predicted that native and white foster children living in white foster homes would be perceived as differing on many aspects of foster care by their foster mothers. The basis for this prediction were findings of studies done in the United States and Great Britain which pointed to several differences between nonwhite and white foster children living in white foster homes. Whereas blacks are the most prevalent nonwhite group involved in foster care in the United States and Great Britain, natives are the most prevalent nonwhite group involved in foster care in Canada. It was believed that native children in Canada would have

similar experiences in foster care to the black children in the United States and Great Britain.

In this study, foster mothers did not perceive a difference between native and white foster children on many of the issues black and white children differed on in the studies carried out in the United States and Great Britain. For example, they were not reported to differ in: contact with parents and family, school marks, the grade they were in at school, the subjects the children did either very well or very poorly in, the capacity to relate to others, behavior and emotional problems, and most aspects of identity formation and integration into the foster family.

There are several possible reasons for the difference in the findings of this study and those done in the United States and Great Britain. Firstly, because of different cultures and experiences native and other nonwhite foster children may not be comparable. Secondly, there may have been a time factor involved as most of the previous work on foster care was done in the late 1970's to the mid 1980's, 5 to 10 years before the present investigation.

Thirdly, it might be that findings of this study were specific to the sample obtained. The foster mothers interviewed were not randomly chosen. Rather, they volunteered to participate. Volunteers may have a more open

minded, egalitarian view point on the issue of nonwhite minority groups than randomly chosen participants. Indeed this study found that the foster mothers sampled admitted to very few prejudiced attitudes towards either natives or whites, as both native and white foster children and parents were judged equal on such issues as why parents have children in care, the physical and emotional condition of children, and the parent's concern for their children in care (see Appendix A, Possible Indicators of Prejudice). Therefore, they may be more likely to treat white and nonwhite foster children in a similar manner. Moreover, it must be recalled that the data represents foster mother's perceptions, beliefs, and views of their foster children. These may not be accurate representations of the children's behavior, as such perceptions are susceptible to biases such as selective reporting and recall, and social desirability responses (foster mothers may not have wanted to appear prejudice). The foster parents who participated came from the south, northeast, and southwest regions of the city of Winnipeg. These parents may differ in their views and treatment of foster children from parents who come from the north, northwest, and central regions of Winnipeg. Different foster care agencies oversee these different areas of Winnipeg. Thus, the difference may not only lie with the parents from different areas, but also with the agencies

supervising the foster parents. Further research testing differences between native and white foster children should, if possible, include representative samples from all areas and all agencies involved.

Finally, it may be that there are other influences that were not examined in the questionnaire, such as the degree to which native foster children were part of a traditional native community and lifestyle before going into foster care. Some of the predictions made were based on the belief that native and white children had different lifestyles before they came into care, perhaps the foster children in the sample obtained had similar lifestyles before they went into foster care. Further research is needed to determine if such a factor exists and to explain why some studies find differences between white and nonwhite foster children while other studies do not.

The finding that native foster children were reported to have been in more foster homes than white foster children is different from findings by Pardeck (1980; 1984) and Olsen (1982) who found that white children had been in more foster homes than black children. Pardeck (1980; 1984) and Olsen (1982) found that the number of foster homes a child had been in was related to how long the child had been in care. In their studies, white foster children were generally in

care longer than nonwhite foster children. It may be that in Canada native foster children have been in care longer than white foster children, and thus have been in more foster homes. This study did not examine this possibility because foster mothers did not know at what age the child entered the foster care system. Olsen (1982) suggested that nonwhite foster children were being left in a foster home and forgotten by the system. Perhaps this too has changed, and nonwhite foster children are now being moved frequently by the system. In Canada there have been concerns from the native communities about placing native children in white foster homes. The frequency of moves native foster children experience may be due to the search by the system for foster homes, acceptable to the native communities, who are willing to care for native foster children on a long term basis. Future research should focus on verifying the results of this study, and if verified, the reason that these results are contrary to those of Pardeck (1980;1984) and Olsen (1982) should be investigated.

Contact with Parents and Family

Based on the studies done by Tiddy (1986) and Thomas (1972), it was predicted that foster children's divided loyalties would mean that the more contact they had with parents and family, the less they would feel a part of the

foster family. However, this prediction was not supported. From the foster mothers' reports it appears that foster children are able to keep their relationships with, their loyalties for, and their feelings about their birth and foster families separate.

Moreover, it was believed that increased contact with parents and family would give foster children a sense of comfort and peace of mind which would enable them to more easily cope with events in their lives (Fanshel & Shinn, 1978). It was thought that this increased ability to cope would display itself through good marks at school, an increased capacity to relate to others, and less behavior and emotional problems. These beliefs were unfounded. Foster mothers' responses suggested that there were no differences in school marks, capacity to relate to others, or behavior or emotional problems between children who were reported to be in frequent contact with their parents and family and those children who reportedly had little contact with their parents and family. Since most children were in care due to family problems, perhaps being removed from an unhappy family situation allowed the children to go on with their lives. It may also be that foster children managed to keep their lives and relationships with their birth parents and family and other parts of their lives separate.

Foster mothers' perceived no relationship between the amount of contact children had with parents and family and the age they entered the foster home, or how many foster homes they had been in. It was thought that foster children recently moved into the foster home or who had been in many foster homes (a possible indication of length of time in care according to Pardeck, 1984) would see their parents and/or family more often than those children who had been in the foster home for a long time, or who had been in only a few foster homes. It appears that parents see or don't see their children for reasons other than the time the children have been in the home, or the number of moves they have experienced. These reasons may include proximity to the foster home the children are in, the child care agencies facilitation of or restriction on seeing the children, and whether or not the children want to see their family. Future research is needed to explore these possibilities.

The study by Fanshel and Shinn (1978) indicated that children in care due to behavior problems saw their parents more often than did children in care due to family problems. In this study no difference was perceived in the amount of contact with parents and family between children who were reported to be in care due to behavior problems and children who were reported to be in care due to family problems. However, it was found that foster mothers reported that

children who were in care due to family problems saw their siblings much more often than children who were in care due to either behavior problems or a combination of behavior and family problems.

Children who come from homes with family problems, where parents are abusive, neglectful, or abandoned the children, may seek out or cling to siblings for comfort, support, and a sense of family. Social workers may work harder to place these children in the same foster homes as their siblings, or allow them liberal visitation with siblings in hopes of instilling a sense of family. Children in care either totally or in part due to behavior problems may not have strong ties to their family and may have created much stress in the family, making sibling contact undesirable from the perspective of both the family and the child care worker. It is important to note that a proper comparison of children placed in care due to family problems and behavior problems may not have been achieved in the present investigation since most of the children sampled were in care due to family problems (32 out of 46). Future studies should be done with a more balanced sample.

Not surprisingly, frequency of contact with parents was positively correlated to children's knowledge about their birth family, as reported by their foster mothers'. Parents

and children who do not communicate daily may spend a lot of time talking about family when they do get together. For children who see little of their parents their knowledge about their birth family is probably limited to what they knew before they came into care.

Integration into the Foster Family

The literature on foster care suggested that children placed in care due to behavior problems were less integrated into their foster family than children placed into care due to family problems (Fanshel & Shinn, 1978; Pardeck, 1984). The results of this study did not show this to be the case. Perhaps each case is unique and it is the particular child and the particular foster family that determine how much a part of the family the child becomes. It should also be remembered that most of the children in this study were reported to be in care due to family problems, and that a more equal sample of children in care due to family problems and children in care due to behavior problems might yield different results.

Foster mother's perception of the child's integration into the foster family were also unrelated to the age the child entered the foster home. Again, the child's integration into the foster family may depend more on how that particular child fits in with a particular foster

family rather than how long the child has been with the foster family. Information was obtained for children who had been in the foster home for at least four weeks. Children who did not fit into the foster family may have left the foster home before having stayed for four weeks.

In relating foster mothers' perceptions of the child's integration into the foster family with their view of the child's identity formation, it was found that children who were perceived as feeling like a part of the foster family and who fought with members of the foster family, were more likely to be perceived as treating the foster parents as parents, and being upset at possibly having to leave the foster home. It makes sense that the more a child identifies himself/herself as part of a family, the more likely he/she would not want to leave the family and the more he/she would give the parents of the family the same regard and respect they would give to his/her own parents. As for fighting with family members, siblings and family members often fight. The child who feels part of the family probably feels free enough to fight with foster siblings and perhaps foster parents at times, just as natural children do in their families. Conversely, it may be that the more the child felt he/she belonged with the foster family, the closer he/she became to the foster parents and the more he/she competed with the other children in the home for the

affection and attention of the parents. This competition may have manifested itself as verbal or physical aggression. Research determining the child's relationship with each foster family member is required to further investigate these points.

Although foster mothers' did not perceive the child's integration into the foster family as being related to emotional problems, they did perceive it as being related to behavioral problems. The particular emotions tested in this study were not linked to the child's relationship with either his/her birth or foster family. It may be that these emotions are connected to some other aspects of the foster child's life, or that all foster children have the same type and degree of emotions. Testing for different emotions may also have produced different results.

In relating foster mothers' perceptions of the child's behavior problems with their integration into the foster family, it was found that the children who were preceived as more likely to be upset over having to leave the foster home, who fought less with foster family members, and who expressed more verbal affection for foster family members, were also preceived as having displayed less self-destructive behavior, more clinging, demanding, and aggressive behavior, and a greater incidence of running

away. The integration variables mentioned all represent a feeling of closeness to the foster family. Not wanting to leave the foster home, expressing verbal affection for and hesitating to fight with family members indicate that these foster children care for their foster family.

With this feeling of closeness to the foster family went a decrease in self-destructive behavior. Children's acceptance into the family might give them the impression that there must be something good about themselves if they are treated as part of the family. This may serve to increase their self-esteem, and decrease self-hate and self-destructive behaviors.

The children who were perceived as feeling like they were a part of their foster family were also reported to have frequently ran away. As previously mentioned, this might be due to a fear of commitment to a family they feel close to but who might let them down as their birth family did, or a fear of disappointing or being rejected by their foster family. Supporting this speculation are the high rates of reported aggression among these children. That they were not reported as fighting with the foster family members also lends support to this hypothesis. The children may be careful not to act aggressively towards the members of the foster family, lest they be rejected and thrown out by

the parents. Their aggression must then be taken out on things other than or outside the foster family, but they still affect the foster family, and can lead to a fear of rejection in the children.

Finally, the children who were reported to have felt close to and a part of their foster family were perceived as being very demanding and tending to cling to the foster parents. Children who cling and are demanding are probably displaying their need for affection and attention. These children, because they feel close to the foster family feel comfortable enough to express these needs and look to foster family members to have those needs met.

Length of Time in the Foster Home

Additional investigations focused on the effects that the length of time the children had been in the home had on the foster mother's view of the child's integration into the foster family, behavior problems, and identity formation. The length of time the children were in the foster home was found to effect perceptions of their integration into the foster family, with children who were in the home for over a year perceived as fighting less with foster family members and being more likely to be upset over leaving the home than children who had been in the home for a year or less. It makes sense that the longer a child is in a foster home, the more a part of the family he/she becomes.

Unlike the children's reported integration into the foster family, the length of time the children had been in the foster home was unrelated to perceptions of behavior problems, or identity formation. Thus, the tie between the length of time spent in the home and integration into the foster family does not extend to other aspects of the children's lives which are related to their integration into the foster family. It may be that length of time in the foster home effects other variables not tested here.

Behavior and Emotional Problems

Foster parents were asked to report behavior and emotional problems which were prevalent in their foster children, but were not mentioned in the questionnaire. The most frequently reported behavior problems were: story-telling or crazy lying, eating or food related disorders, manipulative behavior, and unrealistic thinking or fantasizing. The most frequently reported emotional problems were: being highly emotional, having a very laid-back attitude or indifference, lack of affect, and anger. Most of these behaviors and emotions were reported as occurring quite frequently. These problems appear to be important, but were overlooked when constructing the questionnaire. Including them in the original list of behavior and emotional problems in the questionnaire may

have given some interesting results. Future research on behavior and emotional problems should incorporate these additional problems.

Summary

The expected differences between native and white foster children, as stated in the hypotheses, were not found. Among the differences found were: native foster children were perceived as more independent, affectionate, and having been in more foster homes than white foster children. Children reported to be in care due to family problems were perceived as seeing their siblings more often than did children reported to be in care due to behavior problems or a combination of behavior and family problems. Increased reports of contact with parents and family corresponded with an increase in reports of children's knowledge about their birth family. The children who were perceived as feeling like a part of the foster family, were also reported as more likely to have fought with foster family members, treated the foster parents as parents, and been upset over leaving the foster home. Finally, the children perceived as being close to the foster family were also perceived as less self-destructive, more clinging, demanding, and aggressive, and running away more frequently.

Perhaps the greatest limitations of this study were related to the sample obtained. Unequal samples of foster mothers from the northeast, south, and southwestern parts of Winnipeg were used in this study. Equal samples from all areas of Winnipeg would have been more desirable and any future research in the area should attempt to achieve such a sample. It was these foster mothers' perceptions, views, and beliefs about their foster children that were sampled. This limited the validity and generalizability of the results. The results of analyses involving the reasons for placement were placed in doubt because the majority of foster children were placed into care due to family problems. Only three children from a sample of 46 were placed in care due to behavior problems. Investigations on reasons for placement should seek to obtain a more balanced sample of children from each placement category. Finally, the size of the sample limited the amount of information received from the study. In the future, larger samples should be obtained, or else more focused studies should be done on small samples, and other methods such as archival research should be utilized to corroborate foster mothers' perceptions of their foster children's behavior.

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Appendix A

Foster Care

How long have you been a foster parent? _____

Do you work at home or do you work outside the home? _____

a) If you work outside the home, what is your occupation?

b) What is your spouses occupation?

Religion _____

Highest level of education _____

Spouses highest level of education _____

What are the age groups of the children you have cared for? birth to 1 _____ 2-3 _____ 4-5 _____ 6-9 _____ 10-13 _____ 14 and over _____

How many children 14 years of age and over are presently in your home? _____

Child's sex _____

Child's age _____

Child's ethnic origins? _____

How many foster homes has the child been in? _____

Is the child part of a support group? _____

Age when entered present foster home _____

Why was the child placed into foster care?

Family problems (e.g. abandonment, abuse, neglect)

Behavior problems (e.g. hyperactivity, delinquency,
aggression) _____

Other _____

Child's Contact with Parents and Family

1. How often does the child see his/her parent(s)?

- i) never
- ii) once or twice a year
- iii) once or twice a month
- iv) once a week
- v) more than once a week

2. How often does the child see one or more of his/her brother(s) and/or sister(s)?

- i) never
- ii) once or twice a year
- iii) once or twice a month
- iv) once a week
- v) more than once a week

3. How often does the child see other members of his/her family (extended family such as grandparent, aunt, uncle, cousin)

- i) never
- ii) once or twice a year
- iii) once or twice a month
- iv) once a week
- v) more than once a week

Child's Integration into Foster Family

1. How often does the child fight, either verbally or physically, with the people living in your home?

|_____|_____|_____|_____|
daily weekly monthly rarely never

2. How attached is this child to your family?

a) How often does the child tell you or members of your family that he/she likes or loves you?

|_____|_____|_____|_____|
daily weekly monthly rarely never

b) How often does the child hug or kiss you or members of your family?

|_____|_____|_____|_____|
daily weekly monthly rarely never

c) How often does the child do things for the pleasure or benefit of you or your family?

|_____|_____|_____|_____|
daily weekly monthly rarely never

3. Does the child treat you and your husband as if you were his/her parents?

a) yes _____

b) no _____

4. Do you think this child would become upset over having to leave your home at this time?

a)yes _____

b)no _____

Child's School Performance

1. What is the name of the school the child attends?

2. Please indicate whether the child is in the proper grade for his/her age, or if he/she is ahead or behind one or more grades. If the child is either ahead or behind please indicate by how many grades.

a)right grade for age

b)behind by _____ grade(s)

c)ahead by _____ grade(s)

3. a) In general, what kind of marks does the child get at school?

_____	_____	_____	_____
40% or less	40%-50%	50%-60%	70%-85% 85% or above

b) If the child is getting poor or very poor marks,
what subject(s) are these marks in?

English (reading, writing, comprehension) _____

Mathematics _____

Science (biology, physics, chemistry) _____

Geography _____

Social studies _____

Physical education _____

Other _____

c) If the child is getting very good or excellent
marks, what subject(s) are these marks in?

English (reading, writing, comprehension) _____

Mathematics _____

Science (biology, physics, chemistry) _____

Geography _____

Social studies _____

Physical education _____

Other _____

Capacity to Relate to Others

1. a) How often does the child spend time talking with children other than his/her relatives or other children living in your home at the present time.

|_____|_____|_____|_____|
daily weekly monthly rarely never

b) How often does the child spend time socializing with children other than his/her relatives or other children living in your home at the present time.

|_____|_____|_____|_____|
daily weekly monthly rarely never

2. a) How often does the child spend time talking to adults other than his/her relatives or the adults living in your home at the present time.

|_____|_____|_____|_____|
daily weekly monthly rarely never

b) How often does the child spend time socializing with adults other than his/her relatives or the adults living in your home at the present time.

|_____|_____|_____|_____|
daily weekly monthly rarely never

3. Does the child think about how his/her actions will effect other people?

_____	_____	_____	_____
all the	often	sometimes	rarely
time			never

4. Does the child take part in social group activities?

_____	_____	_____	_____
very	fairly	somtimes	rarely
often	often		never

Identity Formation

1. How much does the child know about his/her birth family, their lifestyle, and their background?

_____	_____	_____	_____
everything	almost	about	very
	everything	half	nothing
		little	

2. How much does the child know about his/her foster family, their lifestyle, and their background?

_____	_____	_____	_____
everything	almost	about	very
	everything	half	nothing
		little	

3. As far as you know, does the child feel he/she belongs to his/her birth family?

a)yes _____

b)no _____

4. As far as you know, does the child feel he/she belongs to his/her foster family?

a)yes _____

b)no _____

5. a) How often does the child say bad things about him/herself

|_____||_____||_____||_____||
never rarely monthly weekly daily

b) How often does the child say good things about him/herself?

|_____||_____||_____||_____||
daily weekly monthly rarely never

6. Does the child see himself/herself and his/her actions as other people do?

|_____||_____||_____||_____||
very fairly sometimes rarely never
often often

| _____ | _____ | _____ | _____ |
 never rarely monthly weekly daily

well above above average below well below

average average average average average

|_____||_____||_____||_____||
 very fairly equal fairly very
 independent independent degree dependent dependent
 of both

well above	above	average	below	well below
average	average		average	average

Behavior Problems

To what extent does the child display any of the following behaviors? If the child behaves in other ways not mentioned, but which you feel should be noted, please list them and the degree to which they occur below.

Behaviors	very	fairly	some-		
	often	often	times	rarely	never
Running away					
Clinging					
Aggression					
Demanding					
Self-					
destructiveness					
Withdrawn					
Illegal acts					
Hyperactivity					
Others:					

Emotional Problems

To what extent does the child display any of the following emotions? If the child has other emotions which are not mentioned, but you feel should be noted, please list them and the extent to which they occur below.

Emotions	very often	fairly often	some- times	rarely	never
Depressed					
Withdrawn					
Sensitive					
Anxious					
Others:					

Possible Indications of Prejudice

1. In your experience, which children arrive in foster care in the worse physical condition?

a) 1-5 yrs old, 5-10 yrs old, 10 yrs and over

b) males, females

c) black, white, native, chinese, other_____

2. In your experience, which children arrive in foster care in the worst emotional condition?

a) males, females

b) black, white, native, chinese, other_____

c) 1-5 yrs old, 5-10 yrs old, 10 yrs old and over

3. In your experience which children seem to have a poorer attitude about their life?

a) black, white, native, chinese, other_____

b) 5-10 yrs old, 10 yrs and over

c) males, females

4. a) In your experience do parents place their children in care because they have more children than they can care for? yes_____ no_____

 b) If so, is there one group of people who are more likely to place their children in foster care for this reason?

 yes, name of group_____ no_____

5. In your opinion, do parents have good reasons for placing their children into care? yes_____ no_____

6. a) In your opinion, do some parents abuse the child welfare system? yes_____ no_____

 b) If so, is there one group of people who are more likely to abuse the system?

 yes, name the group_____ no_____

7. In your experience, which parents display more concern for their children who are in foster care?

a)parents of young children or parents of older children?

b)parents of boys or parents of girls

c) black parents, native parents, white parents,
chinese parents, other _____?

8. a) At what age are children more difficult to care
for?

b) Why?

9. a) Are males or females more difficult to care for?

b) Why?

10. a) Are native, white, black, or chinese children more
difficult to care for?

b) Why?

11. In your experience, which children are more
successful in later life?

a) black, native, white, chinese, other _____
children.

b) males or females

c) children who came into care when they were young or
children who came into care when they were older?

12. In your experience which children have you found to
be mentally slower for their ages?

a) males or females?

b) 1-5 yrs old, 5-10 yrs old, or 10 yrs and over?

c) native, black, white, chinese,
other_____

13. a) Do you feel drinking is a reason that parents
place their children into care? yes_____ no_____

b) Do you feel this is more so for

a)parents of young or older children?

b)parents of black, white, chinese, native,
other_____ children?

14. a) Do you feel drugs is a reason that parents place
their children into care? yes_____ no_____

b) Do you feel this is more so for

a) parents of black, white, chinese, native,
other_____ children?

b) parents of young or older children?

15. a) Do you feel unemployment is a reason that parents
place their children into care? yes_____ no_____

b) Do you feel this is more so for

a) parents of young or older children?

b) parents of black, white, native, chinese,
other_____ children?

16. a) Do you feel parental laziness or indifference is a
reason that parents place their children into care?
yes_____ no_____

b) Do you feel this is more so for

a) parents of black, white, native, chinese,
other_____ children?

b) parents of young or older children?

Appendix B

Categorical Data Modelling (CATMOD)

The CATMOD procedure is similar to the GENCAT procedure by Landis, Stanish, Freeman and Koch (1976). It previously went under the name FUNCAT. A complete description of the statistic and the computer program used to run it can be found in the 1985 SAS User's Guide: Statistics.

For a sufficiently large number of subjects, the test statistic constructed in the CATMOD procedure has a distribution similar to a chi-square. In the present investigation, the CATMOD procedure was used to test the mean equalities of discrete variables. (For a more complete discussion of categorical data modelling, see Marascuilo and Serlin, 1988, Chapter 11).

Table 1: CATMOD Table for the Effect of Ethnicity
on Reason for Placement.

Source	N	df	chi-square	p <
Intercept	46	3	31.90**	.0001
Ethnicity	46	3	3.18	.365

Table 2: CATMOD Table for the Effect of
Ethnicity on the Number of Placements.

Source	N	df	chi-square	p <
Intercept	46	3	9.11*	.02
Ethnicity	46	3	7.75*	.05

Table 3: Probability Ratios for Native and
White Foster Children on the Number
of Foster Homes They Have Been in.

Homes	Native ratio	N	White ratio	N	z
1-2	.239	5	.761	17	1.66*
3-5	.464	6	.536	7	-.27
6-10	.643	4	.357	2	.86
11 & over	.917	5	.083	0	14.68*

probability ratio = # of observation for a
particular case

total # of observations

$$\text{Fleiss (1980): } z = \frac{|p_2 - p_1| - 1/2(1/n_1 + 1/n_2)}{\sqrt{pq(1/n_1 + 1/n_2)}}$$

Appendix C

Multivariate Analysis of Variance (MANOVA)

MANOVA examines the effects of one or more independent variables on two or more dependent variables. The procedure determines the significance of the influence of the independent variables to the variations of the dependent variables, provided that the latter are intercorrelated. It first produces an overall test of significance, taking into account a linear combination of all the dependent variables. The significance of the overall test is commonly evaluated by a index called the Wilk's Lambda criteria, which is distributed as a F statistic. It also produces a separate ANOVA table for each dependent variable to determine the effect of the independent variables on that dependent variable (see Tabachnick and Fidell, 1983).

Table 1: Partial MANOVA Table for the Effect of Ethnicity on Contact with Parents and Family.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.98	3	42	.30	.83

Table 2: Partial MANOVA Table for the Effect of
Ethnicity on Identity Formation.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.70	11	34	1.33	.25

Table 3: ANOVA Table for the Effect of Ethnicity
on The Degree of Independence/Dependence.

Source	Sum of Squares	df	F	p <
Model	8.54	1	5.66*	.02
Error	66.41	44		
Total	74.96	45		

Mean= 3.11
Std.Dev.= 1.29
N= 46

Table 4: Means and Differences Between Means
for Native and White Foster Children
on Identity Formation Items.

Identity Formation Items	Means		Difference between means
	Native	White	
Item #1	3.95	4.46	.51
Item #2	4.08	3.73	.35
Item #3	1.60	1.54	.06
Item #4	1.70	1.92	.22
Item #5a	3.10	3.06	.04
Item #5b	3.68	3.41	.27
Item #6	2.95	2.42	.53
Item #7	4.20	4.50	.30
Item #8	2.65	2.17	.48
Item #9	3.60	2.73	.87*
Item #10	2.40	2.13	.27

* $p < .05$ (Scheffe test of means)

Note: * item #9: "Generally, how dependent or independent is this child for his/her age?"

Table 5: Partial MANOVA Table for the Effect of
Ethnicity on the Child's Capacity to
Relate to Others.

Wilk's Lamda	Hypothesis df	Error df	F	p >
.95	6	39	.31	.93

Table 6: Partial MANOVA Table for the Effect
of Ethnicity on Behavior Problems.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.88	8	37	.62	.76

Table 7: Partial MANOVA Table for the Effect
of Ethnicity on Emotional Problems.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.94	4	41	.71	.59

Table 8: Partial MANOVA Table for the Effect
of Ethnicity on the Child's Integration
into the Foster Family.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.80	6	39	1.63	.16

Table 9: ANOVA Table for the Effect of Ethnicity
on the Child's Physical Affection
Towards the Foster Family.

Source	Sum of Squares	df	F	p <
Model	11.83	1	4.30*	.04
Error	121.15	44		
Total	132.98	45		

Mean = 3.02

Std.Dev. = 1.72

N = 46

Table 10: Means and Differences Between Means
for Native and White Foster Children
on Integration into the Foster Family
Items.

Integration into the Foster Family Items	Means		Difference Between Means
	Native	White	
Item #1	3.03	3.10	.07
Item #2a	3.05	2.96	.09
Item #2b	3.60	2.58	1.02*
Item #2c	4.13	4.35	.22
Item #3	1.70	1.88	.18
Item #4	1.75	1.88	.13

*p < .05 (Scheffe test of means)

Note: * item #2b: "How often does the child hug
or kiss you or members of your family?"

Table 11: Partial MANOVA Table for the Effect of
Number of Foster Homes the Child has
Been in on Contact with Parents and
Family.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.77	9	97.50	1.21	.30

Table 12: Partial MANOVA Table for the Effect of
the Child's Age When He/She Entered the
Home on Contact with Parents and Family.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.900	6	83	.73	.62

Table 13: Partial MANOVA Table for the Effect
of Reason for Placement on Contact
with Parents and Family.

Wilk's Lambda	Hypothesis df	Error df	F	p <
.59	6	80	4.01**	.001

Table 14: ANOVA Table for the Effect of Reason
for Placement on Contact with Siblings.

Source	Sum of Squares	df	F	p <
Model	37.64	2	10.64**	.0002
Error	74.27	42		
Total	111.91	44		

Mean = 3.04
Std.Dev. = 1.58
N = 45

Table 15: Means and Differences Between Means for
Children in Care due to Family Problems,
Behavior Problems, and both Behavior and
Family Problems on their Contact with
Parents and Family.

Contact	Means			Differences Between Means		
	Family Problems	Behavior Problems	Family & Behavior Problems	Fam/ Behav	Fam & Behav	Fam & Behav
Parents	2.19	2.33	2.90	.14	.71	.57
Siblings	3.63	1.33	1.70	2.30*	1.93*	.37
Extended Family	1.84	1.67	2.00	.17	.16	.33

* p < .05 (Scheffe test of means)

Table 16: Partial MANOVA Table for the Effect of Reason for Placement on Integration into the Foster Family.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.60	18	117	1.17	.30

Table 17: Partial MANOVA Table for the Effect of the Age the Child Entered the Home on Integration into The Foster Family.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.78	12	76	.82	.63

Table 18: Partial MANOVA Table for the Effect of the Length of Time in the Foster Home on Integration into the Foster Family.

Wilk's Lambda	Hypothesis df	Error df	F	p <
.72	6	37	2.42*	.04

Table 19: ANOVA Table for the Effect of Length of
Time in the Foster Home on Integration
into the Foster Family Item #1.

Source	Sum of Squares	df	F	p <
Model	13.19	1	6.48*	.01
Error	89.61	44		
Total	102.80	45		

Mean = 3.06
Std.Dev. = 1.56
N = 46

Table 20: ANOVA Table for the Effect of Length of
Time in the Foster Home on Integration
into the Foster Family Item #6.

Source	Sum of Squares	df	F	p <
Model	.82	1	6.19*	.02
Error	5.79	44		
Total	6.61	45		

Mean = 1.83
Std.Dev. = .45
N = 46

Table 21: Means and Differences Between Means
for the Effect of Length of Time in
the Foster Home on Integration into
the Foster Family.

Integration into the Foster Family Items	Means		Difference Between Means
	1 year or less	over a year	
Item #1	2.66	3.76	1.10*
Item #2a	2.86	3.24	.38
Item #2b	2.76	3.47	.71
Item #2c	4.17	4.38	.21
Item #3	1.72	1.94	.22
Item #4	1.72	2.00	.28*

*p < .05 (Scheffe test of means)

Note: * item #1: "How often does the child fight,
either verbally or physically, with the
people living in your home?"
item #4: "Do you think this child would
become upset over having to leave your
home at this time?"

Table 22: Partial MANOVA Table for the Effect of
Length of Time in the Foster Home on
Behavior Problems.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.71	8	35	1.78	.11

Table 23: Partial MANOVA Table for the Effect of
Length of Time in the Foster Home on
Identity Formation.

Wilk's Lambda	Hypothesis df	Error df	F	p >
.74	11	32	1.02	.45

Table 24: ANOVA Table for the Effect of the Length
of Time in the Foster Home on Identity
Formation Item #8.

Source	Sum of Squares	df	F	p <
Model	9.39	1	7.49**	.009
Error	55.20	44		
Total	64.59	45		

Mean = 2.38

Std.Dev. = .91

N = 46

Table 25: Means and Differences Between Means for
the Effect of Length of Time in the
Foster Home on Identity Formation.

Identity Formation Items	Means		Differences Between Means
	a year or less	over a year	
Item #1	4.24	4.24	0
Item #2	3.62	4.32	.30
Item #3	1.52	1.65	.13
Item #4	1.76	1.94	.18
Item #5a	2.98	3.24	.26
Item #5b	3.50	3.56	.06
Item #6	2.41	3.06	.65
Item #7	4.34	4.41	.07
Item #8	2.03	2.97	.94*
Item #9	3.10	3.12	.02
Item #10	1.98	2.71	.27

*p < .05 (Scheffe test of means)

Note: * item #8: "In your opinion, what is this
child's level of social maturity?"

Table 26: ANOVA Table for the Effect of Length
of Time in the Foster Home on
Aggressive Behavior.

Source	Sum of Squares	df	F	p <
Model	9.62	1	6.73*	.01
Error	62.84	44		
Total	72.46	45		

Means = 2.89

Std.Dev. = 1.38

N = 46

Table 27: ANOVA Table for the Effect of Length
of Time in the Foster Home on
Demanding Behavior.

Source	Sum of Squares	df	F	p <
Model	11.65	1	5.45*	.02
Error	94.09	44		
Total	105.74	45		

Means = 3.03

Std.Dev. = 1.42

N = 46

Table 28: Means and Differences Between Means
for the Effect of Length of Time in
the Foster Home on Behavior Problems.

Behavior Problems	Means		Differences Between Means
	a year or less	over a year	
Item #1	1.76	1.47	.29
Item #2	2.24	2.06	.18
Item #3	3.24	2.29	.95*
Item #4	3.69	2.65	1.04*
Item #5	1.90	1.76	.14
Item #6	2.90	2.41	.49
Item #7	2.34	1.76	.58
Item #8	2.41	1.88	.43

*p < .05 (Scheffe test of means)

Note: * "To what extent does the child display the
following behaviors?": item #3: "aggression"
item #4: "demanding"

Appendix D

Canonical Correlations (CANCOR)

Canonical correlation is a correlational multivariate procedure that determines relationships between two variable sets. In particular, the procedure first generates linear combinations for each variable set and then determines the correlations between the generated linear combinations belonging to the different sets. The production of linear combinations of the variable sets and the correlation between these combinations continues until there are no more significant links between the variable sets or until there have been as many canonical correlations reported as there are variables in the smaller variable set. For each canonical correlation produced the procedure generates canonical coefficients which relate each variable from one set to its own variable set, as well as to the other variable set. For convenience one variable set is sometimes called the dependent variable set and the other is called the independent variable set (see Tabachnick and Fidell, 1983).

Table 1: Partial Canonical Correlations Table
for Contact with Parents and Family
and Integration into the Foster Family.

Can. Corr.	Squared Can.Corr.	Wilk's Lambda	Hypothesis df	Error df	F	p >
.50	.25	.64	18	105.137	.98	.49

Table 2: Partial Canonical Correlations Table
for Contact with Parents and Family
and The Capacity to Relate to Others.

Can. Corr.	Squared Can.Corr.	Wilk's Lambda	Hypothesis df	Error df	F	p >
.50	.25	.66	18	105.137	.93	.54

Table 3: Partial Canonical Correlations Table
for Contact with Parents and Family
and Behavior Problems.

Can. Corr.	Squared Can.Corr.	Wilk's Lambda	Hypothesis df	Error df	F	p >
.51	.26	.51	24	102.112	1.13	.33

Table 4: Partial Canonical Correlations Table
for Contact with Parents and Family
and Emotional Problems.

Can. Corr.	Squared Can.Corr.	Wilk's Lambda	Hypothesis df	Error df	F	P >
.34	.11	.84	12	103.476	.59	.84

Table 5: Partial Canonical Correlations Table
for Contact with Parents and Family
and Identity Formation.

Can. Corr.	Squared Can.Corr.	Wilk's Lambda	Hypothesis df	Error df	F	p <
.65	.43	.26	33	94.98	1.68*	.02

Table 6: Means, Standard Deviations, and Within and Between Set Canonical Coefficients for Contact with Parents and Family and Identity Formation.

Variable Sets	means	std.dev.	N	Canonical Coefficients within set	between set
First Set:					
Contact with Parents and Family.					
Item #1	2.33	1.19	46	.90 +	.59 +
Item #2	3.02	1.58	45	-.31	-.20
Item #3	1.91	1.01	46	.40	.26
Second Set:					
Identity Formation					
Item #1	4.23	1.16	46	-.71 +	.46 +
Item #2	3.88	1.18	46	-.31	-.02
Item #3	1.57	.50	46	.41 +	.26
Item #4	1.83	.49	46	-.44 +	-.28
Item #5a	3.08	1.15	46	-.34	-.22
Item #5b	3.52	1.35	46	-.12	-.08
Item #6	2.65	1.20	46	-.33	-.21
Item #7	4.37	1.08	46	.24	.15
Item #8	2.38	1.20	46	-.37	-.24
Item #9	3.11	1.29	46	-.03	-.02
Item #10	2.25	1.26	46	-.26	-.17

+ coefficients over |.40| were considered influential

. for a list of items see Appendix A, Contact with Parents and Family, questions 1-3 and Identity Formation question 1-10.

Table 7: Partial Canonical Correlations Table
for Integration into the Foster
Family and Emotional Problems.

Can. Corr.	Squared Can.Corr.	Wilk's Lambda	Hypothesis df	Error df	F	p >
.64	.42	.52	25	126.799	1.07	.38

Table 8: Partial Canonical Correlations Table
for Integration into the Foster
Family and Identity Formation.

Can. Corr.	Squared Can.Corr.	Wilk's Lambda	Hypothesis df	Error df	F	p <
.89	.80	.04	66	160.631	2.03**	.0002

Table 9: Means, Standard Deviations and
Within and Between Set Canonical
Coefficients for Integration into the
Foster Family and Identity Formation.

Variable Sets	mean	st dev.	N	Canonical Coefficients	
				within set	between set
First Set:					
Integration into the Foster Family.					
Item #1	3.07	1.51	46	.52 +	.47 +
Item #2a	3.00	1.55	46	.38	.34
Item #2b	3.02	1.72	46	-.07	-.06
Item #2c	4.25	1.25	46	.42 +	.37
Item #3	1.80	.58	46	.87 +	.78 +
Item #4	1.82	.38	46	.66 +	.59 +
Second Set:					
Identity Formation.					
Item #1	4.23	1.16	46	-.09	-.08
Item #2	3.88	1.18	46	.12	.11
Item #3	1.57	.50	46	-.04	-.04
Item #4	1.83	.49	46	.91 +	.82 +
Item #5a	3.08	1.51	46	-.06	-.05
Item #5b	3.52	1.35	46	-.15	-.14
Item #6	2.65	1.20	46	.43 +	.39
Item #7	4.37	1.08	46	-.09	-.08
Item #8	2.38	1.20	46	.42 +	.38
Item #9	3.11	1.29	46	-.29	-.26
Item #10	2.25	1.26	46	.25	.22

+ variables over .40 were considered
influential

. for a list of items see Appendix A, Integration
into the Foster Family questions 1-4 and
Identity Formation question 1-10.

Table 10: Partial Canonical Correlation Table
for Integration into the Foster
Family and Behavior Problems.

Can. Corr.	Squared Can.Corr.	Wilk's Lambda	Hypothesis df	Error df	F	p <
.75	.56	.075	48	161.516	2.34**	.0001
.72	.52		35	141.298	2.11**	.001
.68	.46		24	119.822	1.72*	.02

Table 11: Within and Between Set Canonical
Coefficients for the First, Second
and Third Canonical Correlations
Between Integration into the
Foster Family and Behavior Problems.

Variable Sets		std. dev.	First Can.Corr.		Second Can.Corr.		Third Can.Corr.	
			w/ set	btw/ set	w/ set	btw/ set	w/ set	btw/ set
<hr/>								
First Set:								
Integration								
into the								
Foster								
Family.								
Item #1	3.07	1.51	-.80+	-.60+	-.03	-.02	.14	.09
Item #2a	3.00	1.55	.24	.17	.35	.25	.60+	.41+
Item #2b	3.02	1.72	.36	.27	-.21	-.15	.35	.24
Item #2c	4.25	1.25	-.42+	-.32	.49	.35	.33	.23
Item #3	1.80	.58	-.40	-.30	.51	.37	-.22	-.15
Item #4	1.82	.38	-.54+	-.40	.01	.01	.61+	.42+

Second Set:
Behavior
Problems.

Item #1	1.65	1.12	.60+	.45+	-.12	-.09	-.05	-.03
Item #2	2.17	1.47	.12	.09	.31	.22	.75+	.51+
Item #3	2.89	1.27	.57+	.43+	-.01	-.01	-.09	-.06
Item #4	3.30	1.53	.75+	.56+	.31	.22	-.14	-.09
Item #5	1.85	1.38	.27	.20	-.68+	-.49+	-.18	-.13
Item #6	2.72	1.46	-.14	-.11	.22	.16	-.56+	-.38
Item #7	2.13	1.42	.46+	.35	-.55+	-.39	-.09	-.07
Item #8	2.22	1.49	.17	.12	.46+	.34	.09	.07

+ coefficients over |.40| were considered
influential

- for a list of items see Appendix A Integration
into the Foster Family, questions 1-4 and
Behavior problems, problems 1-8.

Appendix E

Analysis of Variance (ANOVA)

ANOVA is used to measure the effects of one or more independent variables on a single dependent variable. The significance of these effects are evaluated by an F statistic (see Tabachnick and Fidell, 1983).

Table 1: ANOVA Table for the Effect of
Ethnicity on School Marks.

Source	Sum of Squares	df	F	p >
Model	.16	1	.14	.71
Error	46.58	39		
Total	46.74	40		
Mean = 2.99				
Std.Dev.= 1.08				
N = 41				

Table 2: ANOVA Table for the Effect of Contact
with Parents on School Marks.

Source	Sum of Squares	df	F	p >
Model	4.83	6	.50	.80
Error	54.68	34		
Total	59.51	40		

Mean = 2.37

Std.Dev. = 1.19

N = 41

Table 3: ANOVA Table for the Effect of Contact
with Siblings on School Marks.

Source	Sum of Squares	df	F	p >
Model	9.74	6	.61	.72
Error	90.70	34		
Total	100.43	40		

Mean = 3.19

Std.Dev. = 1.58

N = 41

Table 4: ANOVA Table for the Effect of Contact
with Extended Family on School Marks.

Source	Sum of Squares	df	F	p >
Model	10.55	6	2.12	.07
Error	28.23	34		
Total	38.78	40		

Mean = 1.93

Std.Dev. = 1.01

N = 41