

ABSTRACT

PHASES IN THE ADJUSTMENT OF WARDS  
IN THE FOSTER CARE PROCESS

by

Jean-Paul Chiasson

This thesis constitutes part of a group research project undertaken by the second year students of the Maritime School of Social Work on wardship and the practice of foster care. It is based on the study of 56 males and 44 females who were wards of the Children's Aid Society of Colchester County as of December 31, 1962.

A schedule was used by the group to collect the primary data from the case records of the Children's Aid Society. Secondary data consisted of bibliographical material and interviews with staff members of the Society.

The records were studied in an attempt to determine the pattern of the year to year adjustment of the wards in any one placement. Eighty wards of the total population were studied. This number represented the wards who had been in one foster home for a period of two years or more.

Children in foster care experience stressful situations and the purpose of this study was to assess the degree of stress. The method used consisted of tabulating and analyzing the number of "serious" contacts the worker had with the child, the foster parents and other significant persons in the community.

It was concluded that the group studied was too limited to indicate a clear cut pattern of adjustment; however, the study showed that the period of time in placement had an effect on the adjustment of the child. The study also indicated that the stresses in the chronological development of the child influenced his adjustment to the foster home. Finally, it was felt that the method used in the study was sufficiently effective to be considered for further use to ascertain its validity.

A suggestion was made to implement over a period of years a system which might be helpful to social agencies providing foster care. The system would involve a tabulation of "serious" contacts with wards. This tabulation could be studied to provide information concerning the adjustment pattern of wards.

THE MARITIME SCHOOL OF SOCIAL WORK

PHASES IN THE ADJUSTMENT OF WARDS IN THE FOSTER CARE PROCESS

A study of the Year By Year Adjustment of the Foster Child in Placement By Examination of the Number of Contacts Between Worker and Those Involved in the Foster Care Process.

A Thesis

Submitted to The

Maritime School of Social Work

in Partial Fulfillment of the Requirements for a

Master Degree in Social Work

by

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Halifax, Nova Scotia

May, 1963

Students' Library  
Saint Mary's University  
Halifax

## ACKNOWLEDGEMENTS

The writer wishes to express his sincere thanks to Professor L. T. Hancock, Director of the Maritime School of Social Work, for permission to write this thesis, and to Professor A. C. Ashby, Director of Research, for his valuable guidance and encouragement in its preparation.

Appreciation is extended to the Children's Aid Society of Colchester County for making their records available for study, and to Mr. W. O. Baker, Executive Director of this agency, for his cooperation.

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## INTRODUCTION

It would be helpful for child welfare workers to know whether or not there are distinct periods of time in the foster child's adjustment to the foster care process when he is under particular stresses which are inherent in this adjustment process.

It is generally held that adjustment is an important reality of life and is a more or less stressful experience for everyone. The growing child meets many new stressful situations to which he must adjust.

Certain terms will be defined as they are used in this study. A child means a boy or girl under twenty-one years of age.

During these years the child passes through successive stages in his development. Each stage has its own special stresses which must be resolved in order that the next stage may be undertaken and successfully passed. Furthermore, each child may have additional stresses peculiar to his own personality development. An example of this is the child who is separated from his natural parents.

In this study, parents mean the mother and father of a child born to them in or out of wedlock.

In the first instance the child will be referred to as legitimate and, in the second, as illegitimate.

Separation from parents may be a major loss to the child in both instances, and adjustment to this loss will be very difficult. Bowlby<sup>1/</sup> and other authorities in child psychiatry emphasize maternal deprivation as a cause of emotional maladjustment for any child and especially for the child between the ages of six months to five years.

The foster child also suffers the loss of loved ones in one way or another.

A foster child or ward means "a child who is committed to the care and custody of the Director of Child Welfare or of a Children's Aid Society."<sup>2/</sup> Both terms will be used interchangeably in this study.

Foster care may include several types of placement provided for children. In this study foster care means the placement of a child in a boarding home.

Obviously the foster child is faced with a new situation and this change is often very abrupt and

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1/ John Bowlby, Child Care and Growth of Love, Pelican Books, The Whitefriars Press Ltd., London & Tonbridge, 1953 (abridged).

2/ "The Child Welfare Act", Revised Statutes of Nova Scotia, 1955; Chapter 30, Office Consolidation, 1961.



traumatic for him. The child loses his security and he fears the unknown. Bowlby states that ". . . for the child who had the opportunity to make a relationship it is not so easy to change loyalties."<sup>1/</sup> One may ask, "What does it mean to change mothers?" Again, the same author points out that ". . . it is a very serious thing to condemn a child to be placed in an endless succession of foster homes."<sup>2/</sup> Evolving from this is the principle that a child should not be placed in foster care unless and until every effort has been made to help him remain in his own home.

Throughout the years many doubts have disturbed child welfare workers on the effectiveness of the foster care process for neglected and dependent children. Most children may be more or less dependent and move away from parental dependence as they reach adulthood. A neglected child is definitely at a disadvantage.

For the purpose of this study a neglected child means a child who has been found neglected under one of the twelve clauses of the Child Welfare Act for the Province of Nova Scotia.<sup>3/</sup> There are many foster children

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p.64

<sup>1/</sup>Bowlby, Child Care and Growth of Love, op.cit.,

<sup>2/</sup>Ibid., p.100.

<sup>3/</sup>"The Child Welfare Act", Section 1.

his needs. The foster parents deal with the day to day events closely related to the child, while the agency retains the legal responsibility for the protection of the child and for his maintenance.

Foster parents mean the mother and father who provide this substitute home for the ward.

It is fair to say that the agency has a tremendous responsibility and must be helped by the foster family to provide the service to foster children.

The problems inherent in foster care were considered sufficiently important to undertake a group research project to study the various aspects of wardship and the process of foster care. The second year students at the Maritime School of Social Work undertook to study 100 wards of the Children's Aid Society of Colchester County in foster care as of December 31, 1962. Some of the factors studied pertained to the adjustment of wards in foster care, their chronological development, the background and conditions of foster homes, and the separation anxiety of the child coming into care.

Further reasons for this study being undertaken include the acquiring of knowledge of the methods and techniques of social work research and the partial fulfillment of the requirement for a Master's Degree in Social Work.

This particular study is primarily concerned with the adjustment of the child in foster care. It seems fair to assume that an agency supervising foster children should have as clear a picture as possible of the phases in the ongoing process of adjustment and should be aware if there are various degrees of stress related to the phases. This information might enable the agency to anticipate to some degree the periods when the services of the worker will be needed particularly by the child and such demands could be met with some awareness of the general as compared with the individual nature of the stress situation.

The aspects of the problem which this study will endeavour to clarify is first, whether a typical pattern of adjustment of the foster child from year to year can be discerned; second, whether or not stressful periods during the chronological development coincide with any stressful phases of the foster care process. In addition to the problem studied it was felt that the method of study needed to be tested. This constitutes a third objective of the study.

The method of study consisted of using "serious" contacts as indicators of stress, as well as the distribution of "serious" contacts by years in placement, to determine whether there tended to be any cluster of such contacts during any particular year in placement.

It is generally accepted that children have stresses due to chronological states of development; however, it was thought that this should be established statistically. This was done by the analysis of variance based on the distribution of contacts by years in placement and by chronological age. This double distribution was also used in establishing statistically the fact that years in placement have a bearing on the foster care process. These were prior steps to identifying patterns of adjustment which was subsequently done by tabulating the average number of serious contacts per month for each ward according to the number of years in placement. Graphs were used to illustrate this tabulation.

The same process was used to determine the pattern of stress according to chronological age, so that the comparison between the adjustment phase to the foster care process and that of chronological age could be examined.

The foster child must be helped to resolve the stressful stages in this adjustment process and requires help from the worker. The Child Welfare League of America states in this regard that "Children with severe problems of maladjustment and difficult behaviour need frequent contacts with the caseworker."<sup>1/</sup>

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<sup>1/</sup> Standards for Foster Family Care Services,  
(Child Welfare League of America Inc., New York,  
1959), pp.26-28.

In this study the number of contacts by the worker with the ward, or foster parents or other significant persons in the community will be taken to indicate stressful phases of the ward's adjustment to the foster home. Contacts will be considered as "serious" or "routine". Only the "serious" contacts will be tabulated, since these are indicative of stress in the adjustment process itself and/or in the chronological development. These were initiated either by the worker, the child, the foster parents or a significant person in the community.

Limitations were anticipated in undertaking the analysis of the number of contacts as indicators of stress in the adjustment process of the foster child. Other limitations were that the records were not prepared for the purpose of research, and the fact that judgement entered into the classification of the contacts as "serious" or "routine". Also, the quality of the contacts was difficult to assess in terms of the time required to resolve a specific problem. However, it seemed that the contacts would be of a sufficient number and of a consistent nature to give some indication of the stress experienced. A further limitation was the difficulty of determining the damage done to the personality of the ward before coming into care as an influence on his adjustment in foster care

and his personality development. Finally, time, place and material prevented the group from undertaking a more extensive study.

The primary data were obtained by a study of case records of wards of the Children's Aid Society of Colchester County and were collected by the use of a schedule drawn up for this purpose by the group. The tabulation of the data was also carried out by the group. Each participant was responsible for analyzing the data pertaining to his individual thesis.

Secondary data were obtained from bibliographical material which was drawn mainly from social work literature and from the fields of psychology and psychiatry.

Following the introduction, this particular study will consider the chronological development of a child. The historical and philosophical development of foster care and child welfare will be discussed, with special emphasis on the Children's Aid Society of Colchester County. An analysis of the findings will also be outlined, with an explanation of the methodology. Finally, conclusions will be drawn concerning the adjustment of the child in foster care and the method used in the study. Recommendations will be made regarding the significance of the findings for agencies offering foster home care.

## CHAPTER II

### PERSONALITY DEVELOPMENT OF THE CHILD

This chapter has two major aspects: a description of the inward adjustment of the child to major emotional problems and the outward adjustment to his environment. As the child must adjust to major problems in his emotional development, he must also adjust to the demands exerted by his environment. These two aspects cannot be separated since they are so closely connected.

In his book, *THE ABNORMAL PERSONALITY*, White lists four major problems that the child must adjust to inwardly. These are: "(a) dependence and deprivation, (b) discipline and autonomy, (c) sexual development and (d) aggression and its management."<sup>1/</sup> These are problems to which all children must adjust in order to achieve a personality that can function within normal limits or expectations.

There are other problems which may occur for children, such as illness or death of a parent or parents, or other kinds of separation from parents. In these instances as well the child must find some

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<sup>1/</sup> Robert W. White, *The Abnormal Personality*; The Ronald Press Company; New York, 1956; p. 114.

means of adjusting to these problems so that he may function satisfactorily.

Problems in the chronological development of the child will be studied in terms of ages and stages. The process of development will be described according to the following stages: infancy, toddlerhood, pre-school, school and adolescence. The child needs to develop his individual way of coping with his problems in each stage of development, and this sets a precedent to which he can resort in facing subsequent problems.

The infant is completely helpless and dependent on others for the satisfaction of his needs, which are mainly physical. The infant's world is centered around hunger and its satisfaction. He sucks well and most of the time he sleeps when not being fed or handled. In having his needs satisfied he comes in contact with others and views the world in terms of how these needs are met. Thus are laid foundations of basic trust or mistrust. If his needs are met adequately the child develops a feeling of security and interprets the world as a friendly place. When his needs are not met he feels rejected and distrusts the world.

His mother represents the first human contact that the infant has with the world. He establishes his basic trust and security through her love and



warmth. "Mothering" is vital to the child's emotional growth and development. Spitz points out that the mother-child relationship "helps the child to grow in confidence, security and exploration."<sup>1/</sup> These attitudes are carried over into the subsequent stages of development.

From infancy the child passes on to the next stage, which is toddlerhood. As a toddler the child begins to develop controls over his behaviour. He must learn to adjust to discipline at a time when he is experiencing his early ideas of freedom. Control at this age is expressed in different forms. There is the control of constant supervision by parents; the child's own control based on fear of punishment or hope of reward; and finally the control by acceptance and internalizing by the child of parental standards which becomes the child's conscience.

During this stage he is testing his human environment and one of the first words that he learns is "no". He begins to see that sometimes the demands of his environment come into conflict with his own desires, and he must establish a satisfactory balance between the two conflicting values.

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<sup>1/</sup> Ibid., p. 117.

When the child loves his parents and receives love from them he is able to develop effective controls over his behaviour. Maladjustments can result if the parents are either too indulgent or too repressive. As a result the child may resort to conformity or resentment because his freedom is attacked or severely threatened by this repression or indulgence.

Toilet training becomes an important and difficult task to master at this stage. This is where the parents must support and not suppress. Erickson suggests (according to White) that, "From a self-control without loss of self-esteem comes a lasting sense of autonomy and pride."<sup>1/</sup>

Parents must show respect and affection toward the toddler; they must permit relapses and reward progress. The proper timing with the proper attitudes is most important and cannot be over-emphasized.

During the years from three to six the child advances to the third stage in the development of his personality. The central problem at this stage is to identify and accept one's sex role. He becomes aware of sex differences and sorts out what is his own sex role and what the cultural expectations are of the sexes.

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<sup>1/</sup> Ibid., p. 122.

The child's first experience with sex begins with his awareness and exploration of his own body. Later he becomes aware of anatomical differences between the two sexes. Depending on parental reactions to these experiences, the child tends to identify with his own sex role and forms a relationship with this sex and rejects the opposite sex. What the child is saying is, "I want to understand my own sexual role (intellectually) and I want to understand the role of the other sex."

In the latter part of this period of development the child develops an emotional attachment to the parents of the opposite sex, and feelings of jealousy and rivalry against the parents of the same sex. The child is able to displace this love for the parent of the opposite sex on to some acceptable love object outside the family. He then becomes identified with the parent of the same sex while retaining tender feelings for the parent of the opposite sex. Needless to say, the child needs two parents to resolve this conflict.

During these early years of life the child moves out of the home and comes into contact with other children. He makes a more conscious attempt at socialization. One problem in the socialization

process is the channeling of aggression and hostility. The child must understand that these feelings are natural and acceptable, but that their expression must be controlled. Temper tantrums become an outlet for the expression of his conflict, but he must learn to react in a more acceptable and rewarding way or he will invite ridicule and punishment. To gain sympathy and satisfaction he must learn to control this impulse. A new sibling, for instance, or rivalry among siblings may be the cause of these tantrums. The child should be helped so that he will be able to express his jealousy in words or in play. He must also feel that his parents still love him, even if the younger brother or sister receives more care and attention. The problem of controlling aggression is present throughout life. The basic control which the child establishes in the earlier years of life lays the foundation for the future.

The school age child retests in a larger situation the patterns he has learned during his earlier years, modifying these patterns to some degree as he tests them outside the family. When he goes to school he meets a larger peer group and the outside community, more or less by himself. He

becomes a member of a larger group within the school. Physically he has considerable dexterity and agility which permit him to move around quite freely on his own.

This particular stage is often referred to as the latency period, probably because of the slowing down of the rate of development. Emotionally the child is becoming more independent and moving away from the dependent relationship with his parents, although, at the same time, he still needs their love and understanding. Intellectually, new horizons open up for him, and his receptive faculty quickly absorbs new and different objects and phenomena. Then too, his social world is enriched by new relationships, new concepts of fair play, group activities and a vast network of new identifications.

These new activities, which involve separation from parents, may be very stressful. Entering into relationships with his peers and teachers may be frightening to him. He becomes less dependent on adults and has more sociability with other children. He tends to seek out companions of the same sex and forms close relationships with a group of his peers. According to Church and Stone, it is an age that

"forms a special separate sub-culture with traditions, games, values, loyalties, rules and memberships of its own."<sup>1/</sup> He finds acceptance with the group, yet has a conflict in accepting two loyalties; his parents' values and the values of his peers.

The final stage in the development of the child is the adolescent period. This stage begins with a series of physiological changes which lead to physical and biological maturation. Difficulties arise due to the difference and the rate of growth. Related to the physical and biological changes are psychological changes which create difficulties for the adolescent.

The adolescent extends his world through an emancipation from his parents and through heterosexual activities. He has ambivalent feelings towards independence, and the peer group is important. He focuses his concern partly on vocational planning and partly on a satisfactory understanding of his sex role. He must find acceptable ways of meeting his biological urges.

The adolescent begins to search for friends of the opposite sex and sees them more as romantic com-

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<sup>1/</sup> Joseph Church and Joseph Stone, Childhood and Adolescence; Rondon House, New York, 1957; p. 206.

panions. Yet he is not sure that he can control the powerful emotional and physical urges involved.

The adolescent will try to avoid social blunders and may seek to establish his importance by being loud, brash or moody. This can be annoying to the adult, but it helps the adolescent to become more comfortable with the opposite sex. He wants to become an individual and, at the same time, he must conform to controls. He will identify with a popular figure because he wants to be like him and finds security from this identification. He also goes along with his peers, not only because of the security this gives him but also because it is a symbol of rebellion against adults. He is almost compelled to conform to the group of peers, and his parents are faced with the realization and acceptance of this.

Becoming a responsible person is difficult for the adolescent to achieve. Parents must be prepared to take risks and give him the opportunities to test his sense of responsibility. According to White, "his social traits - friendliness, sympathy, leadership, for instance - change from year to year and from group to group."<sup>1/</sup>

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<sup>1/</sup> White, op. cit., p. 176

He needs to acquire these traits through parental guidance if he is to become a responsible and mature individual.

When a child's needs are not met he continues to strive for them. This striving may be carried over from one stage of development to the next and may interfere with the development of his personality. This situation may apply to the child who comes into foster care. A further adjustment is required of him in moving into this process.



## CHAPTER III

### THE HISTORY AND PHILOSOPHY OF CHILD WELFARE IN NOVA SCOTIA

This chapter will focus on the history and philosophy of child welfare in the Province of Nova Scotia, with special emphasis being given to foster care. The development of children's aid societies will also be described, with particular reference to the Children's Aid Society of Colchester county. Comments will be made on some of the community resources in Colchester County, including the Town of Truro.

In order to understand and appreciate child welfare in Nova Scotia today it is necessary to look back in history to see how the present services and philosophy have evolved through the years.

The early settlers from England brought with them to Nova Scotia the Elizabethan Poor Law with its punitive and negative philosophy and practices. Its administration provided for the placement of the poor, the sick, the old, the disabled and children in institutions. Limited assistance was provided to persons in their own homes to enable or encourage the family remaining together; in fact, the primary emphasis was on institutional care, considered to be the least expensive method of providing help, with

the end result that the family unit was frequently disrupted.

Orphans, foundlings, deserted and destitute children were bound out to any citizen who was willing to take them. If no free home was available the child was sold to the lowest bidder.

The first poor house in Nova Scotia was built in Halifax in 1785, ten years after the founding of the City. Similar institutions were subsequently established throughout the province. By the 1830's conditions in the institutions could be described as appalling. They housed the aged, the disabled, the mentally retarded, the mentally ill, criminals and children for whom no free home could be found or for whom there were no bidders. There was no segregation of the sexes or age groups, no sanitary facilities, and old cots and straw were used instead of beds.

It was this desperate picture which incited welfare minded individuals to attempt to stir public concern and action for the benefit of children. Joseph Howe, at that time owner and editor of a newspaper, played a significant part in bringing about the establishment of special institutions for children in the Province of Nova Scotia. Some of

these institutions, now known as child-caring institutions, are still in existence today and include Saint Joseph's Orphanage, the Halifax Protestant Orphanage and St. Paul's Home for Girls, all of which are located in the City of Halifax.

Certainly, the establishment of special institutions for children was a progressive step. A further milestone in child welfare took place in 1882 when the first act for the protection of children from abuse and neglect by their own parents was passed. The legislation was called the Act for the Prevention and Punishment of Wrongs to Children. This Act gave the court the power, if the child were found neglected, to place the child in an institution and take the custody from parents.

It is interesting to note that the Act was administered by the Society for the Prevention of Cruelty to Animals. Social concern for animals and laws for their protection preceeded concern and legislation for the protection of children. Societies for the Prevention of Cruelty to Animals had been established as early as 1822. In 1867 a Society was established in Nova Scotia and shortly afterwards extended its services to include work with children. Within twenty years the majority of the cases which

the Society dealt with concerned children and families. Members of the Society urged the public to see the need for a society to care for children, for improved child welfare laws and facilities. The children's aid society movement in Nova Scotia is considered a direct result and outgrowth of the work of the Society for the Prevention of Cruelty to Animals.

Concurrent with this development in Nova Scotia, the Rev. Charles Loring Brace created the first Children's Aid Society in New York in 1853, and initiated the practice of placing children in foster homes. Originally there was no remuneration to the foster parents for the care of these children.

It was late in the nineteenth century when it became a practice to place children with families to whom board was paid.

The first Children's Aid Society in Nova Scotia was established in the County of Halifax on December 5, 1905. In the spring of the following year the first Children's Protection Act was passed. Included in the Act was provision for the incorporation of children's aid societies.

In 1913 six societies were established in the province and during the following year five more came

into existence. These events transpired through the efforts and dedication of citizens to bring about better conditions for the care of children, and the encouragement and support of the Superintendent of Neglected and Delinquent Children who had been appointed by the provincial government. One of the societies established in 1914 was the Children's Aid Society for the Town of Truro. This was later expanded and became known as the Children's Aid Society of Colchester County.

Colchester County is situated in the central part of the Province of Nova Scotia. It has an area of 1,308 square miles. Its boundaries are Halifax County on the south, Pictou County on the east, Northumberland Strait on the north and the Shubenacadie River and Hants County on the west.

The County of Colchester, which became a separate county in 1836, was first settled in 1690 by French Acadians and settlers from New England and Ireland. The townships of Truro, Onslow, Londonderry and Sterling were settled around 1761. Farming, lumbering and manufacturing are the principle industries of the county. Fishing for shad, oysters and lobsters is done mostly in the Northumberland Strait and Cobequid Bay.

Truro is the shiretown of Colchester County and is situated at the head of Cobequid Bay near the entrance of the Salmon and North Rivers. It was incorporated as a town in 1875. According to the 1956 census, Truro has a population of 12,250; 5,802 males and 6,448 females. It is an important railway center and well known for its educational institutions such as the Provincial Normal College, the Nova Scotia Agricultural College, the Nova Scotia Training School (for retarded children), the Success Business College and the Colchester County Academy. Truro is a small business and industrial town.

As already stated, the Children's Aid Society of Truro came into being in 1914. Rev. G. Dix became the first volunteer agent, and a period of volunteer work followed until approximately 1930. In the 1920's the town's interests in child welfare grew rapidly and the work of the agency quickly spread into the county, and the society became known as the Children's Aid Society of Colchester County.

The first paid agent, Rev. J. W. Bent, was employed in 1929 and became the first executive director. Suitable office accommodation was provided

and, a few years later, a secretary was taken on staff. Successive executive directors followed Mr. Bent from 1932. The present staff includes the Executive Director, Mr. Walter O. Baker, three social workers, a stenographer, a secretary and a treasurer.

In 1946 the by-laws and constitution of the agency were changed with the approval of the Governor-in-Council. New standards of service were established in the agency and the need for staff with social work education to provide these services was emphasized. Amendments which have taken place through the years to increase grants from Provincial and municipal governments have enabled the society to work towards the attainment of the standards which had been set and to improve the quantity and quality of services.

The tremendous change in the philosophy and services which has occurred generally throughout the province in child care agencies and in foster care has also taken place in the Children's Aid Society of Colchester County. From the punitive practices and attitudes of the Poor Law, social agencies now have as their objectives first, the prevention of child neglect through a family

counselling service; second, the provision of a satisfactory programme of care for those children who have to be removed from their own homes through due process of law, to safeguard their welfare; and, third, the rehabilitation of the family, wherever and whenever this is possible. Certainly a major emphasis in child welfare today is on helping parents find in themselves the necessary strengths to keep the family together.

Over the years the concept of foster care has changed to a considerable degree. Originally, child welfare agencies made use of free homes and large congregate institutions for children in their care. A limited degree of supervision of children in free homes was exercised by child welfare workers, where it was not possible to enforce standards of institutional care. Children were often under rigid discipline and only their physical needs were considered to be important.

In the 1920's social agencies began to accept the value of providing a family environment for neglected children. This of course does not negate the usefulness of the institution, which is required to meet the needs of certain children. However, the congregate institution is slowly being differentiated



from the specialized institution, which stresses the individual needs of the child.

Then, too, in the beginning, the purpose of foster care was to provide permanent care for the child, with little expectation of the child being returned to the natural parents. Rehabilitation of the family was not seen as practical and little was done in this regard. Today, rehabilitation of the family is accepted and emphasized in the child welfare field.

New services which have developed play an important part in the total picture of child welfare services. Some of these include child guidance clinics and more adequate financial aid programs which emphasize the importance of maintaining the family unit. Additional money payments from provincial and municipal governments have enabled child welfare agencies to expand, improve and put into practice those services which are so vital to the well-being of the child.

Today the social worker and the agency are much more aware of the serious personality damage that the child sustains when he is removed from his own home. Consequently, every possible effort is made to strengthen the natural family so that the

child may be provided with an adequate opportunity for his development before action is instituted to apprehend the child and take him from his own home. Evolving from this principle, however, is the conviction that for those children who have to be removed from their own homes their welfare must be safeguarded through an adequate foster care program.

## CHAPTER IV

### ANALYSIS OF THE NUMBER OF CONTACTS AND EXPLANATION OF METHODOLOGY

#### Part 1: Distribution of Contacts by Years in Placement

The population studied consisted of 100 wards of the Children's Aid Society of Colchester County who were actively in care as of December 31, 1962. As shown in Table 1, these wards were separated into two groups for the purposes of this particular study. This division was based on the following criterion; that a child had been in one foster home for at least two full years at any time during the wardship period. Two separate considerations were involved in the choice of this criterion.

TABLE I

DISTRIBUTION OF 100 WARDS IN CARE OF CHILDREN'S  
 AID SOCIETY OF COLCHESTER COUNTY AS OF  
 DECEMBER 31, 1962 BY SEX AND BY  
 LENGTH OF TIME IN ANY  
 ONE FOSTER PLACEMENT

<u>Length of Time in Any One Foster Home</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>
<u>Group 1:</u> Less than 2 Years	20	9	11
<u>Group 2:</u> 2 Full Years or More	80	47	33
TOTAL	100	56	44

First, it was assumed that all children when placed in a foster home react acutely to the new experience, and that sometime is required for this initial reaction to work itself out. In this period the child's adjustment process will be changing quite significantly and a pattern could hardly be discerned. The data which were available did not permit the analysis of this quickly changing pattern of stress and reaction to stress, and it was therefore decided to omit this initial period of placement. Then, as the second step of the analysis was based on average monthly contacts, it was decided to study only the full years after the initial adjustment. Therefore no contacts were tabulated which were recorded in less-than-a-year periods prior to another placement.

The data for this study were computed by means of page 24 of the schedule (see Appendix A) and information was obtained on all contacts of the social worker with the child, with the foster parents or with other persons about the child as shown in the record. It was recognized that probably not all the contacts would be recorded, but that those not recorded were of little significance to the findings of this study. "Routine" contacts were

classified as such if the content of the record indicated that no specific problem of the ward had led to the visit being made.

The category of "serious contact" included those which expressed concern by the ward, by the foster parents, or by another person in the community about the ward's behaviour or situation. The third category "Placement Contacts" was connected with the visits involved in moving the child from one foster home to another and as such introduced a distorting effect to the data. Thus the actual number of contacts in each category were recorded, but only the "serious contacts" were considered in the final analysis.

A statistical analysis of the "serious contacts" defined above was then carried out to show first, if there was a significant influence discernable, related to the number of years spent in wardship, and then - if such an influence were evidenced - to determine what its pattern of incidence in terms of the successive years in placement might be. It was also recognized that the influence of the stresses of maturation and development, related to chronological years, would be involved. It was therefore necessary to plan an approach that would discern at least broadly, between

these two influences.

The following hypothesis can be stated thus: (1) if there is a relationship between the number of "serious contacts" and the stresses experienced by the ward, and (2) if these stresses are related both to the number of years spent in placement and to the chronological development of the ward, then, analysis of variance between distributions of the contacts based on these two time scales should reveal significant departures from the relationships that might be anticipated on the basis of chance.

If either the foster care process or the chronological development creates stress for the child, there should be no significant indication from the expectations for chance among distributions which are not stressful separately, and can only be indicated by the other. If neither process should denote stress then no significant indication should be found by chance. Further, if a significance was shown, it was felt that the method of the average contacts per month per child by years in placement and by chronological years, should indicate the peaks in the periods of stress for the ward in both processes.

The analysis of variance is a statistical procedure which was first evolved by Sir Ronald A. Fisher,<sup>1/</sup> which can be used to establish whether or not significant differences exist between a number of frequency distributions or if the distributions are found to exist by chance. Each distribution is considered as a sample of the total population under study.

This is done by determining the variance (that is, the square of the standard deviation) shown between the distributions. Also the variance within the distribution is found and the ratio is derived from these two variances. The ratio for particular variances is shown in tables to indicate whether the ratio will be expected to arise by chance more than five times in a hundred, once in a hundred, or less frequently. By convention, a ratio that could arise by chance more frequently than five times in a hundred, is deemed to be significant. One who falls between five times and once in a hundred is also significant; and finally one which might arise

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<sup>1/</sup> R.A. Fisher, The Design of Experiments; Oliver and Boyd Ltd., Edinburgh, 1960 (seventh edition); chapter 4.



The steps of this method are described in Waugh's book Elements of Statistical Method.<sup>1/</sup> The computations of this study are shown in Tables 2 and 3. When the number of contacts were analyzed by the variance according to the number of years in wardship an F ratio of 8.3 was obtained as shown in Table 3. The 5% limit given in Waugh was 1.72 and the 1% limit was  $2.1\frac{2}{2}$ , which indicated a highly significant departure from expectations for chance.

Then the group studied was subdivided into 47 males and 33 females and the average number of contacts per month for each ward in relation to his year in placement was computed as in Tables 4A and 5A. These tables were then illustrated by graphs in Charts 4B and 5B. In putting these averages into graphic form the moving averages were computed.

The moving average method is designed to smooth out fluctuations in a time series, to permit easier perception of the underlying trend. This

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<sup>1/</sup> Albert E. Waugh, Elements of Statistical Method; McGraw-Hill Book Company Inc., New York, 1952 (3rd edition); pp. 225-288.

<sup>2/</sup> Ibid., p. 519.

was seen as appropriate here, and a three-item moving average was computed and graphed. The basis of the procedure was a year by year series showing the average contacts per month per child of all children in each year of placement. This was re-computed to obtain a second series, in which the first figure corresponded in its place in the series to the second figure of the original series, and which also lacked a figure corresponding to the last in the original series. The figures in this series were derived in this way: the first three figures of the original series were averaged, and this average was shown as the first figure of the moving average series. The first figure was then dropped, the fourth was added, and then the resulting three figures were averaged to obtain the second figure of the moving average series. This process was repeated until the full moving average series was completed.

Chart 4B indicates a marked peak during the eighth, ninth and tenth years in placement. Chart 5B also indicates a peak during the eighth, ninth and tenth years. It was felt that due to the small sample these indicators may form the basis for further study.

TABLE 4A

TABULATION OF AVERAGE NUMBER OF CONTACTS PER MONTH EXPERIENCED BY 47 MALE WARDS IN CARE OR THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHO HAVE BEEN IN ANY ONE FOSTER HOME FOR MORE THAN 2 FULL YEARS.

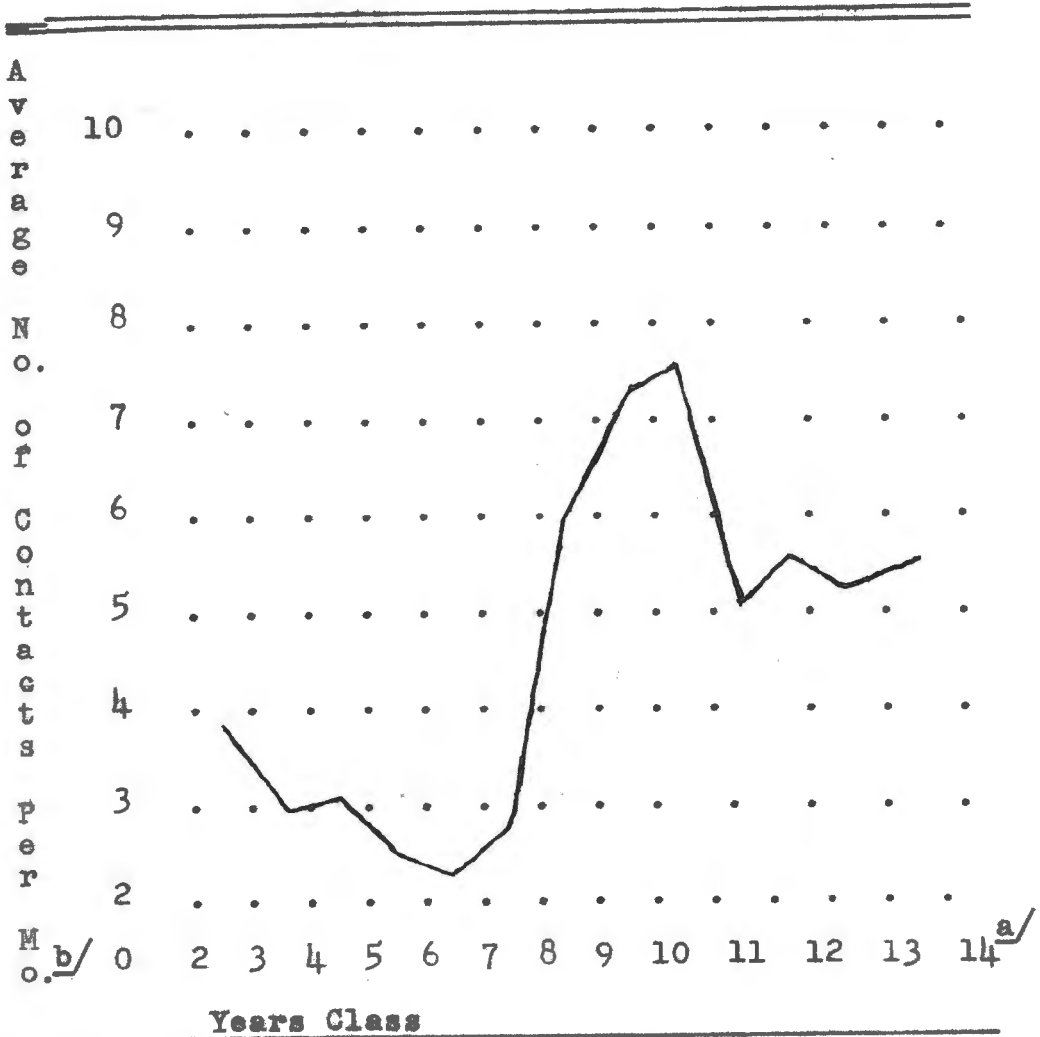
Years in Placement	Total No. of Males	Total <sup>a</sup> No. of Contacts Per Mo.	Average No. of Contacts Per Mo.
2	58	292	5.0
3	48	142	2.95
4	41	132	3.2
5	35	91	2.6
6	28	97	3.5
7	23	32	1.3
8	16	33	2
9	13	58	4.5
10	12	135	11.2
11	10	58	5.8
12	4	25	6.2
13	3	8	2.7
14	1	8	8
15	1	108	8 <sup>b</sup>
16	1	0	0

<sup>a</sup>The total does not indicate the total number of children because any one child may appear "n"th times in different years of foster care.

<sup>b</sup>Changes this section (15) from "108" contacts to "8" because there is only one ward with such a high number of contacts which was obstructing the pattern and was not very indicative.

TABLE 4B

DISTRIBUTION OF AVERAGE NUMBER OF CONTACTS PER MONTH EXPERIENCED BY 47 MALE WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COL-CHESTER COUNTY AS OF DECEMBER 31, 1962 WHO HAVE BEEN IN ANY ONE FOSTER HOME FOR MORE THAN 2 FULL YEARS BY YEARS IN PLACEMENT



a/ Changed this section (14) "108" contacts to "8" contacts because only one ward with 108 contacts which was obstructing pattern of histogram.  
 b/ Average number of contacts classified in units.

TABLE 5A

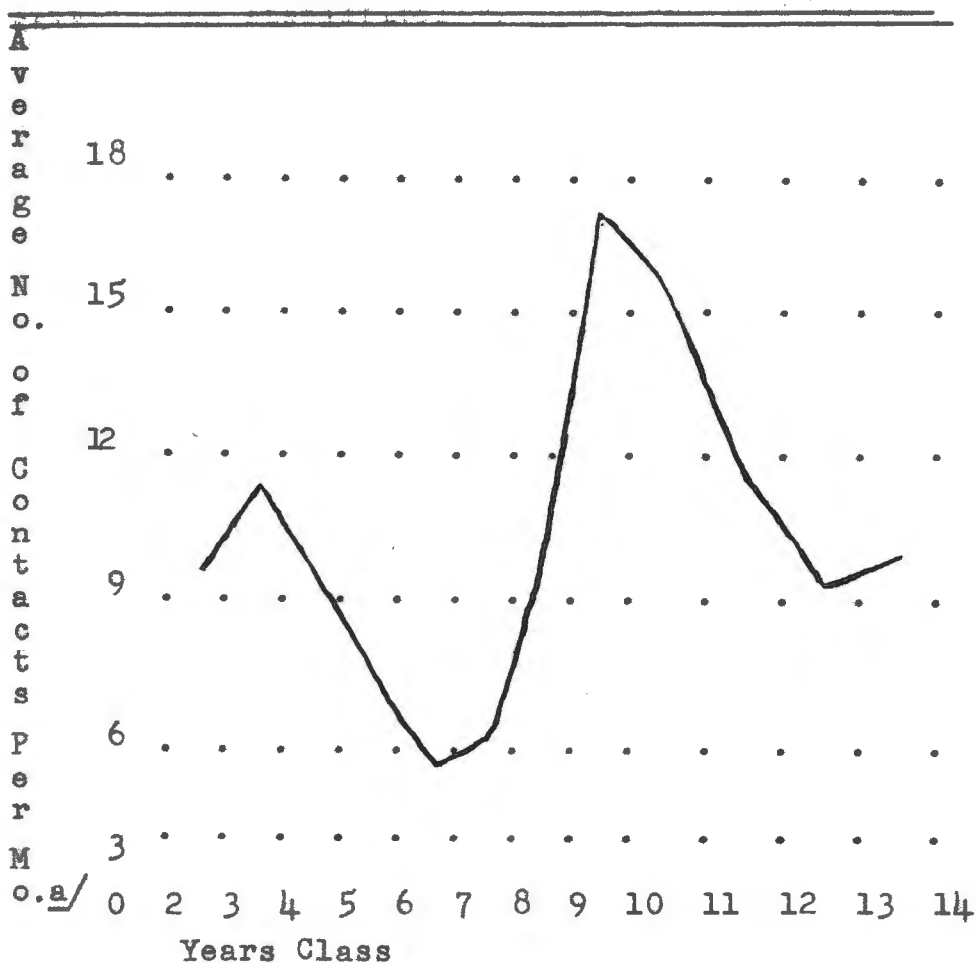
TABULATION OF AVERAGE NUMBER OF CONTACTS PER MONTH EXPERIENCED BY 33 FEMALE WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962 WHO HAVE BEEN IN ANY ONE FOSTER HOME BY MORE THAN 2 FULL YEARS

Years in Place-Ment	Total No. of Females	Total <sup>a</sup> / No. of Contacts Per Mo.	Average No. of Contacts Per Mo.
2	37	249	6.7
3	35	443	12.6
4	29	249	8.6
5	20	249	12.5
6	19	149	7.8
7	16	33	2.1
8	11	67	6.1
9	10	100	10
10	7	117	16.7
11	4	100	25
12	3	17	5.7
13	3	41	13.7
14	2	17	8.5
15	2	17	8.5
16	1	25	25

<sup>a</sup>/The total does not indicate the total number of children because any one child may appear "n"th times in different years of foster care.

TABLE 5B

DISTRIBUTION OF AVERAGE NUMBER OF CONTACTS PER MONTH EXPERIENCED BY 33 FEMALE WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962 WHO HAVE BEEN IN ANY ONE FOSTER HOME FOR MORE THAN 2 FULL YEARS BY YEARS IN PLACEMENT.



a/ Average number of contacts are classified in groups of 3 units to show similarity with Graph 2B.

Part II: Distribution of Contacts by Age of Child

Because it is generally accepted that children have stresses due to chronological stages of development it was thought that this should be established statistically. This was done by computing the analysis of variance as in Table 6 based on the figures found in Table 2.

According to the analysis of variance method and the conclusions drawn from the results of the use of this method and set out in Waugh's book,<sup>1/</sup> the result of these findings would indicate that the variance between columns is greater than would happen by chance.

Having established this fact statistically, Group 2 was then divided into males and females, 47 and 33 respectively, and the average number of contacts for each ward in relation to chronological age was computed and set out in Tables 7A and 8A. By using the technique of moving averages these averages were set up in graphic form in Charts 7B and 8B.

Charts 7B and 8B indicate marked peaks during adolescent years, approximately twelve to eighteen years of age; however, due to the small

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<sup>1/</sup> Waugh, op.cit., p.277.

sample used, it was not feasible to draw any definite conclusions. Had there been a greater number of wards studied, it is felt that patterns of adjustment both according to chronological age and according to years in placement might have been identified.



TABLE 7A

TABULATION OF AVERAGE NUMBER OF CONTACTS PER MONTH EXPERIENCED BY 47 MALE WARDS IN CARE OF CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHO HAVE BEEN IN ANY ONE FOSTER HOME FOR MORE THAN TWO FULL YEARS BY AGE.

Age of Wards	TOTAL No. of Males	Total <sup>a</sup> /No. of Contacts Per Month	Average No. of Contacts Per Month
3 <sup>b</sup>	15	67	4.5
4	16	33	2.1
5	23	34	1.5
6	21	66	3.1
7	20	41	2.0
8	22	58	2.7
9	23	57	2.5
10	26	176	6.8
11	22	67	3
12	23	91	3.9
13	22	107	4.9
14	20	24	1.2
15	15	116	9.1
16	14	192	13.7
17	6	74	12.3
18	5	0	0
19	1	16	16

a/ Total indicates the number of wards who during their 2nd, 3rd, 4th...nth year in placement were in one of the ages appearing in the age interval. The total does not indicate total number of children because any one child may appear nth times in different age intervals.

b/ The figures shown as caption headings are the latter limits of the classes involved, thus "3" years represent the class "25" to "36" months.

TABLE 7B

DISTRIBUTION OF AVERAGE NUMBER OF CONTACTS PER MONTH EXPERIENCED BY 47 MALE WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962, WHO HAVE BEEN IN ANY ONE FOSTER HOME FOR MORE THAN TWO FULL YEARS BY AGE.

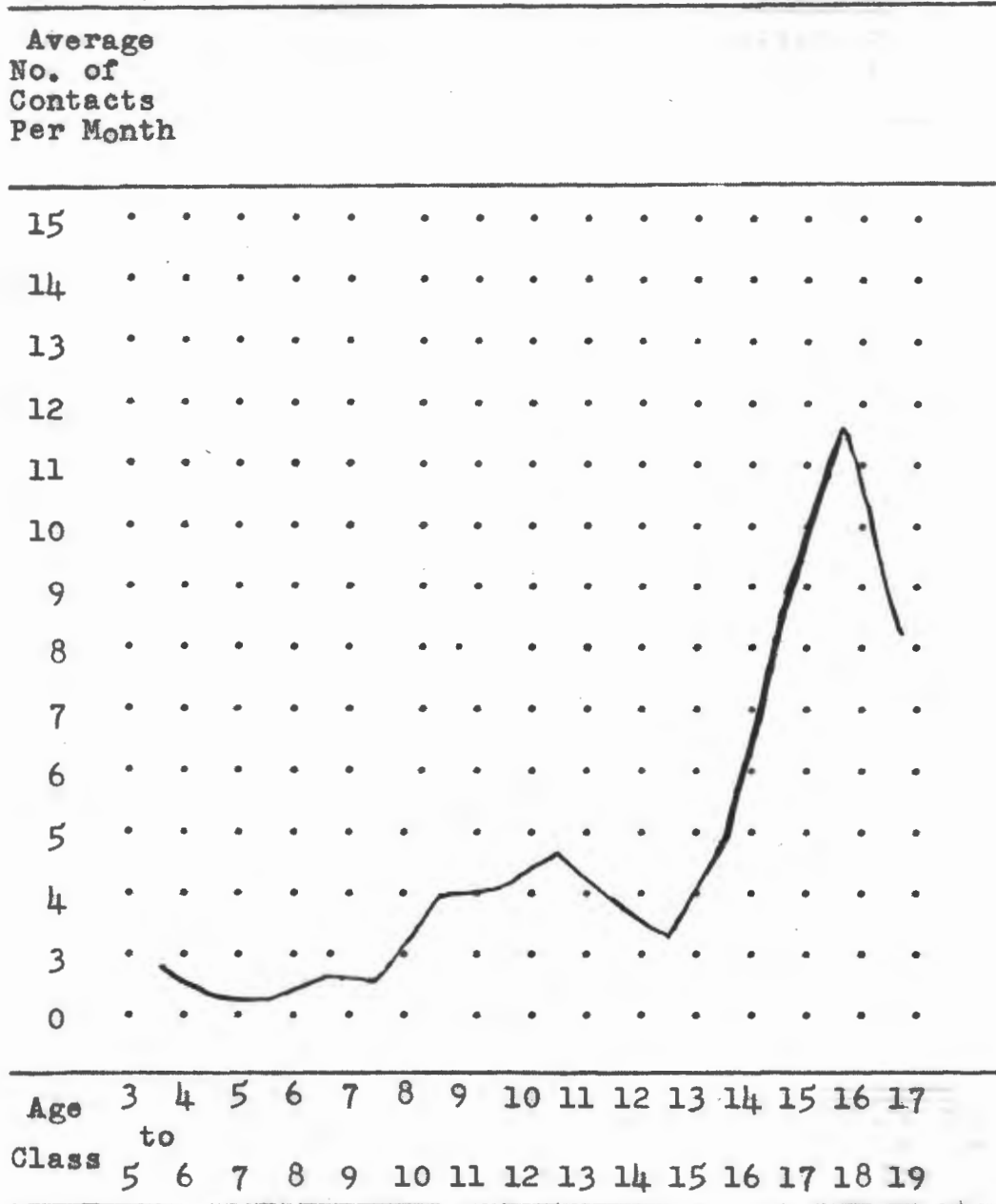


TABLE 8A

TABULATION OF AVERAGE NUMBER OF CONTACTS PER MONTH EXPERIENCED BY 33 FEMALE WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962 WHO HAVE BEEN IN ANY ONE FOSTER HOME FOR MORE THAN TWO FULL YEARS BY AGE.

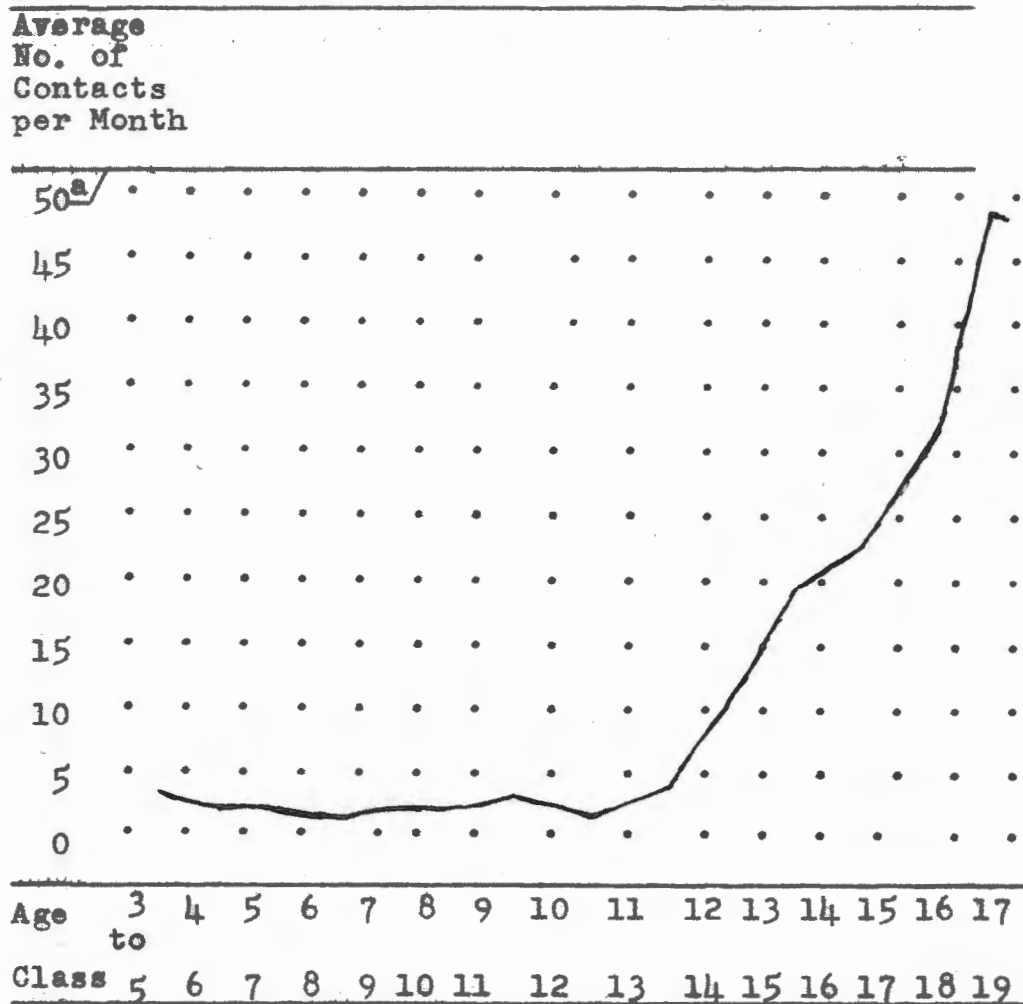
Age of Wards	Total No. of Females	Total <sup>a/</sup> No. of Contacts Per Month	Average No. of Contacts Per Month
3 <sup>b/</sup>	7	17	2.4
4	11	42	3.8
5	10	42	4.2
6	13	25	1.9
7	12	16	1.3
8	13	9	0.7
9	15	84	5.6
10	16	7	0.4
11	16	33	2.1
12	19	42	2.2
13	19	190	10
14	16	366	22.8
15	14	358	25.6
16	9	167	18.5
17	6	309	51.5
18	2	158	79.0
19	1	8	8

a/ Total indicates the number of wards who during their 2nd, 3rd, 4th...nth year in placement were in any one of the ages appearing in the age interval. The total therefore does not indicate total number of children because any one child may appear "n" times in different age intervals.

b/ The figures shown as caption headings are the later limits of the classes involved; thus "3" years represents the class "25" to "36" months.

TABLE 8B

DISTRIBUTION OF AVERAGE NUMBER OF CONTACTS PER MONTH EXPERIENCED BY 33 FEMALE WARDS IN CARE OF THE CHILDREN'S AID SOCIETY OF COLCHESTER COUNTY AS OF DECEMBER 31, 1962 WHO HAVE BEEN IN ANY ONE FOSTER HOME FOR MORE THAN 2 FULL YEARS BY AGE.



a/ Scale used in above chart is different from that used in Chart 7B.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

The intent of this study, it will be recalled, was more to test the potential of the method proposed as to establish firm conclusions. This hesitancy was due to a number of anticipated difficulties. One of these was the possibility that information recorded would be insufficient for proper handling. Another was the possibility of too few cases to justify any strong indication on the findings. While these difficulties did not seem too large, it is believed that they did influence the findings to some degree and that some caution should be used in its application.

Nonetheless, it was established at least tentatively, that there is probably a pattern of stress on the ward which is related with the number of years spent in any foster home, as well as the pattern of stress related to the chronological development. The peak periods of stress would appear to be the placement years 8-9-10 for boys and 8-9-10 for girls and the chronological years of 13 to 19 for both males and females.

The use of the number of "serious" contacts as an indicator of the degree of stress appeared to be relatively valid, and was found to be easy to handle in the study.

The major methodological difficulties with the present study appeared to be the possibility of unrecorded serious contacts and the small number of wards in the population studied. If the Children's Aid Society of Colchester County or another children's aid society, or even the Association of Children's Aid Societies of Nova Scotia should consider that it would be of value to them or to the child care field to pursue further the question of the periods of stress of the foster process, it is felt that it would present little difficulty to design a form on which serious contacts could be recorded, on a monthly basis. In a relatively short period of time, a research undertaking could be possibly done as sufficient data would be available to present a more reliable study.

The administrative value of a clearer understanding of the pattern involved in the adjustment process is almost self-evident to

assess the demands on workers so that budgeting of time could be more profitably planned.

Perhaps more important, in the long run, would be the starting point which such an understanding could provide into the actual process of foster placement: what is it that is involved, other than the years in placement and the chronological development in a foster placement that puts stress on wards? There is certainly something to be investigated here, and only further contact with the process of wardship can bring out the clues as to what it is, and lead to beginning formulations of concepts and theory.

## MARITIME SCHOOL OF SOCIAL WORK

RESEARCH PROJECT, 1962-1963

Name to Number Coding Sheet

Schedule No. \_\_\_\_\_

Code No.			Checked to index
_____	Ward this schedule records	_____	_____
N	Natural parents	_____	_____
F	First foster home	_____	_____
F	Second foster home	_____	_____
F	Third foster home	_____	_____
F	Fourth foster home	_____	_____
F	Fifth foster home	_____	_____
F	Sixth foster home	_____	_____
F	Seventh foster home	_____	_____
F	Eighth foster home	_____	_____
_____	W1 Other ward	_____	_____
_____	W2 Other ward	_____	_____
_____	W3 Other ward	_____	_____
_____	W4 Other ward	_____	_____
_____	W5 Other ward	_____	_____
_____	W6 Other ward	_____	_____
_____	W7 Other ward	_____	_____
_____	W8 Other ward	_____	_____
_____	W9 Other ward	_____	_____
_____	W10 Other ward	_____	_____
N	Sibling, not ward	_____	_____
N	Sibling, not ward	_____	_____
N	Sibling, not ward	_____	_____

( ) Check here if it is necessary to use a further sheet.



MARITIME SCHOOL OF SOCIAL WORK

RESEARCH PROJECT, 1962-1963

CASC Schedule \_\_\_\_\_

Schedule No. \_\_\_\_\_

I. ADMINISTRATIVE INFORMATION

Read by \_\_\_\_\_ Edited by \_\_\_\_\_ Coded by \_\_\_\_\_  
 Initials - date Initials - date Initials - date

1. Sex of ward: Male/female 2. Month & year of ward's birth: \_\_\_\_\_

3. Month & year ward file was opened: \_\_\_\_\_

4. (\_\_\_) Active with CASC January 1, 1963; Or Month & year case closed: \_\_\_\_\_

5. LENGTH OF TIME CASE WAS ACTIVE WITH CASC: \_\_\_\_\_ MOS.

6. Case closed by termination of foster care:

(\_\_\_) return to natural parents

(\_\_\_) came of age

(\_\_\_) married

(\_\_\_) died

(\_\_\_) adopted

(\_\_\_) transferred to other

CW authority

(\_\_\_) Other (explain in space to right) (\_\_\_) Check here and continue on  
 back of sheet if necessary

Or

(\_\_\_) Case closed for other than termination of foster care; explain below:

(\_\_\_) Check here and continue on back of sheet if necessary

7. (\_\_\_) Case active after termination of foster care; explain below:

II. FAMILY CONSTELLATION

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to the natural/foster/other ( ) family  
and to 1st/2nd/3rd/\_\_\_\_th/pre-/post-/no placement

- |            |                |                    |
|------------|----------------|--------------------|
| 1. Father: | birthplace:    | month & year born: |
|            | ethnic origin: | religion:          |
| 2. Mother: | birthplace:    | month & year born: |
|            | ethnic origin: | religion:          |

Other significant persons (specify role or relation with respect to ward)

- |          |                |                    |
|----------|----------------|--------------------|
| a. _____ | birthplace:    | month & year born: |
|          | ethnic origin: | religion:          |
| b. _____ | birthplace:    | month & year born: |
|          | ethnic origin: | religion:          |
| c. _____ | birthplace:    | month & year born: |
|          | ethnic origin: | religion:          |
| d. _____ | birthplace:    | month & year born: |
|          | ethnic origin: | religion:          |
| e. _____ | birthplace:    | month & year born: |

Children (List in order, oldest first; show ward in natural family and identify)

- |          |             |                    |
|----------|-------------|--------------------|
| 3. Ma/Fe | birthplace: | month & year born: |
| 4. Ma/Fe | birthplace: | month & year born: |
| 5. Ma/Fe | birthplace: | month & year born: |
| 6. Ma/Fe | birthplace: | month & year born: |
| 7. Ma/Fe | birthplace: | month & year born: |
| 8. Ma/Fe | birthplace: | month & year born: |
| 9. Ma/Fe | birthplace: | month & year born: |

( ) Check here if religion of any child is other than that shown for mother and explain below, identifying child by number from this sheet

( ) Check here and continue on back of sheet if necessary

( ) Check here if it is necessary to use a further sheet

III. FAMILY DYNAMICS

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to the natural/foster/other ( ) family  
and to 1st/2nd/3rd/\_\_\_th/pre-/post-/no placement

1. ( ) Check here if record gives no significant information on family functioning; otherwise note below, especially as regards housekeeping and living arrangements, eating and food preparation, money handling, discipline, recreation, family routines and rituals, and family values:

( ) Check here and continue on back of sheet if necessary

2. ( ) Check here if record gives no significant information on family dominance patterns; otherwise note below, especially as regards stable or fluctuant nature and whether members accept or rebel against the pattern:

( ) Check here and continue on back of sheet if necessary

3. ( ) Check here if record gives no significant information on family patterns of reacting to environmental or internal stress; otherwise explain below, especially as regards nature and degree of stress, reaction pattern, effectiveness of reaction pattern, integrative or disintegrative effect of experience:

( ) Check here and continue on back of sheet if necessary

III. FAMILY DYNAMICS (Page 2)

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to natural/foster/other ( ) **family**  
 and to 1st/2nd/3rd/\_\_\_\_th/pre-/post-/no placement

4. ( ) Check here if record gives no significant information on family's handling of social roles; otherwise explain below, especially as regards whether roles are accepted or rejected, whether complementarity of roles exists or not, whether there is disparity between conscious and unconscious roles or not, whether roles are culturally appropriate or not, whether members deviate from characteristic handling of roles or not:

( ) Check here and continue on back of sheet if necessary

5. ( ) Check here if record gives no significant information on family's goals; otherwise explain below, especially as regards existence of common goals if any and particularly educational or vocational goals, whether goals are appropriate or not, whether there has been success in achieving family goals, whether achieving family goals has called for individual sacrifices or not:

( ) Check here and continue on back of sheet if necessary

6. ( ) Check here if record gives no significant information on the nature and degree of individual satisfactions derived from family participation; otherwise explain below:

( ) Check here and continue on back of sheet if necessary

Basc--5

IV. INDIVIDUAL PERSONALITY

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to ward # \_\_\_\_\_ before/in/after foster care  
 or to member # \_\_\_\_\_ of foster/natural/other ( ) family  
 and to 1st/2nd/3rd/\_\_\_\_th/pre-/post-/ no placement

1. ( ) Check here if record gives no significant information on stressful experiences during developmental years; otherwise explain below, noting nature and degree of stress, age or date, effect on personality:

( ) Check here and continue on back of sheet if necessary

2. ( ) Check here if record gives no significant information on identifications made during developmental years; otherwise explain below, noting with whom identification was made, type of model offered, and effect on personality formation:

( ) Check here and continue on back of sheet if necessary

3. ( ) Check here if record gives no significant information on basic attitudes; otherwise explain below, especially as regards sense of self-worth, sense of trust in others, capacity for initiative, capacity for love, attitudes to authority and limits, attitudes to own and other sex roles, and capacity for socially acceptable functioning:

( ) Check here and continue on back of sheet if necessary

casc--6

IV. INDIVIDUAL PERSONALITY (Page 2)

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to ward # \_\_\_\_\_ before/in/after foster care  
 or to member # \_\_\_\_\_ of foster/natural/other ( ) family  
 and to 1st/2nd/3rd/\_\_\_\_th/pre-/post-/no placement

4. ( ) Check here if record gives no significant information on adjustive capacities; otherwise explain below, checking list given:

- ( ) intelligence
- ( ) emotional sensitivity
  - to self
  - to others
- ( ) capacity for emotional relationships
- ( ) plasticity in traits and defences
- ( ) assertiveness
- ( ) self-esteem
- ( ) conscience
- ( ) tolerance for reasonable stress or anxiety
- ( ) ability to gratify vital biological and social needs in conformity with mores of significant groups

IV. INDIVIDUAL PERSONALITY (Page 3)

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to ward # \_\_\_\_\_ before/in/after foster care  
 or to member # \_\_\_\_\_ of foster/natural/other ( ) family  
 and to 1st/2nd/3rd/\_\_\_\_th/pre-/post-/no placement

5. ( ) Check here if record gives no information on defensive mechanisms;  
 otherwise explain below, checking the list given:

Conscious effort

- ( ) withdrawal, actual
- ( ) bodily satisfactions
- ( ) distractive activity
- ( ) day-dreaming
- ( ) suppression
- ( ) rationalization
- ( ) philosophizing
- ( ) "self-control"
- ( ) acting out
- ( ) "thinking through"
- ( ) alcoholic indulgence
- ( ) use of drugs

Personality defences

- ( ) over-dependency
- ( ) submissiveness
- ( ) expiatory patterns
- ( ) dominating patterns
- ( ) aggressive patterns
- ( ) withdrawal, emotional
- ( ) narcissistic patterns
- ( ) compulsion to power

Repressive defences

- ( ) reaction formations
- ( ) accentuated intellectual controls

( ) Check here and continue on back of sheet if necessary

Regressive defences

- ( ) blunted mentation
- ( ) disturbed consciousness
- ( ) disturbed memory
- ( ) emotional inhibitions
- ( ) sensory disorders
- ( ) motor paralyses
- ( ) visceral inhibitions
- ( ) displacement and phobic avoidance
- ( ) undoing and isolation

- ( ) helpless dependency
- ( ) withdrawal from reality
- ( ) depressions
- ( ) excited acting-out

casc--8

IV. INDIVIDUAL PERSONALITY (Page 4)

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to ward # \_\_\_\_\_ before/in/after foster care  
 or to member # \_\_\_\_\_ of foster/natural/other ( \_\_\_\_\_ ) family  
 and to 1st/2nd/3rd/\_\_\_\_th/pre-/post-/no placement

6. (\_\_\_\_) Check here if record gives no significant information on symptoms of personality malfunctioning in childhood; otherwise, explain below, checking the list given:

Habit disorders

- (\_\_\_\_) vomiting  
 (\_\_\_\_) crying  
 (\_\_\_\_) picking  
 (\_\_\_\_) scratching  
 (\_\_\_\_) masturbation  
 (\_\_\_\_) enuresis  
 (\_\_\_\_) rocking  
 (\_\_\_\_) head banging  
 (\_\_\_\_) nail chewing

Conduct disorders

- (\_\_\_\_) defiance  
 (\_\_\_\_) tantrums  
 (\_\_\_\_) destructiveness  
 (\_\_\_\_) cruelty  
 (\_\_\_\_) overactivity  
 (\_\_\_\_) secretiveness  
 (\_\_\_\_) lying  
 (\_\_\_\_) stealing  
 (\_\_\_\_) sex exhibitionism  
 (\_\_\_\_) delinquencies

Neurotic traits

- (\_\_\_\_) jealousy  
 (\_\_\_\_) shyness  
 (\_\_\_\_) nightmares  
 (\_\_\_\_) sleepwalking  
 (\_\_\_\_) stuttering  
 (\_\_\_\_) phobias  
 (\_\_\_\_) withdrawal  
 (\_\_\_\_) general "nervous-  
 ness"

(\_\_\_\_) Check here and continue on back of sheet if necessary

Psychophysio disorders

- (\_\_\_\_) anorexia nervosa      (\_\_\_\_) fainting      (\_\_\_\_) eczema  
 (\_\_\_\_) constipation      (\_\_\_\_) migraines      (\_\_\_\_) asthma  
 (\_\_\_\_) chronic diarrhoea



IV. INDIVIDUAL PERSONALITY (Page 5)

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to ward # \_\_\_\_\_ before/in/after foster care  
 or to member # \_\_\_\_\_ of foster/natural/other ( ) family  
 and to 1st/2nd/3rd/\_\_\_\_th/pre-/post-/no placement

7. ( ) Check here if record gives no significant informant on diagnosed psychiatric disorders; otherwise, explain below, noting date or age and source of diagnosis, and checking the list given:

Organic disorders ( )

Psychotic disorders

- ( ) involuntal
- ( ) manic-depressive
- ( ) schizophrenic
- ( ) paranoid

Psychophysio disorders ( )

Psychoneurotic disorders

- ( ) anxiety reaction
- ( ) dissociative "
- ( ) conversion "
- ( ) phobic "
- ( ) obsess-compul "
- ( ) depressive "

Personality disorders

- ( ) inadequate
- ( ) schizoid
- ( ) cyclothymic
- ( ) paranoid
  
- ( ) emot'ly unstable
- ( ) passive-aggressive
- ( ) compulsive
  
- ( ) sociopath, antisoc.
- ( ) sociopath, dyssoc.
- ( ) sex deviant
- ( ) alcoholic
- ( ) addict
  
- ( ) learning disturbance
- ( ) speech disturbance
- ( ) enuresis
- ( ) somnambulism

Situational disorder

( ) Check here and continue on back of sheet if necessary

- ( ) gross stress reaction
- ( ) adjustment reaction

IV. INDIVIDUAL PERSONALITY (Page 6)

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to ward # \_\_\_\_\_ before/in/after foster care  
 or to member # \_\_\_\_\_ of foster/natural/other ( \_\_\_\_\_ ) family  
 and to 1st/2nd/3rd/\_\_\_\_th/pre-/post-/ no placement

8. (\_\_\_\_) Check here if record gives no significant information on acceptance or rejection of family, religious or cultural values; otherwise, explain below:

(\_\_\_\_) Check here and continue on back of sheet if necessary

9. Use the space below to record anything you consider significant about the personality of any individuals in the case, which you cannot appropriately record elsewhere:

(\_\_\_\_) Check here and continue on back of sheet if necessary

V. MARITAL HISTORY

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_

This sheet refers to foster/natural/other ( ) family  
and to 1st/2nd/3rd/\_\_\_th/pre-/post-/no placement

There should be a matching page 11 for every page 2.

	Married	Cohabiting	Deserted	Separated	Divorced	Widowed
1. Father	_____	_____	_____	_____	_____	_____
2. Mother	_____	_____	_____	_____	_____	_____

Other significant persons

a. _____	_____	_____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____	_____	_____
d. _____	_____	_____	_____	_____	_____	_____
e. _____	_____	_____	_____	_____	_____	_____

Children

3.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____
9.	_____	_____	_____	_____	_____	_____

( ) Check here if marital history of family cannot be shown clearly above and explain below, using number of page 2 to identify family members.

( ) Check here and continue on back of sheet if necessary

( ) Check here if it is necessary to use a further sheet

VI. EDUCATIONAL HISTORY

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to foster/natural/other ( ) family  
and to 1st/2nd/3rd/\_\_\_\_th/pre-/post-/no placement

There should be a matching page 12 for every page 2.

	STILL IN SCHOOL	LEFT SCHOOL:		
	<u>Age</u>	<u>Grade</u>	<u>Last grade completed</u>	<u>Age in last grade completed</u>
1. Father	_____	_____	_____	_____
2. Mother	_____	_____	_____	_____
<u>Other significant persons</u>				
a. _____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____
d. _____	_____	_____	_____	_____
e. _____	_____	_____	_____	_____
<u>Children</u>				
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____
5.	_____	_____	_____	_____
6.	_____	_____	_____	_____
7.	_____	_____	_____	_____
8.	_____	_____	_____	_____
9.	_____	_____	_____	_____

( ) Check here if record gives no significant information on family attitudes to education, school system or personnel, homework, own children's or ward's scholastic performance; otherwise, explain below:

( ) Check here and continue on back of sheet if necessary

( ) Check here if it is necessary to use a further sheet

VI. EDUCATIONAL HISTORY (Page 2)

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to foster/natural/other ( ) family.  
and to 1st/2nd/3rd/\_\_\_th/pre-/post-/no placement

There should be a matching page 13 for every page 2

1. ( ) Check here if record gives no significant information on school standing of family members other than ward; otherwise explain below
2. ( ) Check here if record gives no significant information on IQ's of family members other than ward; otherwise, explain below
3. ( ) Check here if record gives no significant information on changes of school for family members other than ward; otherwise, explain below
4. ( ) Check here if record gives no significant information on grades repeated by family members other than ward; otherwise, explain below
5. ( ) Check here if record gives no significant information on truancy, expulsion, other school difficulties, special classes, high achievement or other significant school history for family members other than ward; otherwise, explain below
6. ( ) Check here if record gives no significant information on attitudes of school personnel to family members other than ward; otherwise, explain below
7. ( ) Check here if record gives no significant information on attitudes of peers to adult family or to family children in school other than ward; otherwise explain below
8. ( ) Check here if record gives no significant information on reasons for family members other than ward leaving school; otherwise, explain below, categorizing as financial, health, behavior difficulties, intellectual difficulties, own attitudes, family attitudes, or other (give detail), and identify family member by number from page 12:

( ) Check here and continue on back of sheet if necessary

VII WARD'S EDUCATIONAL HISTORY

Schedule No. \_\_\_\_\_

This sheet refers to pre-/1st/2nd/3rd/\_\_\_th/post- placement

1. Age or date began school:
  2. Age or date left school:
  3. YEARS OF SCHOOLING (Completed grades);
  4. Grade at apprehension:
  5. Grade in September 1962:
- (Questions above need only be completed for first sheet)
6. Grade when this placement began:
  7. Grade when this placement ended:
  8. If still in school when placement ended, give age:
  9. If left school in this placement, give last grade completed and age:
  10. (\_\_\_) Check here if record gives no significant information on ward's attitudes to education, school system or personnel, homework or scholastic performance; otherwise, explain below

(\_\_\_) Check here and continue on back of sheet if necessary

VII. WARD'S EDUCATIONAL HISTORY (Page 2)

Schedule No. \_\_\_\_\_

This sheet refers to pre-/1st/2nd/3rd/\_\_\_th/post- placement

11. (\_\_\_) Check here if record gives no significant information on school standing during this period; otherwise, explain below
12. (\_\_\_) Check here if record gives no significant information on ward's IQ during this period; otherwise, explain below
13. (\_\_\_) Check here if record gives no significant information on changes of school during this period; otherwise, explain below
14. (\_\_\_) Check here if record gives no significant information on grades repeated during this period; otherwise, explain below
15. (\_\_\_) Check here if record gives no significant information on truancy, expulsion, other school difficulties, special classes, high achievement or other significant school history during this period; otherwise, explain below
16. (\_\_\_) Check here if record gives no significant information on attitudes of school personnel to ward during this period; otherwise, explain below
17. (\_\_\_) Check here if record gives no significant information on attitudes of peers to ward during this period; otherwise, explain below
18. (\_\_\_) Check here if record gives no significant information on reasons ward left school (if he did not check here (\_\_\_)); otherwise, explain below, categorizing as financial, health, behavior difficulties, intellectual difficulties, own attitudes, natural family attitudes, foster family attitudes, other family attitudes, or other (give detail)
19. School or schools attended during this period, and grade began after each change:

(\_\_\_) Check here and continue on back of sheet if necessary

VIII. FAMILY EMPLOYMENT HISTORY

This sheet refers to foster/natural/other ( ) family and to 1st/2nd/3rd/\_\_\_th/pre-/post-/no placement

There should be a matching page 16 for every page 2

Present or most recent employment of principal/secondary wage-earner:

- 1. Date/age began:                      2. Date/age left:                      3. TIME EMPLOYED:
- 4. ( ) Prop & Managl      ( ) Other primary                      ( ) Commerce & Finance  
    ( ) Professional        ( ) Manufacg & Mechanl                ( ) Personal service  
    ( ) Clerical                ( ) Construction                        ( ) Laborer, not primary  
    ( ) Agricultural        ( ) Transportn & Communn
- 5. How found: ( ) N E S    ( ) Want ad    ( ) Enquiry    ( ) Friend  
                   ( ) Approached    ( ) Not recorded    ( ) Other, explain below

6. If part-time: ( ) after school    ( ) weekend    ( ) summer    ( ) casual

7. ( ) Check here if work involves overnight absences of more than once per week

8. Wage: \$            per day/week/month/year

9. Is income considered by family to be

- ( ) adequate                      Explain:
- ( ) almost adequate
- ( ) insufficient

( ) Check here and continue on back of sheet if necessary

10. If not working check reason left and explain

- ( ) termination
- ( ) performance
- ( ) behavior
- ( ) illness
- ( ) voluntary

( ) Check here and continue on back of sheet if necessary

11. ( ) Check here if employment above is typical; otherwise, explain below in what aspects it is not typical, and indicate what is more typical:

( ) Check here and continue on back of sheet if necessary



VIII. FAMILY EMPLOYMENT HISTORY (Page 2)

Schedule No. \_\_\_\_\_

FAMILY CODE NO. \_\_\_\_\_

This sheet refers to foster/natural/other ( ) family  
and to 1st/2nd/3rd/\_\_\_th/pre-/post-/no placement

12. ( ) Check here if record gives no significant information about frequent job changes for any family member other than ward; otherwise, explain below
13. ( ) Check here if record gives no significant information about job difficulties for any family member other than ward; otherwise, explain below
14. ( ) Check here if record gives no significant information about periods of unemployment for any family member other than ward; otherwise, explain below, noting how parents and adults spent their time
15. ( ) Check here if record gives no significant information on attitudes to work of any family member other than ward; otherwise, explain below
16. ( ) Check here if record gives no significant information on vocational goals of family for adults or children; otherwise, explain below and indicate how appropriate and realizeable goals appear to be

( ) Check here and continue on back of sheet if necessary

IX. WARD'S EMPLOYMENT HISTORY

Schedule No. \_\_\_\_\_

This sheet refers to pre-/1st/2nd/3rd/\_\_\_th/post/no placement

List all employment during this period, from earliest to latest

- 1. Date/age began:                      2. Date/age left:                      3. TIME EMPLOYED:
- 4. Type of work (use classification from p. 16):
- 5. How found (see p. 16):
- 6. If part-time: (\_\_\_) after school (\_\_\_) weekend (\_\_\_) summer (\_\_\_) casual
- 8. Wage: \$            per day/week/month/year
- 9. Is income used for
  - (\_\_\_) payment to family
  - (\_\_\_) personal needs
  - (\_\_\_) savings
  - (\_\_\_) other, explain:

- 10. (\_\_\_) Check here if presently working, otherwise check reason left work:
  - (\_\_\_) termination    Explain:
  - (\_\_\_) performance
  - (\_\_\_) behaviour
  - (\_\_\_) illness
  - (\_\_\_) voluntary

11. (\_\_\_) Check here if job is atypical, and explain on back of sheet

- 1. Date/age began:                      2. Date/age left:                      3. TIME EMPLOYED:
- 4. Type of work (use classification from p.16):
- 5. How found (see p. 16):
- 6. If part-time: (\_\_\_) after school (\_\_\_) weekend (\_\_\_) summer (\_\_\_) casual
- 8. Wage: \$            per day/week/month/year
- 9. Is income used for
  - (\_\_\_) payment to family
  - (\_\_\_) personal needs
  - (\_\_\_) savings
  - (\_\_\_) other, explain:

- 10. (\_\_\_) Check here if presently working, otherwise check reason left work:
  - (\_\_\_) termination    Explain:
  - (\_\_\_) performance
  - (\_\_\_) behavior
  - (\_\_\_) illness
  - (\_\_\_) voluntary

11. (\_\_\_) Check here if job is atypical, and explain on back of sheet

IX. WARD'S EMPLOYMENT HISTORY (Page 2)

Schedule No. \_\_\_\_\_

This sheet refers to pre-/1st/2nd/3rd/\_\_\_th/post-/no placement

12. ( ) Check here if record gives no significant information about job changes other than given on preceding sheet; otherwise, explain below
13. ( ) Check here if record gives no significant information about job difficulties other than given on preceding sheet; otherwise, explain below
14. ( ) Check here if record gives no significant information about periods of unemployment (other than not working because too young or deliberate abstention for school or other valid purposes); otherwise, explain below
15. ( ) Check here if record gives no significant information on attitudes to work; otherwise, explain below
16. ( ) Check here if record gives no significant information on ward's vocational goals; otherwise, explain below and indicate how appropriate and realizeable goals appear to be

( ) Check here and continue on back of sheet if necessary

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X. HOMES WARD HAS KNOWN

Schedule No. \_\_\_\_\_

Refers to foster/natural/other ( ) family  
and to 1st/2nd/3rd/\_\_\_th/pre-/post-/no placement

FAMILY CODE NO. \_\_\_\_

1. Address: 2. INST/URBAN/RURAL/NON-FARM RURAL  
3. Date in: 4. Date out: 5. LENGTH OF STAY: MONTHS

(If this is an institution omit rest of this page)

6. ( ) single ( ) duplex ( ) apartment ( ) tenement ( ) lodgings  
7. No. of rooms: 8. No. of occupants: 9. ( ) MORE THAN 1 PERSON PER ROOM  
10. ( ) Owned; what value?  
( ) rented; what rent?  
( ) free; from whom? why?  
11. ( ) inside water, hot & cold ( ) exclusive use bath or shower  
( ) inside water, cold only ( ) shared use, bath or shower  
( ) no inside water ( ) no bath or shower  
( ) exclusive use, flush toilet ( ) chemical toilet  
( ) shared use, flush toilet ( ) other toilet facilities  
12. Housekeeping standards (note informant):

( ) Check here and continue on back of sheet if necessary

13. Neighborhood attitudes to household:

( ) Check here and continue on back of sheet if necessary

XI. FOSTER PLACEMENT

FAMILY CODE NO. \_\_\_\_\_

Refers to 1st/2nd/3rd/\_\_\_\_th placement

1. Placement was in  receiving home       foster home  
 relatives' home       child care institution  
 pre-adoptive home       other institution
2. Placement was       free       paid       wage       self-support
3. Placement was       planned to meet ward's need       emergency choice
4. There were own children in the foster home (give number and sex):
5. There were/were not other foster children (give number and sex):

IF CASC WARDS, GIVE SCHEDULE NUMBERS:

6. What was preparation of ward for this placement:

 Check here and use back of sheet if necessary

7. What were attitudes of natural parents to this placement, and relations to foster parents:

 Check here and use back of sheet if necessary

8. What was frequency and nature of natural parents' visiting, ward's and foster parents' reactions to parents' visits, and where were visits held:

 Check here and use back of sheet if necessary

XI. FOSTER PLACEMENT (Page 2)

Schedule No. \_\_\_\_\_

Refers to 1st/2nd/3rd/\_\_\_th placement

FAMILY CODE NO. \_\_\_\_

9. What was frequency and nature of ward's visits to natural parents, ward's and foster parents' reactions to visits to parents, and where were visits held:

( ) Check here and continue on back of sheet if necessary

10. Ward's reaction to visiting between other wards in foster home and their parents:

( ) Check here and continue on back of sheet if necessary

11. Was there temporary or permanent personality adjustment or change which is ascribed to this placement? How is this described:

( ) Check here and continue on back of sheet if necessary

12. Give below your impression of ward's adjustment in this foster home, noting problem areas and how these were overcome:

( ) Check here and continue on back of sheet if necessary

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XI. FOSTER PLACEMENT (Page 3)

Schedule No. \_\_\_\_\_

Refers to 1st/2nd/3rd/\_\_\_\_th placement

FAMILY CODE NO. \_\_\_\_\_

13. ( ) Check here if ward is still in foster home; if so no further part of this sheet is applicable.

14. Was removal initiated by

- ( ) natural parents Give detail:  
 ( ) child  
 ( ) foster parents  
 ( ) agency  
 ( ) other, specify:

( ) Check here and continue on back of sheet if necessary

15. Reason for removal:

( ) Termination of wardship

( ) Financial: change in foster parents' economic situation or residence; relatives in need of accomodation; dissatisfaction with foster payment; other:

( ) Health: ill health or death in foster family; ill health of ward; other:

( ) Emotional: personality problem of ward; social adjustment problem of ward; emotional problems in foster family; other:

( ) Planned replacement to further ward's personal development:

( ) Other: specify:

16. Indicate preparation of ward for removal, his reaction to this, that of the natural parents and of the foster parents:

( ) Check here and continue on back of sheet if necessary

XII. WARD'S CONTACTS WITH CASC DURING PLACEMENT

Schedule No. \_\_\_\_\_

Refers to 1st/2nd/3rd/\_\_\_\_th placement

FAMILY CODE NO. \_\_\_\_\_

Ma./fe. Date placed:

AGE BEGAN THIS PLACEMENT:

Jan. Feb. Mar. Apr. May June July Aug. Sep. Oct. Nov. Dec.

1st/2nd/3rd/\_\_\_\_th year in this placement

Routine \_\_\_\_\_

Serious \_\_\_\_\_

Replace \_\_\_\_\_

1st/2nd/3rd/\_\_\_\_th year in this placement

Routine \_\_\_\_\_

Serious \_\_\_\_\_

Replace \_\_\_\_\_

1st/2nd/3rd/\_\_\_\_th year in this placement

Routine \_\_\_\_\_

Serious \_\_\_\_\_

Replace \_\_\_\_\_

1st/2nd/3rd/\_\_\_\_th year in this placement

Routine \_\_\_\_\_

Serious \_\_\_\_\_

Replace \_\_\_\_\_

1st/2nd/3rd/\_\_\_\_th year in this placement

Routine \_\_\_\_\_

Serious \_\_\_\_\_

Replace \_\_\_\_\_

1st/2nd/3rd/\_\_\_\_th year in this placement

Routine \_\_\_\_\_

Serious \_\_\_\_\_

Replace \_\_\_\_\_



XIII. CONTACTS WITH OTHER COMMUNITY AGENCIES

Schedule No. \_\_\_\_\_

Refers to pre-/1st/2nd/3rd/\_\_\_th/post- placement

FAMILY CODE NO. \_\_\_\_\_

1. Agency:

2. Date:

3. Person involved: ward/member #\_\_\_ of foster/natural/other ( ) family

4. Referred by:

5. Presenting problem:

6. Service offered:

7. Outcome, for person referred:

8. Effect on relations with others:

 Check here and continue on back of sheet if necessary

Refers to pre-/1st/2nd/3rd/\_\_\_th/post- placement

FAMILY CODE NO. \_\_\_\_\_

1. Agency:

2. Date:

3. Person involved: ward/member #\_\_\_ of foster/natural/other ( ) family

4. Referred by:

5. Presenting problem:

6. Service offered:

7. Outcome for person referred:

8. Effect on relations with others:

 Check here and continue on back of sheet if necessary Check here if further sheet is necessary

XIV. PROFESSIONAL ASSESSMENTS

Schedule No. \_\_\_\_\_

Refers to pre-1st/2nd/3rd/\_\_\_th/post- placement

FAMILY CODE NO. \_\_\_\_\_

- 1. Agency or service: 2. Date:
- 3.  Psychiatry  Psychology  Casework  Medical  
 Other, specify:
- 4. Person referred: ward/member #\_\_\_ of foster/natural/other ( ) family
- 5. Referred by:
- 6. Reason referred:
- 7. Digest of findings (if psychiatric, show on page 8 or 9; if IQ, show on page 6)

Check here and continue on back of sheet if necessary

Refers to pre-/1st/2nd/3rd/\_\_\_th/post- placement

FAMILY CODE NO. \_\_\_\_\_

- 1. Agency or Service: 2. Date:
- 3.  Psychiatry  Psychology  Casework  Medical  
 Other, specify:
- 4. Person referred: ward/member #\_\_\_ of foster/natural/other ( ) family
- 5. Referred by:
- 6. Reason referred:
- 7. Digest of findings (if psychiatric, show on page 8 or 9; if IQ, show on page 6)

Check here and continue on back of sheet if necessary

Check here if further sheet is required

XV. PROCEEDINGS TO APPREHEND

Schedule No. \_\_\_\_\_

1. Date apprehended: \_\_\_\_\_
2. LENGTH OF PARENTS' MARRIAGE OR  
COHABITATION AT APPREHENSION: \_\_\_\_\_ MOS.
3. Allegation:
- |   |  |  |
|---|--|--|
| <input type="checkbox"/> physical neglect   | <input type="checkbox"/> separation of parents                 | <input type="checkbox"/> physical illness of par |
| <input type="checkbox"/> emotional neglect  | <input type="checkbox"/> divorce of parents                    | <input type="checkbox"/> emotional illness par'  |
| <input type="checkbox"/> abandonment        | <input type="checkbox"/> marital discord                       | <input type="checkbox"/> economic hardship       |
| <input type="checkbox"/> death of parent(s) | <input type="checkbox"/> parental instability<br>or immaturity | <input type="checkbox"/> illegitimacy            |
4. Court, county and date of hearing: \_\_\_\_\_
5. Child in court for  identification  evidence  other, specify: \_\_\_\_\_
6. Parents' or guardian's settlement: \_\_\_\_\_
7. Adjudication: \_\_\_\_\_
8. Date made ward: \_\_\_\_\_
9. Responsible agency: \_\_\_\_\_
10. Care of child during action  by natural parents  by agency
- Explain: \_\_\_\_\_
11. Agency assessment of complaint: \_\_\_\_\_
12. Agency activity during action: \_\_\_\_\_
13. Reaction of child, natural parents and community to action (why action was taken, as they saw it)

Check here and continue on back of sheet if necessary.

XVI. COURT APPEARANCES (OTHER THAN APPREHENSION)

Schedule No. \_\_\_\_\_

Refers to ward  
or to member # \_\_\_\_\_ of foster/natural/other (  
and to pre-/1st/2nd/3rd/\_\_\_\_th/post- placement

FAMILY CODE NO. \_\_\_\_\_  
) family

<u>Month &amp; year</u> (1)	<u>Court</u> (2)	<u>Offence</u> (3)	<u>Complainant</u> (4)	<u>Disposition</u> (5)
a. _____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____
d. _____	_____	_____	_____	_____
e. _____	_____	_____	_____	_____
f. _____	_____	_____	_____	_____
g. _____	_____	_____	_____	_____

( ) Check here if further sheet is necessary for this individual

6. Give reactions of ward, natural and foster parents to any appearance above identifying appearance by letter:

( ) Check here and continue on back of sheet if necessary

7. Give effect of any appearance above on living arrangements or other aspect of life of ward, natural or foster parents, identifying appearance by letter:

( ) Check here and continue on back of sheet if necessary

XVII. SPECIFIC AREAS OF VALUE OF RECORDSchedule No.     

Check as appropriate if this record has particularly significant or complete material with regard to:

- Separation anxiety
- Factors related to children coming into care
- Differing needs of children in care
- Disturbed or hard to place wards
- Long term placement
- Stability or instability of foster home placement
- School adjustment of the ward
- Developmental stress periods
- The older ward
- Delinquency among wards
- Other (specify):

Have you other comments to offer about this record, focussed on possible use in a thesis?

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