

A b s t r a c t:

A STUDY OF THE DEVELOPMENT OF PERSONALITY CHARACTERISTICS
IN RELATION TO SUCCESSFUL AND UNSUCCESSFUL
FOSTER HOME PLACEMENTS

by

John W. Murphy

This study investigates whether the development of personality characteristics has a direct bearing on adjustment in a foster home. It is an individual research project undertaken at the Maritime School of Social Work in 1966-67.

Data for this thesis were collected by means of worker judgments from 110 active cases of the Children's Aid Society of Halifax, Nova Scotia, as of November 1966.

It was found that a significantly high number of wards who had incorporated the five personality characteristics, basic trust, autonomy, initiative, industry and identity, were making successful foster home placements. It was also ascertained that those wards who did not incorporate the personality characteristics were in turn having unsuccessful foster home placements. The findings also indicated that as one characteristic was incorporated it became a base for the following one.

It was concluded that the extensive use of the traditional foster home was warranted and the findings also indicated when this setting was inappropriate. An extra chapter on Group Homes was added as a placement of choice for some of the wards who were experiencing unsatisfactory foster home placements due to undeveloped personalities.

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Halifax, 1967.

PERSONALITY CHARACTERISTICS AND FOSTER HOME PLACEMENTS

A Study of the Development of Personality Characteristics in
Relation to Successful and Unsuccessful Foster
Home Placements

A Thesis

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by

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CHAPTER I
INTRODUCTION

Within the last thirty years foster care programs have been emphasising much more than physical care. This shift in the point of view toward foster care programs has coincided with increased interest and writings in the area of development of personality and personality problems in childhood.

Foster care is considered the desirable way of caring for children who, for various reasons, are unable to be cared for by their parents. A child needs the love and security of a home in which he can grow and develop in personality. Therefore, when the natural home is lost it is assumed that the traditional foster home will give the child the opportunity of developing normally within its framework as he might have in a natural family.

When the natural family is unable to care for the child this responsibility then rests with the state. Wardship is the legal term for the child's position after guardianship has been transferred from the natural family to the state through a court procedure.

This research project is concerned with the psychosocial development of a group of wards. The aim of this study is to see if there is a significant relationship between this development and foster home adjustment.

Too often social work views the foster home as the complete answer to placement problems. This study puts forth evidence that the traditional foster home is the placement of choice for a substantial proportion of wards, but the study also indicates where the foster home setting is not a suitable placement for some wards.

The researcher originally wanted to confine the study to some aspect of the group home setting, but because none exist in this area it was not possible. But because of the findings the opportunity presented itself to introduce group homes as a placement of choice for some of the ward sample. The final chapter will discuss the group home as another specialized placement of choice.

This study is proceeding from the general proposition that psychosocial development determines the ability to cope within social institutions. The main theoretical orientation for this study is the psychosocial development of personality which stresses the importance of interaction between the evolving personality and its social environment. The principal assumption of this probative study is phrased in terms of the following hypothesis so that it could be tested with factual data, and by a procedure recognized to be scientific. The testable hypothesis for this study is:

If a ward between the ages of eight and eighteen positively incorporates into his personality basic trust, autonomy, initiative, industry and

identity, then he should be experiencing a successful foster home placement.

Here this study must make the assumption that the personality development of a ward in a successful foster home placement is similar to the personality development of a child in the family of which he is a product.

This assumption has to be made because the theoretical chapter has as its framework the nuclear family as the root of psychosocial development.

This would introduce variables not taken into account which would lead to limitations of the study.

- 1) the emotional and environmental influences involved prior to wardship; and
- 2) the quality of the foster home.

This project consists of data collected by means of worker judgments; that is, direct questions were asked of the workers and judgments were obtained based on definitions of the indicators and knowledge of their caseloads.

These data were obtained from two social workers of the Children's Aid Society of Halifax, Nova Scotia, who are actively engaged with the ward sample used for this study.

Certain limitations arise out of using worker judgments:

- 1) subjectivity involved in responses;
- 2) influence of personal value systems;

- 3) inadequate knowledge of each ward due to size of caseload;
- 4) the use of worker judgments as the sole criteria for data obtained.

So as to limit bias where possible the indicators successful or unsuccessful foster home placement, basic trust, autonomy, initiative, industry and identity, were applied one at a time to the total sample so as to avoid one judgment being directly based on the prior one. Also periodic defining of the indicators was done so as to keep the worker alert. The judgments were then recorded on a schedule. 1/

As it is impossible to prove the validity of any causal relationship in the social sciences, the study attempted to reject the null hypothesis. Chi-square as a test of independence was the statistical formula utilized in this study.

This study was conducted to help the student obtain an understanding of social work research and also in partial fulfilment of the requirements for a Master's Degree in Social Work from the Maritime School of Social Work, Halifax, Nova Scotia.

The research project was found to have relevance for social work in several areas. Because a significant relationship was found between the incorporation of the five indicators and successful placements, the position of foster homes was strengthened. This finding counteracts much of the negative literature toward the traditional foster home.

1/ Appendix B.

The findings may also prove valuable for treatment of personality defects and the study indicates where the foster home placement is not appropriate.

The findings of this study also support the concept of group homes which is the subject of the final chapter.

CHAPTER II

PSYCHOSOCIAL DEVELOPMENT OF PERSONALITY

It is generally accepted that the most fundamental influences in the life of a child are those of the family group. The type of person each of his parents is, the goals they set before him, the standards of conduct which he is expected to attain, these more than anything else mould the personality of the developing child and determine his general outlook. To be sure, the economic circumstances of the family will create opportunities or set limitations on the young person's possibilities for attaining full development, as will the community in which the family lives. But, notwithstanding these considerations, the attitudes of parents toward their children and the personal relations that develop in the family group play the decisive role in determining the type of life adjustment that a youth makes.

This development of a child's personality consists of a progressive series of changes, of an orderly, coherent type, toward the goal of maturity. There is a definite relationship between each step and the next in the developmental sequence, as each is the outcome of the one preceding it, and the prerequisite of the one following it.

For the purposes of this study it will be assumed that there is a systematic personality development and no defence of the same will be put forth.

This development proceeds naturally from one stage to the next, when two conditions have been met:

- 1) adequate emotional gratification during infancy,
- 2) experiences, both actual and emotional, that give the child the security to leave one level of adjustment to explore a higher one. 1/

There have been several theories of psychosocial development put forth and most emphasize that a child must go through the stages so as to reach maturity. They agree that these stages cannot be viewed as separate entities, but must be seen as each growing out of or building onto the preceding stage and influencing those which follow, and that certain developmental problems central to each stage may be identified.

All these theories seek to find meaningful dimensions along which to analyse the phenomena of personality development, but the theory which is structured along the dimensions that seem most appropriate to the needs of this study is that of Erik Erikson.

He identifies eight major psychological conflicts in our culture which the individual normally must face at different

1/ Irene M. Josselyn, THE PSYCHOLOGICAL DEVELOPMENT OF CHILDREN; Family Service Association of America, New York, 1961; pp.5-25.

times or stages in his development. According to Erikson, if the individual is unable to resolve a particular conflict satisfactorily, he will be handicapped in resolving subsequent conflicts. On the other hand, when he is successful he gains a new sense of achievement and greater actual adequacy for dealing with life. He incorporates into his concept of self a new ego quality which helps him face the next crisis in his development.

Erikson states that:

Personality can be said to develop according to steps predetermined in the human organism's readiness to be driven toward, to be aware of, and to interact with, a widening social radius, beginning with the dim image of a mother and ending with mankind, or at any rate that segment of mankind which counts in the particular individual's life. 1/

The first stage of development is infancy. At this period of life, from birth to one and one-half years, the child is helpless and dependent on his environment, which is normally the natural family, for the fulfilment of his needs.

The first component of a healthy personality is basic trust which is an attitude toward oneself and the world derived from the positive experiences of the first year or so of life. This trust pervades the personality both consciously

1/ Erik H. Erikson, "Identity and the Life Cycle", in PSYCHOLOGICAL ISSUES, V. no.1, p.56. 1959.

and unconsciously. In Erikson "basic trust is the cornerstone of a healthy personality." 1/

To the child at this stage the mouth is the focus of a general first approach to life, the "incorporative" approach. Though the child's needs must be met adequately, it should be said that the amount of trust derived from these experiences does not depend solely on the quantity of food and the abundance of love, but rather on the quality of the maternal relationship.

Mothers create a sense of trust in their children by that kind of administration which in its quality combines sensitive care of the baby's individual needs and a firm sense of personal trustworthiness within the trusted framework of their culture's life style. 2/

But besides this need for food a baby is or soon becomes receptive in many other respects, such as the ability to grasp his toys or to sit up, which enables him to trust his own body.

So the general state of trust implies not only that the child has learned to rely on the sameness and continuity of the outer provider which allows him to rely upon much of the world to be predictable and consistent, but also that he may trust himself and the capacity of his organs to cope with urges; this will permit the providers to lessen their guard. This quality of trust forms the basis in the child of a sense of identity. This ego quality also lets the child have a sense of trust in the adult world.

1/ Erik H. Erikson, CHILDHOOD AND SOCIETY, W.W.Norton and Company, New York, 1963; p. 248.

2/ Ibid., p.249.

In adolescence and adulthood the impairment of basic trust is expressed in a basic mistrust. It characterizes individuals who withdraw into themselves, it can lead to conflicts about adult images, to poor relationships and poor self-identification.

Erikson's second stage of development is related to the area of autonomy. He feels that during this stage the child is struggling to master the area of autonomy versus limits. Similarly Erikson believes this is the stage in which the child learns to cope with authority. He believes that a balance must be struck between the child's need for autonomy, and the need for conformity to limits.

To develop autonomy, a firmly developed and a convincingly continued stage of early trust is necessary. The infant must come to feel that basic faith in himself and in the world will not be jeopardized by this sudden violent wish to have a choice, to appropriate demandingly, and to eliminate stubbornly. Firmness must protect him against the potential anarchy of his as yet untrained sense of discrimination, his inability to hold on and to let go with circumspection. Yet his environment must back him up in his wish to "stand on his own feet...." 1/

By the time he reaches the age of one and one-half years the child's motor development has progressed to the stage where he can go longer distances from his mother. In this period of toddlerhood the child experiences a new sense of independence. The trust he experienced as an infant now

1/ Erik H. Erikson, "Identity and the Life Cycle", in PSYCHOLOGICAL ISSUES, V.1, No.1, 1959; p.68.

supports him to explore new areas. If the child knows that there is someone near to support him in case he becomes threatened, then he feels secure in going into new areas. This becomes a further opportunity to develop his self concept. It is in the family that society's earliest demands of conformity to certain standards are expressed. Through his parents' attitudes in the setting of limits on the child's behaviour he learns to react to these demands.

When the child reaches the age of two and one-half to three years, his ability to make social contacts has developed to include those outside the family. It is during this period that the child begins to find his place in the outside world, although the family, for some time to come, remains his primary frame of reference.

During this stage of development the child learns a new and acute awareness of his body. He becomes aware not only of physical sex difference, but also of the appropriate sex rules. It is the family's responsibility to see that the child has the opportunity to learn the appropriate sex rules. When the family fulfills its responsibility in this area the child is able to see his sexual curiosity as a positive and acceptable thing. He will develop security in his role by making an identification with the parent of the same sex. With security in the appropriate role for his sex, the child is able to turn

part of his capacity for affectional response to those beyond his family group.

During this stage difficulty can arise for the child if his needs for appropriate sexual identification are not met, if the child is not exposed, or is over-exposed, to family and community limits, if the child is not given the opportunity to make choices appropriate to his age.

This stage becomes decisive for the ratio between love and hate, for that between cooperation and willfulness and for that between the freedom of self-expression and its suppression. From a sense of self-control without loss of self-esteem comes a lasting sense of autonomy and pride;... loss of self-control, self-identity and of parental overcontrol comes a lasting sense of doubt and shame. 1/

Having found a firm solution of his problem of autonomy, Erikson believes the child must deal with the question of his identity and the development of initiative.

The child now knows he is a person but he must discover what kind of a person he is going to be. He begins to identify with his parents, he observes and imitates their activity and engages for hours in imaginative play.

Both language and locomotion permit him to expand his imagination over so many things that he cannot avoid frightening himself with what he himself had dreamed and thought up. Nevertheless, out of all this he must emerge with a sense of unbroken initiative

1/ Ibid., p. 68.

as a basis for a high and yet realistic sense of ambition and independence. 1/

Initiative "adds to autonomy the quality of undertaking, planning and attacking a task"... 2/ Initiative is a necessary part of every act, it is needed for whatever a man learns and does. But, because of the child's new locomotor and mental powers he must experiment with things and exercise his will as widely as possible without suffering too many feelings of guilt.

Because his superego has started to develop, his behaviour is guided at least partly by his notions of right and wrong. The guilt arises over the goals contemplated and the acts initiated. But here again the problem is one of mutual regulation. The parents must give the child freedom and encouragement in carrying out his projects and this freedom must be tempered with sanctions; otherwise he will never develop the ability to select special goals and persevere in reaching them.

It is necessary for a child to have a stimulating and healthy environment with adults who will accept and foster his curiosity and initiative. He must have the opportunity to identify with adults whose lives and actions are consistent with a mature set of values.

1/ Ibid., p.75.

2/ Erik H. Erikson, CHILDHOOD AND SOCIETY; by W. W. Norton and Company, New York, 1963; p. 255.

Having this opportunity a child

can gradually develop a sense of moral responsibility where he can gain some insight into the institutions, functions, and roles which will permit his responsible participation, he will find pleasurable accomplishment in wielding tools and weapons,... 1/

Erikson says that a child who has a deceiving superego model can build a hate for that parent or adult figure which could conceivably be transferred.

Another residual conflict over initiative is expressed "in overcompensatory showing off, in which the scared individual, so eager to 'duck', instead 'sticks his neck out'." 2/

The pre-schooler now moves from the security of the home and makes his "entrance into life". He now begins to retest 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.

The child must forget past hopes and wishes and make ready to apply himself to given skills and tasks so that he may

1/ Ibid., p.256.

2/ Ibid., p.257.

win recognition by producing things, that is he must develop what Erikson calls a "sense of industry".

The child needs to make real achievement in accordance with his own particular abilities. If proper personality development takes place he will derive pleasure from work completion by steady attention and persevering diligence.

Freud has called this period the latency stage because violent drives are normally dormant. This stage accents the social world and if proper personality development occurs the latent drives will be reorganized and will re-emerge in a new combination which will be tempered with external values and norms being gradually acquired.

Should the reverse of industry result from this stage, the child's personality will be marred with

a sense of inadequacy and inferiority. If he despairs of his tools and skills or of his status among his tool partners, he may be discouraged from identification with them and with a section of the tool world. To lose the hope of such industrial association may pull him back to the more isolated, less tool-conscious familial rivalry of the oedipal time. The child despairs of his equipment in the tool world and in anatomy and considers himself doomed to mediocrity or inadequacy. It is at this point that wider society becomes significant in its ways of admitting the child to an understanding of meaningful roles in its technology and economy. Many a child's development is disrupted when family life has failed to prepare him for school life, or, when school life fails to sustain the promises of earlier stages. 1/

1/ Ibid., p.260.

The final stage of development pertinent to this study (but not the total development of personality) is adolescence which acts as a physical and psychological bridge between childhood and adulthood.

There is a reawakening of sexual interest, conscious, verbal and acted out according to the mores of the peer group; and an increased pressure from within to be freed of infantile dependency and to achieve adult status.

Erikson feels that the child is struggling to master the area of identity versus role confusion.

The integration now taking place in the form of ego identity is more than the sum of the childhood identifications. It is the accrued experience of the ego's ability to integrate all identifications with the vicissitudes of the libido, with the aptitudes developed out of endowment, and with the opportunities offered in social roles. 1/

Forming this identity the adolescent often buries the parental guide in his subconscious and moves to idols and peer-groups as a source of identifications. He does this because he wants to be independent; that is, rebels against the parents who know of his past dependency, yet he needs parental support and acceptance when he cannot handle his increasing autonomy. This conflict will be maintained until true ego identity emerges.

1/ Ibid., p.261.

The practical aspect of the quest for identity must be resolved during this period. The adolescent must decide on some life goal and occupation which is both socially acceptable, and in keeping with his capabilities.

The danger of this stage is role confusion which can result in overidentifying and if this has taken base on a strong previous doubt as to sexual identity, anti-social behaviour can occur.

This psychosocial development of the child has presumably had its roots in nuclear family living. It is not the aim of this study to test the theory with these children reared in their families of origin, but rather with a population of wards out of which a sample is going to be drawn so as to test the already presented theory.

Here this study must make the assumption that the development of a ward in a successful foster home is similar to the development of a child in the family of which he is a product.

The Underlying Philosophy of Wardship and the Current Standards of Foster Care Practice.

It is accepted that the family is the unit most appropriate to carry out the function of child rearing. The child is the supreme goal of the family and is consequently the determining factor of its total organization. This

organization can be none other than the family of which the child is the product. Since it is the family that procreates the child in a state of helpless dependence, it stands to reason that it is the family which must complete the task of guiding the child toward maturity and self-reliance.

This dual role of procreation and child rearing is then the prime purpose of the family. The arrival of the child brings to the family a cluster of rights as well as duties.

The child, by the very reason of his being a person, has inherent rights and duties. A person, a human being is characterized by its individuality, its autonomy in regard to other humans and to other lower forms of living beings. So the family is for the child rather than the child for the family, just as the state or any other society is for the individual rather than the individual for the state or society.

The family and the state are the basic institutions that can justly claim the right to provide the child with the protection required. It must be remembered, however, that these institutions may claim this right not as the right of possession of an object but as a right to promote the child's total growth and development for the child's sake. The role of each institution is determined by its nature, its functions, its capabilities of carrying the task, and its particular interest in seeing that the role of protection is fulfilled appropriately.

It is readily understandable that the family is by its very nature the institution most directly interested in the matter of child protection. For the child and his parents constitute a special and primary group having as its prime function the very matter of protection. This right of the family is indisputable and precedes that of any other institution.

The state's right and duty to intervene in the matter of child protection will be determined by the concern it has in the child's assured development. It is evident that as a matter of principle it has a special concern that its future citizens develop according to their potentials. But the nature of its intervention will be determined on the one hand by its role to assume the welfare of its citizens and on the other to supplement the unsuccessful efforts of individuals. Needless to say, the extent of the state's intervention is limited to its own sphere of affairs and as long as it does not curtail the autonomy of the individual assisted.

With the conviction that the family is the basic unit of society in our culture and with increased knowledge of the emotional needs of children, it is realized that the cause of needful children can best be served by guarding the rights of parents. However, it is also accepted that parental rights over children are not absolute nor are those of the state. So in social work practice where in doubt it is customary to lean toward the guarding of parental rights.

Yet it is recognized that some individuals cannot fulfil their parental roles wisely and cannot meet the basic needs of one or more of the child's personality dimensions. It is also known that there are many children born out of wedlock and thus in need of protection unless the natural parents can provide the child with the stable familial atmosphere and the loving care he needs. It is warranted to acknowledge the fact that both unmarried parents and incapable parents sometimes recognize their own inabilities and take the initiative on their own to seek outside help.

Today social conscience has developed to the point of empowering the state:

to supplement and substitute for parental efforts whenever needed to further the best interest and welfare of the child. A protection agency then, guided and supported by legislation and community concern, believes in its responsibility to remove children from unfit parents. 1/

It is now widely accepted that protection agencies carrying out the child welfare legislation can best meet the child's total needs (when he is deprived of a suitable home) by providing him with a substitute family - the foster family.

1/ "Guardianship: A Way of Fulfilling Public Responsibility for Children." U.S.Children's Bureau, Pub.No.330, 1949, as quoted in Child Protection in Canada, Canadian Welfare Council, Ottawa, 1954; p.31.

Foster care under agency auspices was formerly provided almost exclusively for orphans and neglected or dependent children. Many were placed for economic reasons alone, or because courts had given the guardianship of them to a social agency. Children whose parents were reported for cruelty were often removed immediately without any attempt to help parents change. Many children placed in foster care in former years never returned home.

Today, it is believed that every effort must be made to remedy the natural setting before a child is uprooted. Such efforts include casework with parents, financial assistance, homemaker services, day care services for children, medical services and other community resources that can offer assistance.

Less than fifty years ago, the chief method of rearing children away from their own homes was in large congregate orphanages, where harsh discipline reigned and the main functions were to provide food, shelter, clothing, spiritual guidance and educational opportunities. It was common practice to provide the child with these basic needs but not without his commitment to repay the debt by working for the institution.

In the 1920's the change from institutional care to foster family care began to spread. At first, there was a considerable amount of controversy as to which was better -

institutional care or foster family care. Today, it is widely accepted that there is need for both based on the belief that some individual children with specific needs can benefit more from one type of care than from the other. This leads to the belief that each child must be regarded as an individual and his placement is determined according to his needs.

Influenced by child psychiatry and sociology there has developed a greater understanding of the trauma of separation from natural parents. This makes it imperative for the child protection worker first to prepare a child for his removal from home, provide him with casework help in adjusting to the foster home, and help him cope with the stress generated by normal developmental crises.

It is considered absolutely necessary to select foster homes very carefully and to match both, child and foster parents. Inadequate assessment of personalities and haphazard matching of child and foster parents often lead to the disastrous experience for the child of moving about from one home to another.

Foster care, whether it be family or institutional care, is viewed as a temporary measure specifically designed to relieve the natural family and child of overwhelming stress so they may regain their balance in life. The ultimate goal, therefore, is the reunion. It follows that the caseworker, in cooperation with foster parents, must provide opportunities

for ties between child and natural parents to be maintained. It is further implied in this belief that foster parents are not considered as adoptive parents but rather as co-workers of the agency.

If it becomes obvious that the probability of the child ever returning to his own home is practically nil, then plans for long term care must be carried out. On the other hand, if the child returns home, adequate preparation must be made and casework help offered during the reunion adjustment.

There is widespread agreement among child protection agencies on the standards summarized above, but there is also recognition that practice often falls short of the standards. However, it is by striving from all fronts toward common but high standards that a great deal of human suffering can be spared and that a great loss of human potential can be prevented.

CHAPTER III

METHODOLOGY

In the previous chapter Erik H. Erikson's theory of psychosocial development was examined. The chapter viewed this theory in relation to the ego qualities or personality characteristics which emerge, either positively or negatively, from critical periods of development. The success with which these personality characteristics are achieved has a great influence both on the individual's general adjustment and happiness and on his successful or unsuccessful achievement of subsequent personality growth.

In addition to the above a brief survey was made of the underlying philosophy of wardship, and the current standards of foster care practices were examined.

This chapter will set forth the principal methodological procedures applicable to the research process. For the sake of clarity these have been divided into three subsections.

- 1) The Wards Chosen
- 2) Operational Definitions and Procedure Used to Collect Data; and
- 3) The Statistical Method and Limitations.

1) The Wards Chosen

Data for this study were collected from active cases of the Children's Aid Society of Halifax, Nova Scotia, as of November 1966.

There were 132 cases examined and the wards that qualified for the purpose of the study were between the ages of eight and eighteen. Only those wards who were in foster homes for a period of at least four months were used. Also wards who were not in foster homes, for one reason or another, at the time of the data collecting were rejected. This left a total sample of 110.

2) Operational Definitions and Procedure Used to Collect Data

The data were collected by means of worker judgments. The two workers involved in the data collecting were asked first to make a judgment whether each ward was making a successful or unsuccessful foster home placement.

Successful foster home placement, for the purposes of this study, is one where a ward is coping adequately well with his total environment.

A "ward" is defined as meaning "a child committed to the care and custody of the Director or a Society," 1/ the latter being agents of the state.

1/ Child Welfare Act, Chapter 30, Revised Statutes of Nova Scotia 1954, as amended 1961, Section I, Subsection (m); p.3.

Judgments were then elicited on the five personality characteristics, having first defined the terms of reference.

Basic Trust

By basic trust is meant what is commonly implied in reasonable trustfulness as far as others are concerned and a simple sense of trustworthiness as far as oneself is concerned.1/

Autonomy

The acceptance of the psychosocial fact of being, once and for all, a separate individual, who actually and figuratively must stand on his own feet. 2/

Initiative

A characteristic of one who seems to be self-activated, possessing a certain surplus of energy which permits him to forget failures and to approach what seems desirable with undiminished and better-aimed effort. 3/

1/ Erik H. Erikson, "Identity and the Life Cycle", PSYCHOLOGICAL ISSUES, V.1, No.1, 1959; p.56.

2/ Ibid., p.142

3/ Ibid., p.168

Industry

A sense of being useful, a sense of being able to make things and make them well and even perfectly. Industry is to win recognition by producing things, to bring a productive situation to completion. 1/

Identity

Confidence in one's ability to maintain inner sameness and continuity which is matched by the sameness and continuity of one's meaning for others; also the recognition in an individual of the attributes by which he can be classified or assigned to a place, role, or function. 2/

The data were obtained, as stated, directly from two ward workers by means of worker judgments, that is, the researcher having designed a schedule (Appendix C) for recording the data and having drawn up the terms of reference, judgments were elicited from the workers and recorded on cards.

The workers were interviewed separately and were asked first to make a judgment on the successfulness or unsuccessfulness of the ward's foster home placement on

1/ Ibid., p.76

2/ Ibid., p.82

the basis of the operational definition. This procedure was followed for all the wards before introducing the five personality characteristics.

The wards were given numbers from 1 to 110 and if the foster home placement was "successful" the arbitrary number assigned was put in the upper left hand corner of the card; if "unsuccessful" the number was placed in the upper right hand corner.

The workers were then instructed to make a judgment on the degree to which each ward had or had not incorporated into his personality the five indicators, basic trust, etc. The workers assigned the degree of incorporation by using the following symbols:

<u>Symbols</u>	<u>Meaning</u>
++	very well
+	well
o	uncertain
-	poor
--	very poor

The indicator "basic trust" was applied to the total sample with periodic repetition of the definition and the score was recorded in each case. Then "autonomy" was applied to the total sample and so forth. It was carried out this way so as to limit worker bias.

Only two caseloads were chosen because the other ward workers were new and less familiar with ward supervision. One of the workers involved in the study has a Master of Social Work degree, the other has a Bachelor of Arts degree with three years' experience. Both workers were actively engaged with their caseloads and the judgments elicited were the sole criteria for the data obtained.

3) The Statistical Method and Limitations

As was stated in Chapter I, it is assumed that the personality development of a ward who is experiencing a successful foster home placement is similar to the personality development of a child who has a successful home experience in the family of which he is a product.

Accepting this assumption the hypothesis can then be stated:

If a ward between the ages of eight and eighteen has positively incorporated into his personality the characteristics of basic trust, autonomy, initiative, industry and identity, then he should be experiencing a successful foster home placement.

Since the null hypothesis will be used for statistical analysis, it should be stated thus:

Wards who have made unsuccessful foster home placements develop the five personality characteristics equally as well as wards who have made successful foster home placements.

Should the null hypothesis be rejected, it is assumed that the alternate hypothesis will stand.

As was stated previously the worker judgments were scored and entered on cards and are reproduced in Appendix A. Also entered in Appendix A is the frequency of successful and unsuccessful foster home placements.

These data from Appendix A are summarized in Table I in preparation for the application of the Chi-square.¹/Chi-square is used as a test of independence between successful and unsuccessful foster home placements and the five personality characteristics previously described. Also the data are unevenly distributed according to frequency of occurrence in the development of the personality characteristics of these two classes of wards.

The chi-square test was applied at .05 level of significance with one degree of freedom.

The test was first applied to all the + scores but as the chi-square value was so large it was decided to test the null hypothesis with only the ++ scores as shown in Row 1 of Table I. This tested the null hypothesis in the extreme case. The data were then summarized in the form of frequency bar diagrams (Fig.1 & 2) to illustrate graphically the relationship of the grouping of scores of the personality characteristic for both the successful and unsuccessful foster home placements.

¹/ George A. Ferguson, STATISTICAL ANALYSIS IN PSYCHOLOGY AND EDUCATION; McGraw-Hill Book Company, Inc., Toronto, 1959; p.132.

The use of worker judgments introduces a limitation which requires some discussion. The judgment as to the successful or unsuccessful foster home placement was made primarily on the ward's adjustment in the home and related institutions. Such variables as the quality of the foster home, number of foster home placements, the ward's environmental background, etc., were not directly involved in the question put to the worker but as expected these variables were indirectly taken into account.

The degree of incorporation of the five indicators by the ward sample was made on the worker's knowledge of the subjects. Because of the method of data collecting the study has further limitations due to worker subjectivity, personal value system, etc. The researcher felt that the size of caseloads and the use of worker judgments as the sole criteria for data obtained were further limitations.

Another minor limitation is placed on the study due to the fact that the fifth personality characteristic, identity, is incorporated fully about the age of twelve. But because identity can be recognized, "each characteristic exists in some form before its critical time normally arrives," ^{1/} as it emerges, the study will be little affected by using wards as young as eight years.

^{1/} Erik H. Erikson, CHILDHOOD AND SOCIETY; W.W.Norton and Company, New York, 1963; p.271.

CHAPTER IV
STATISTICAL ANALYSIS

In this chapter relative scores on the development of personality characteristics in a sample of 110 wards are presented quantitatively in order to permit of an objective comparison between those wards who have made successful and those who have made unsuccessful foster home placements on the achievement of these characteristics. The objective comparisons are carried out by means of a visual examination of the data, which is presented in tabular form (Appendix A and Table I); by a study of the frequency diagrams (Figures 1-2), and by a series of statistical tests (Tables II to XI and Appendix B(a-j)) of significance.

In this thesis it has been stated that wards who make successful foster home placements should have incorporated into their personalities the five personality characteristics and the contrary should be true as well. For the purpose of this study the testable hypothesis is stated thus:

If a ward between the ages of eight and eighteen has positively incorporated into his personality the characteristics of basic trust, autonomy, initiative, industry and identity, then he should be experiencing a successful foster home placement.

To test this idea statistically the null hypothesis 1/ is proposed as follows:

Wards who have made unsuccessful foster home placements develop the five personality characteristics equally as well as wards who have made successful foster home placements.

As this is a test of independence with respect to the two groups, successful and unsuccessful foster home placements, the Chi-square test is used to determine the validity of the testable hypothesis. The test is arbitrarily carried out at the .05 level of significance and with one degree of freedom as a two by two contingency table is used.

For the test, data from Appendix A are summarized and shown in Table I. This table presents the scores for both the successful (S) and unsuccessful (U) foster home placements, and the numerals indicate the number of wards achieving the various scores. Because of the nature of the contingency table, the scores are entered according to an arbitrary pass-fail standard. All the (++) and (+) scores are considered to be passes and the remainder, including the uncertain (o) scores, are considered to be failures.

However, rather than use a pass-fail terminology the terms YES and NO will be used to indicate respectively a satisfactory or unsatisfactory development of the personality characteristics. The test is carried out on

1/ George A. Ferguson, STATISTICAL ANALYSIS IN PSYCHOLOGY AND EDUCATION; McGraw-Hill Book Company, Inc., Toronto, 1959; p.132.

TABLE I

SCORES FOR 110 WARDS OF THE CHILDREN'S AID SOCIETY OF HALIFAX ON
THEIR DEVELOPMENT OF PERSONALITY CHARACTERISTICS FOR
BOTH THE SUCCESSFUL (S) AND UNSUCCESSFUL (U)
FOSTER HOME PLACEMENTS

SCORE	PERSONALITY CHARACTERISTICS										
	Basic Trust		Autonomy		Initiative		Industry		Identity		
	S	U	S	U	S	U	S	U	S	U	
++	26	a/	0	24	0	31	1	20	1	24	2
+	32		1	33	2	31	3	37	5	29	0
o	17		2	17	5	13	2	13	3	22	1
-	6		12	6	10	4	11	9	12	4	17
--	0		14	1	12	2	12	2	8	2	9
TOTALS	81		29	81	29	81	29	81	29	81	29

a/ Numerals indicate number of wards that scored.

JWM/mp

each personality characteristic separately although it may be shown by other means, such as the bar diagrams of Figures 1 and 2, that one characteristic builds upon the following one.

For the first series of tests, data from Table I (rows 1 and 2) were shown in contingency tables II to VII wherein each personality characteristic is tested separately.

TABLE II

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SUCCESSFUL
AND UNSUCCESSFUL FOSTER HOME PLACEMENTS AND THE
DEVELOPMENT OF BASIC TRUST
(++ AND + SCORES)

Foster Home Placements	TOTAL:	Development of Basic Trust	
		YES	NO
TOTAL	110	59	51
Successful	81	58 (43.5) <u>a/</u>	23 (37.5)
Unsuccessful	29	1 (5.5)	28 (13.5)

a/ Parentheses indicate expected values

JWM/mp

From the following statement of Chi-square:

$$X^2 = \sum \frac{(O-E)^2}{E}$$

O = Observed values

E = Expected values (also called the expected or theoretical frequencies)

The values of O are taken from Table I and values of E are calculated as follows:

Out of 110 wards scored, 59 satisfactorily developed basic trust. If the two groups being tested, that is, the S and U foster home placements, are independent then the same proportion of those developing basic trust in the S placements should be expected. Since 81 S placements are considered then $\frac{59 \times 81}{110} = 43.5$ of these wards should develop basic trust. Since 51 out of 110 wards did not develop basic trust and if the S and U placements are independent, this same proportion of unsatisfactory development of basic trust in successful placements should be expected, that is,

$\frac{51 \times 81}{110} = 37.5$ of these wards should not develop basic trust.

Similarly the theoretical frequencies of those who developed basic trust and those who did not for the unsuccessful placements may be calculated.

All expected values are entered in parentheses in the contingency tables. All calculations of X^2 are given in Appendix B and the values are entered in Table XII.

The value of Chi-square for this test, basic trust, is 39.5. Therefore the null hypothesis is strongly rejected at the .05 level of significance and for 1 degree of freedom; that is, the null hypothesis that S placements develop basic trust equally as well as U placements is untenable.

To test the hypothesis that successful placements develop autonomy equally as well as unsuccessful placements, data from Table I are entered as observed frequencies in Contingency Table III, and theoretical frequencies, calculated in Appendix B (B), are shown again in parentheses.

TABLE III

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SUCCESSFUL
AND UNSUCCESSFUL FOSTER HOME PLACEMENTS AND THE
DEVELOPMENT OF AUTONOMY
(++ AND + SCORES)

Foster Home Placements	TOTAL:	Development of Autonomy	
		YES	NO
TOTAL	110	59	51
Successful	81	57 (43.5)	24 (37.5)
Unsuccessful	29	2 (15.5)	27 (13.5)

JWM/mp

The value of Chi-square entered in Table XII is 34.5. Therefore at the .05 level of significance and with 1 degree of freedom the null hypothesis is strongly rejected.

Similarly for the remaining three personality characteristics -- initiative, industry and identity, the observed frequencies from Table I and theoretical frequencies calculated in Appendix B were entered in Contingency Tables IV, V and VI respectively. The Chi-square values were calculated in Appendix B (c-d-e) and entered in Table XII.

The value of Chi-square for the Contingency Table IV on the development of initiative in wards is 35.0. Therefore at the .05 level of significance and for 1 degree of freedom the null hypothesis that successful foster home placements develop initiative equally as well as unsuccessful placements is strongly rejected.

TABLE IV

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SUCCESSFUL
AND UNSUCCESSFUL FOSTER HOME PLACEMENTS AND THE
DEVELOPMENT OF INITIATIVE
(++ AND + SCORES)

Foster Home Placements	TOTAL:	Development of Initiative	
		YES	NO
TOTAL	110	66	44
Successful	81	62 (48.6)	19 (32.4)
Unsuccessful	29	4 (17.4)	25 (11.6)

JWM/mp

The value of Chi-square for the contingency table on development of industry in wards, Table V is 21.4. Therefore at the .05 level of significance and for 1 degree of freedom, the null hypothesis that successful placements develop industry equally as well as unsuccessful placements is strongly rejected.

TABLE V

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SUCCESSFUL
AND UNSUCCESSFUL FOSTER HOME PLACEMENTS AND THE
DEVELOPMENT OF INDUSTRY
(++ AND + SCORES)

Foster Home Placements	TOTAL:	Development of Industry	
		YES	NO
TOTAL	110	63	47
Successful	81	57 (46.4)	24 (34.6)
Unsuccessful	29	6 (16.6)	23 (12.4)

JWM/mp

Finally, the value of χ^2 for the contingency table on development of identity in wards, Table VI is 29.0. Therefore at the .05 level of significance and for 1 degree of freedom, the null hypothesis that S placements develop identity equally as well as U placements is strongly rejected

TABLE VI

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SUCCESSFUL
AND UNSUCCESSFUL FOSTER HOME PLACEMENTS AND THE
DEVELOPMENT OF IDENTITY
(++ AND + SCORES)

Foster Home Placements	TOTAL:	Development of Identity	
		YES	NO
TOTAL	110	55	55
Successful	81	53 (40.5)	28 (40.5)
Unsuccessful	29	2 (14.5)	27 (14.5)

JWM/mp

In all five cases the null hypothesis is strongly rejected and the general working theory still holds.

This conclusion is partly reached through the scoring system applied. If the test is carried out to include the (0) score as a YES score then it becomes obvious that the null hypothesis will be rejected even more strongly; in fact, a Chi-square test would be redundant.

However, the validity of the null hypothesis is not as obvious if the tests are based only on the ++ scores. In effect, this scoring will place the hypothesis in an extreme position as the data show that fewer numbers of S placements develop the personality characteristics satisfactorily while at the same time a greater number of U placements fail to develop the same personality characteristics. The proportionality moves in the direction that will favour acceptance of the null hypothesis. Therefore the five characteristics, basic trust, autonomy, initiative, industry and identity, are again placed separately in a series of contingency tables (Tables VII to XI) and are tested under similar statistical conditions as previously; that is, at the .05 level of significance and for 1 degree of freedom.

Data for the observed values are taken from Table I (row 1 only), while the theoretical frequencies plus the values of X^2 are calculated as before in Appendix B. The

values of χ^2 are entered in Table XII. In all cases the limits of Chi-square are:

$$.0039 \leq \chi^2 \leq 3.84$$

The value of Chi-square for the contingency table on the development of basic trust in wards, Table VII, is 11.9. Therefore at the .05 level of significance and for 1 degree of freedom, the null hypothesis that successful placements develop basic trust equally as well as unsuccessful placements is rejected.

TABLE VII

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SUCCESSFUL
AND UNSUCCESSFUL FOSTER HOME PLACEMENTS AND THE
DEVELOPMENT OF BASIC TRUST
(++ SCORES ONLY)

Foster Home Placements	TOTAL:	Development of Basic Trust	
		YES	NO
TOTAL:	110	26	84
Successful	81	26 (19.2)	55 (61.8)
Unsuccessful	29	0 (6.8)	29 (22.8)

JWM/mp

The value of Chi-square for the contingency table on the development of autonomy in wards, Table VIII is 10.8. Therefore at the .05 level of significance and for 1 degree of freedom, the null hypothesis is rejected.

TABLE VIII

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SUCCESSFUL
AND UNSUCCESSFUL FOSTER HOME PLACEMENTS AND THE
DEVELOPMENT OF AUTONOMY
(++ SCORES ONLY)

Foster Home Placements	TOTAL:	Development of Autonomy	
		YES	NO
TOTAL	110	24	86
Successful	81	24 (17.7)	57 (63.3)
Unsuccessful	29	0 (6.3)	29 (22.7)

JWM/mp

The value of Chi-square for the contingency table on development of initiative in wards, Table IX is 12.7. Therefore at the .05 level of significance and for 1 degree of freedom the null hypothesis that successful placements develop initiative equally as well as unsuccessful placements is rejected.

TABLE IX

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SUCCESSFUL
AND UNSUCCESSFUL FOSTER HOME PLACEMENTS AND THE
DEVELOPMENT OF INITIATIVE
(++ SCORES ONLY)

Foster Home Placements	TOTAL:	Development of initiative	
		YES	NO
TOTAL	110	32	78
Successful	81	31 (23.5)	50 (57.5)
Unsuccessful	29	1 (8.5)	28 (20.5)

JWM/mp

The value of Chi-square for the contingency table on development of industry in wards, Table X, is 6.4. Therefore at the .05 level of significance and for 1 degree of freedom, the null hypothesis that successful placements develop industry equally as well as unsuccessful placements is rejected.

TABLE X

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SUCCESSFUL
AND UNSUCCESSFUL FOSTER HOME PLACEMENTS AND THE
DEVELOPMENT OF INDUSTRY
(++ SCORES ONLY)

Foster Home Placements	TOTAL:	Development of industry	
		YES	NO
TOTAL	110	21	89
Successful	81	20 (15.5)	61 (65.5)
Unsuccessful	29	1 (5.5)	28 (23.5)

JWM/mp

The value of Chi-square for the contingency table on development of identity in wards, Table XI, is 6.7. Therefore at the .05 level of significance and for 1 degree of freedom, the null hypothesis that successful placements develop identity equally as well as unsuccessful placements is rejected.

TABLE XI

CONTINGENCY TABLE SHOWING THE RELATIONSHIP BETWEEN SUCCESSFUL
AND UNSUCCESSFUL FOSTER HOME PLACEMENTS AND THE
DEVELOPMENT OF IDENTITY
(++ SCORES ONLY)

Foster Home Placements	TOTAL:	Development of identity	
		YES	NO
TOTAL	110	26	84
Successful	81	24 (19.1)	57 (61.9)
Unsuccessful	29	2 (6.9)	27 (22.1)

JWM/mp

TABLE XII

CHI-SQUARE VALUES FOR INDEPENDENCY TESTS OF SUCCESSFUL AND UNSUCCESSFUL FOSTER HOME PLACEMENTS IN RELATION TO THEIR DEVELOPMENT OF PERSONALITY CHARACTERISTICS

Score	PERSONALITY CHARACTERISTICS				
	Basic Trust	Autonomy	Initiative	Industry	Identity
++ & +	39.5	34.5	35.0	21.4	29.0
++	11.9	10.8	12.7	6.4	6.7

JWM/mp

As was expected the proportionality in this series of tests, which utilized the ++ scores only, moved in the direction that provided smaller values of Chi-square. Although the null hypothesis was rejected in all tests, the rejection was not as strong as in the first series of tests that utilized the ++ and + scores. Therefore the testable hypothesis still holds.

If a ward between the ages of eight and eighteen positively incorporates into his personality basic trust, autonomy, initiative, industry and identity, then he should be experiencing a successful foster home placement.

For rapid visual summary of the observations and the working hypothesis, the grouping of scores of both the successful and unsuccessful foster home placements in relation to the five personality characteristics is shown in the frequency bar diagrams (Figs. 1 and 2). The significant feature is the similarity of the frequency distribution of these scores for the five personality characteristics in each class of foster home placement. In the case of successful foster home placement (Fig.1.) the diagrams (a to e) for each characteristic show the greatest frequency in the + scores. On the other hand in the case of the unsuccessful foster home placements (Fig.2.) all the diagrams, (a to e) show the greatest frequencies in the - or -- scores. These two sets of scores are necessarily complementary and this is clearly indicated in the diagrams.

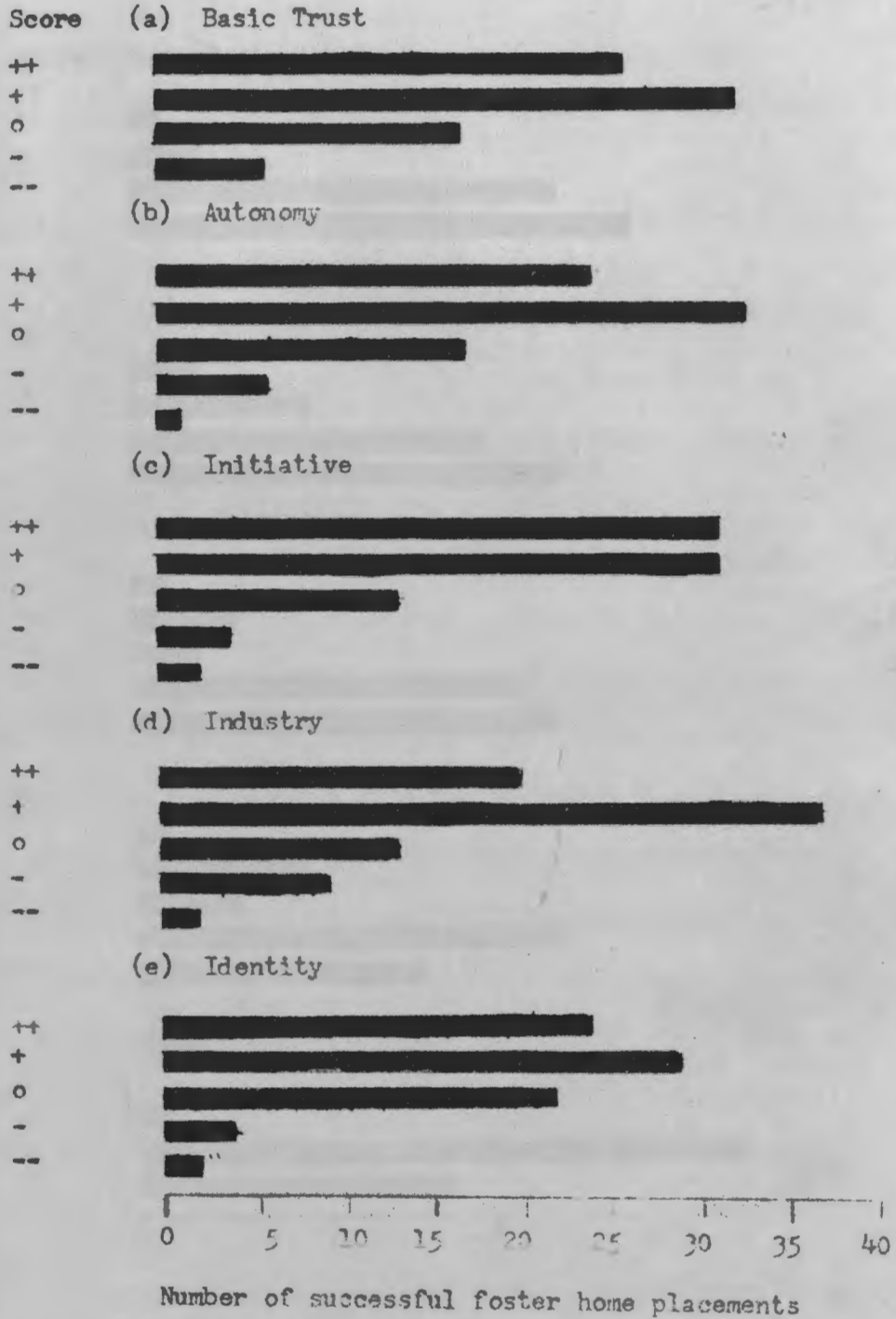


Fig.1. - Frequency bar diagram showing the grouping of scores in the development of personality characteristics of wards who have made successful foster home placements. Note similarity of frequencies for the various characteristics, and complementary distribution in Fig.2. (Data from Table I)

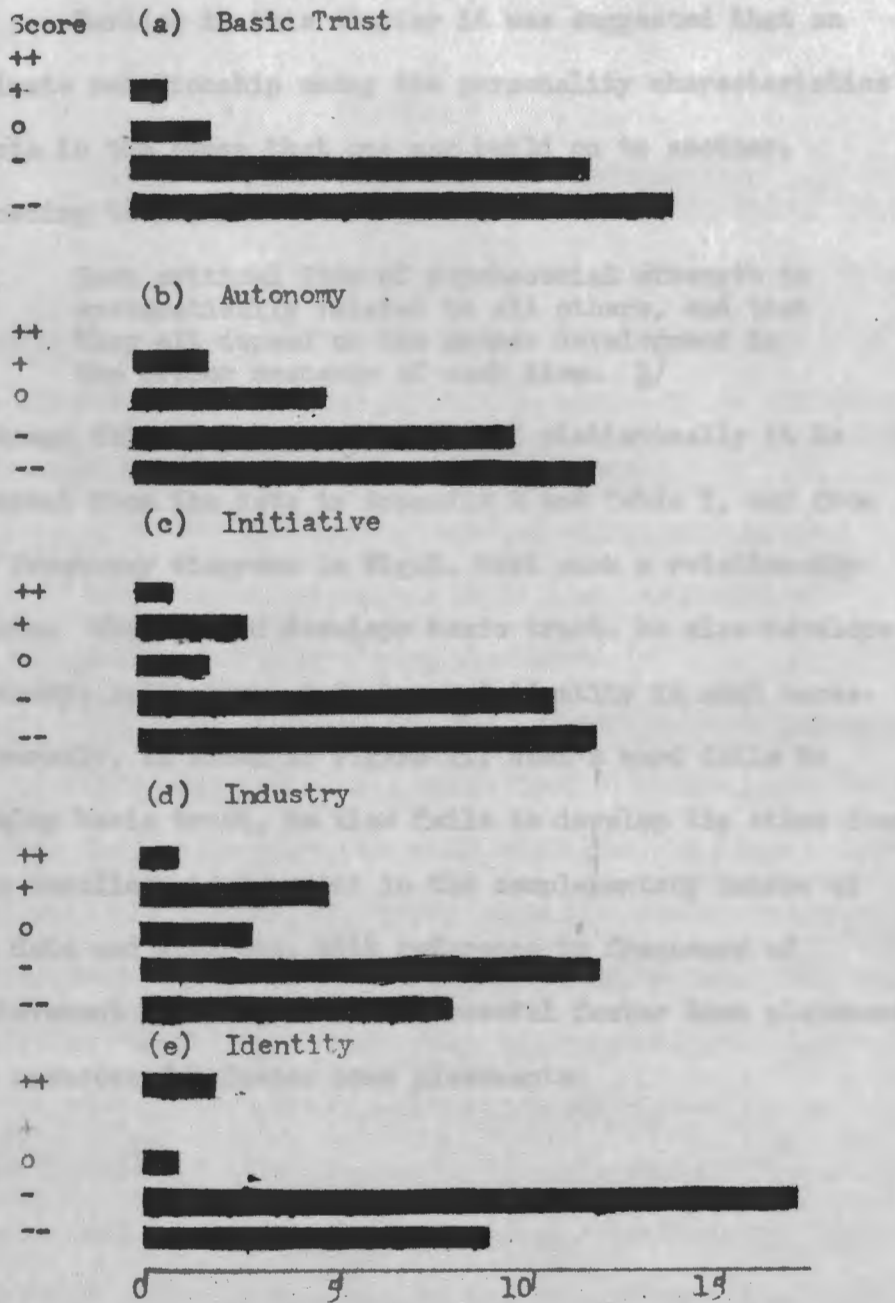


Fig.2. - Frequency bar diagram showing the grouping of scores in the development of personality characteristics of wards who have made successful foster home placements. Note similarity of frequencies for the various characteristics and complementary distribution in Fig.1. (Data from Table I)

Earlier in this chapter it was suggested that an intimate relationship among the personality characteristics exists in the sense that one may build on to another.

According to Erikson:

Each critical item of psychosocial strength is systematically related to all others, and that they all depend on the proper development in the proper sequence of each item. 1/

Although this concept was not tested statistically it is apparent from the data in Appendix A and Table I, and from the frequency diagrams in Fig.I, that such a relationship exists. When a ward develops basic trust, he also develops autonomy, initiative, industry and identity in most cases. Conversely, as shown in Figure II, when a ward fails to develop basic trust, he also fails to develop the other four. This corollary is apparent in the complementary nature of the data and diagrams, with reference to frequency of achievement scores for both successful foster home placements and unsuccessful foster home placements.

1/ Erik H. Erikson, CHILDHOOD AND SOCIETY; W.W.Norton and Company, New York, 1963; p.271.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A sample of one hundred and ten children drawn from a population of one hundred and thirty-seven who are wards of the Children's Aid Society of Halifax were studied for the purpose of testing the following hypothesis:

If a ward between the ages of eight and eighteen positively incorporated into his personality basic trust, autonomy, initiative, industry and identity, then he should be experiencing a successful foster home placement.

The study rejected the null hypothesis and consequently accepted its converse as was shown in the previous chapter.

During the past few years the literature has tended to downgrade the traditional foster home for several reasons. But for as many reasons against there are also as many for, one being the small bit of light shed by the results of this study.

Though this study never intended to rate foster homes, nevertheless a conclusion can be drawn to support the use of traditional foster homes. The working hypothesis of this study was found to be tenable even in its extreme position; that is, wards who have incorporated the five characteristics seem to be experiencing successful foster home placements. Though this study has limitations, is there not room to draw from the

findings the conclusion that foster homes do positively enhance the personality development of wards? A visual glance at Appendix A will support the conclusion.

Instead of negative evaluation of foster homes the accent should be on improving them. The foster home is only as good as the product it turns out and if production is to increase then the needs of each ward should be evaluated and then a foster home chosen to meet these needs.

It is considered absolutely necessary to select foster homes very carefully and to match both child and foster parents. The assessment method used in this study may have some validity for assessing the child, and in doing so the worker may determine personality weakness and thus aid in choosing the proper foster parents to meet this particular child's need.

Too often a social worker in a Children's Aid Society feels that the ward is his responsibility alone -- that he must make the plans and implement them, that when trouble arises in the home he must solve it and in doing so leaves the foster parents out of the situation. What so many workers have failed to realize is that they have taken on a responsibility which does not belong to them. Parents or substitute parents alone have the responsibility of rearing and educating their children. The social worker is a consultant or a tool to be used as the parents see fit. If this concept were applied and if the worker

chose to use the assessment method utilized in this study the responsibility could return to the rightful hands. That is, the worker as an expert could interpret a ward's needs and suggest possible solutions to problem areas to the foster parents and let them implement treatment within the context of the home.

The method used in this study to evaluate personality development may have implications for treatment. If the social worker can determine where personality development is less strong he or she may be able to work with foster parents and the child to improve functioning. For example, if the child failed to incorporate autonomy into his personality the worker can interpret the need for setting limits for the child so that a relearning process can take place. With such a treatment program the accent could shift from moving the child to another foster home to strengthening the existing one.

It can be concluded from this study that the traditional foster home is the choice of placement for a significant proportion of the sample tested. It can also be concluded that the foster home is not the solution for all wards.

The concern for these children and the sense of professional responsibility to serve them properly have been strong factors in motivating agencies and individuals to seek different methods of child care. The congregate institution, the cottage-type institution, foster homes, and agency-owned and operated group homes and group residences are milestones along the road to meeting needs.

This study will recommend, in relation to Erikson's theory, the agency-owned and operated group home as a choice of placement for those wards who have demonstrated that they have the psychosocial problems that the group home is set up to meet.

This discussion is not going to be statistically tested and to think it could be would be a presumption.

The purpose is to relate it to Erikson's theory of psychosocial development and to suggest that the theory has validity as an aid in assessing those wards who could benefit from a group home placement.

CHAPTER VI

GROUP HOMES

It was stated in Chapter II that those children who did not positively incorporate into their personalities the five ego qualities, demonstrated definite personality defects which result in certain behavioural problems. These personality defects (which result in certain behaviour problems) are similar and in some cases the same as those characteristics which make a group home the placement of choice for many adolescents.

It is the purpose of this chapter to show these similarities and to suggest that those wards who make poor foster home adjustments due to their personality characteristics would, in fact, fit many of the criteria for which the group home was instituted.

For the purposes of this discussion the group home definition of the Child Welfare League of America will be adopted. It describes the group home as an agency-operated home "providing care for a small group of children in a family-type setting where the emphasis is on meeting the specialized needs of adolescents." 1/

1/ "Group Home Programs". Child Welfare League of America, New York, 1961; p.4.

The key features of group home care are:

- 1) Control of the home usually by ownership or rental by the agency;
- 2) Status of the group home parents as salaried agency employees;
- 3) A regular and intensive supervisory and casework relationship between the administrative and professional staff of the agency and the child care staff and the children in the group home. Through these provisions and, it seems, only through these provisions can the agency obtain the control over intake and program which it does not possess in the traditional foster home placement. On the other hand - and this distinguishes group home placement from any institutional placement - children in group homes still live in, and are members of the community, thereby avoiding the segregation and differentiation inherent in the placement of a child in any institution. 1/

The living experience in the group home is designed to help the child develop sound relationships to adults through his relationship to the group home parents without involving problems of identity or choice of parental figures. One of the main reasons for placement of children in the group home is likely to be their inability to form meaningful and sustained relationships with adults because of prior living experiences.

Such a situation can be a model for a radical disturbance in their relationship to the "world", to "people" and especially to loved or otherwise significant people. 2/

1/ Ernest Hirschboch, GROUP HOMES FOR CHILDREN; The Family and Child Welfare Division, The Canadian Welfare Council, Ottawa, 1965; p.7.

2/ Erik H. Erikson, "Identity and the Life Cycle", in PSYCHOLOGICAL ISSUES, V.1, No.1, 1959; p.58.

It is hoped that a child's relationship to the group home parents will afford him an opportunity to work through this problem.

The group home parents will have to recognize, and the caseworker will have to help them to recognize, and accept, that the child's initial relationship to them will fundamentally deviate from more typical adult-child relationships. The relationship may be marked by hostility, withdrawal or indifference; any change is likely to occur slowly and after a prolonged testing period.

The impairment of basic trust is expressed in a basic mistrust. It characterizes individuals who withdraw into themselves in particular ways when at odds with themselves and with others. 1/

Hirschboch says that if the group home experience is to be profitable the parents will have to expect that most of the children will be initially unable to accept overt concern or affection from any adult; they will even view them with deep suspicion. At the same time, they will demand an exorbitant amount of attention and the group home parents must be sensitive to any overture indicating that the child is ready to give or accept a warmer attitude than the impersonal and reserved relationship which is initially required of group home parents.

Another experience that a group home gives is that of setting firm and clear limits for the child. This must be

1/ Ibid., p.56.

done because:

Most of the children coming into group care have never been given the benefit of clear limits. Rejecting parents - overly strict or overly indulgent - have been unable to set limits and this usually has contributed to the necessity of removing the child from his home. 1/

Group home parents must set clear and definite rules and limits from the onset of placement so that the child will respect the adult figure and not be indifferent.

Erikson says that "firmness must protect the child against his potential anarchy..." 2/ If the child is given an unlimited range to make choices, then instead of acquiring a sense of autonomy he acquires "loss of self-control, self-identity and out of parental overcontrol comes a lasting sense of doubt and shame." 3/

Though a child entering the group home may not have acquired a sense of autonomy it is of paramount importance to bear in mind that this child is being given a second chance to experience that parent-child relationship which is indispensable to his development.

The child may now be able to experience adult relationships and it is the concern of the group home that he does have the chance to select, from adults around him,

1/ Ernest Hirschboch, GROUP HOMES FOR CHILDREN, The Family and Child Welfare Division, The Canadian Welfare Council, Ottawa, 1965; p.15.

2/ Erik H. Erikson, "Identity and the Life Cycle", in PSYCHOLOGICAL ISSUES, V.1., No.1, 1959; p.68.

3/ Ibid., p.68.

the person to whom he can relate comfortably and with the degree of intensity which he can tolerate at the moment. The child needs acceptance and understanding from mature adults who care for and about him.

Another purpose of the group home is to give the child consistent treatment which does not vary with daily moods and shifts of emotions which can facilitate honest relationship where the adult figures do not evade reality problems. Combined with this there should be the opportunity for frank and open discussions so as to establish parent-child identification.

What the group home is trying to build into the personality should have been done in the first stage of life, according to Erikson. "The general state of trust implies that one has learned to rely on the sameness and continuity of the outer providers...." 1/

Norman Herstein states that "Our group homes are designed to serve adolescents with superego problems...." 2/

Erikson tells us that during the third stage of development "the great governor of initiative, namely,

1/ Erik H. Erikson, CHILDHOOD AND SOCIETY; W.W.Norton and Company, New York, 1963; p.248.

2/ Norman Herstein, "What is a Group Home?" in GROUP HOMES IN PERSPECTIVE, Child Welfare League of America, New York, 1964; p.17.

conscience, becomes firmly established." 1/

One of the deepest conflicts in life is hate for a parent who served as the model and executor of the conscience but who was found trying to "get away with" the very transgressions which the child can no longer tolerate in himself. 2/

It seems that what group homes are attempting to do is to rebuild its clients' personalities and from a survey of the literature it could conceivably be done within the framework of Erikson's psychosocial theory.

By living together in a group home, the five, six, or eight children become a group and simply do not remain five, six, or eight separate individuals. There is here a vital treatment potential and a role for the group in the group home.

The child who has not learned to work, play, etc., with peers, who wants the favoured position, is the child Erikson feels has not incorporated initiative.

The group can manipulate and stimulate to help an individual child in acquiring greater conformity and control which will help in modification of the individual's behaviour. The group of peers can mete out effective discipline and, conversely, removal of an individual from the group for disciplinary purposes. The child can learn

1/ Erik H. Erikson, "Identity and the Life Cycle", in PSYCHOLOGICAL ISSUES, V.1., No.1., 1959; p.80.

2/ Ibid., p.80.

his role within the group, learn of his potentials and to apply them and realize that others have something to give that he himself cannot give.

Another objective of this placement facility is to provide a living situation that will help children adapt to community living. For the adolescent, this is most important, since this may be his final placement, and he must be prepared to function in the environment to which he will go when placement terminates. Being able to attend regular schools, use public transportation, order in a restaurant, conduct himself so that he does not appear different from others as he goes about his daily affairs - these are important in his maturing and learning to feel that he is able to live like others.

The group home as well as the child care staff are agency controlled; no child is ever made to leave because the adults in the home do not want him, for good reasons or bad. Although foster parents in an agency-owned home may choose to leave or be asked to terminate their service, much that is important to the child remains intact, for he does not have to move, he does not have to face the unknown again.

Placement of a child in a group home, even more than placement in a traditional foster home, needs thoughtful and accurate preparation. After it has been generally determined that a particular child meets the admission

criteria and would fit into the group as it is constituted, the preparatory process should be developed in three phases: interpretation, presentation and development of the treatment plan.

Casework services should be the vehicle upon which the core of the service is carried forward. Irving Rabinow feels that the caseworker must know each child, his total background, and what is needed to help him move toward his goal of becoming a happier and better-functioning individual. The worker must be able to help the child deal with the reality of separation, placement and the demands of community living. The caseworker who is the link between the agency and the home must be able to work intensively with the child care staff so as to reach the desired goals for the child. The worker must also be the coordinator of all necessary services -- psychiatry, schools, etc.

It can be observed from what has gone before that the foster parents involved in the group home must be very special people. The group home mother is employed as a full-time paid staff member of the agency which maintains the group home while the group home father has an outside job, just as any father of a family.

The group home parents have a dual job, with the two functions so tightly interwoven as to make them inseparable. They stand in the place of parents with all that it entails,

they also have a job which extends into the realm of professional child care. They are parents and members of the agency's therapeutic team.

Such parents are rarely found in the raw, they are produced by in-service training and intensive supervision.

The duration of placement for the child in the group home is determined by the treatment plan. When termination is planned the child must be prepared and also the people in his new environment, as carefully as possible. The timing of the transfer must be optimal and the child should be provided with casework as long as needed.

The many elements that are needed for a group home program have been outlined, as have some criteria for choosing the children to be considered for this type of placement.

Group homes can be an effective form of care for some children, it is not the purpose of this discussion to suggest group homes as the answer, but rather one of the answers, to serving children more effectively.

APPENDIX A

APPENDIX A

Table of data showing successful and unsuccessful foster home placements of 110 wards, and their respective development of personality characteristics according to the following score: ++(very good); +(good); o(fair to poor); -(poor); --(very poor).

	<u>Pers. Char. of 110 Foster Wards</u>					<u>Home Placements</u>	
	<u>BT</u>	<u>Ant.</u>	<u>Int.</u>	<u>Ind.</u>	<u>Idn. a/</u>	<u>Successful</u>	<u>Unsuccessful</u>
1	++	+	++	+	+	X	
2	++	++	++	++	++	X	
3	--	--	+	-	--		X
4	o	+	+	++	+	X	
5	+	+	++	+	++	X	
6	+	o	-	-	o	X	
7	++	++	++	++	++	X	
8	++	++	++	++	++	X	
9	-	o	-	--	-	X	
10	--	--	--	--	--		X
11	-	-	--	+	-		X
12	-	-	--	o	-		X
13	o	+	+	+	+	X	
14	+	+	++	+	+	X	
15	+	+	++	+	+	X	
16	-	+	+	-	++		X
17	++	++	++	++	++	X	
18	+	++	++	o	++	X	
19	--	--	--	--	--		X
20	++	++	++	+	++	X	
21	o	-	-	--	-		X
22	o	o	+	+	+		X
23	+	+	+	+	+	X	
24	++	++	++	++	++	X	
25	+	+	++	++	+	X	
26	+	+	o	++	-		X
27	-	o	--	--	--	X	
28	o	o	-	-	-		X
29	++	++	++	++	++	X	
30	--	--	--	+	--		X
31	-	-	++	++	--		X
32	--	--	--	--	--		X
33	+	+	++	++	+	X	
34	++	++	++	++	++	X	

	<u>Pers. Char. of 110 Foster Wards</u>					<u>Home Placements</u>	
	<u>BT</u>	<u>Aut.</u>	<u>Int.</u>	<u>Ind.</u>	<u>Idn.</u>	<u>Successful</u>	<u>Unsuccessful</u>
35	++	++	++	+	++	X	
36	o	o	++	--	-	X	
37	++	++	++	++	++	X	
38	+	+	o	-	+	X	
39	o	--	-	+	--	X	
40	+	+	+	+	+	X	
41	+	+	+	+	+	X	
42	++	++	++	++	++	X	
43	+	o	o	+	+	X	
44	o	-	+	o	o	X	
45	--	--	--	-	--		X
46	++	++	+	++	++	X	
47	+	+	++	++	++	X	
48	+	+	+	+	++	X	
49	o	o	o	+	-	X	
50	+	+	+	+	+	X	
51	++	++	+	+	+	X	
52	++	++	++	++	++	X	
53	--	--	--	+	--		X
54	++	++	++	++	++	X	
55	+	+	++	-	++	X	
56	+	++	+	+	++	X	
57	+	++	--	-	++	X	
58	-	o	-	-	-		X
59	o	-	o	-	o	X	
60	+	-	o	-	o	X	
61	o	o	+	+	+	X	
62	--	--	--	--	-		X
63	++	+	++	+	+	X	
64	+	+	+	o	o	X	
65	-	--	-	o	-		X
66	o	o	+	+	o	X	
67	++	++	++	++	+	X	
68	-	-	-	-	-		X
69	++	+	+	+	+	X	
70	-	-	o	o	o	X	
71	-	-	-	-	-		X
72	o	o	+	+	+	X	
73	--	--	-	-	-		X
74	+	+	++	+	+	X	
75	o	o	o	o	o	X	

	<u>Pers. Char. of 110 Foster Wards</u>					<u>Home Placements</u>	
	<u>BT</u>	<u>Aut.</u>	<u>Int.</u>	<u>Ind.</u>	<u>Idn.</u>	<u>Successful</u>	<u>Unsuccessful</u>
76	+	+	+	+	o	X	
77	+	+	+	+	o	X	
78	o	+	++	o	o	X	
79	+	+	++	+	+	X	
80	++	++	++	+	+	X	
81	+	+	++	o	o	X	
82	--	-	--	-	-		X
83	-	o	-	-	-		X
84	-	-	--	--	-		X
85	o	+	o	+	o	X	
86	-	+	+	+	o	X	
87	--	--	-	--	-		X
88	--	-	-	-	-		X
89	++	++	+	+	+	X	
90	++	+	+	+	+	X	
91	-	-	-	-	o		X
92	-	o	o	o	o	X	
93	++	++	+	+	+	X	
94	-	o	o	-	-		X
95	o	o	o	-	o	X	
96	--	--	--	--	--		X
97	+	o	o	o	o	X	
98	++	++	++	++	+	X	
99	+	o	+	++	+	X	
100	o	-	-	-	-	X	
101	+	+	+	+	o	X	
102	+	o	+	o	o	X	
103	o	o	o	o	o	X	
104	+	+	+	+	+	X	
105	+	o	+	+	+	X	
106	++	+	+	+	+	X	
107	++	++	+	+	+	X	
108	+	-	o	o	o	X	
109	o	+	+	+	o	X	
110	o	+	+	+	o	X	

a/ BT = Basic Trust, Aut.= Autonomy, Int. = Initiative,
Ind.= Industry, Idn. = Identity.

JWM/mp

APPENDIX B

APPENDIX B

CALCULATIONS OF EXPECTED FREQUENCIES AND CHI-SQUARE DATA
FROM TABLE I

- (a) Calculations derived for Table 2.
- (b) Calculations derived for Table 3.
- (c) Calculations derived for Table 4.
- (d) Calculations derived for Table 5.
- (e) Calculations derived for Table 6.
- (f) Calculations derived for Table 7.
- (g) Calculations derived for Table 8.
- (h) Calculations derived for Table 9.
- (i) Calculations derived for Table 10.
- (j) Calculations derived for Table 11.

CALCULATIONS FOR TABLE II BASIC TRUST (++) AND + SCORES)

(a)

$$\begin{aligned}
 \bar{x}^2 &= \frac{58 - \frac{59 \times 81}{110}}{\frac{59 \times 81}{110}}^2 + \frac{23 - \frac{51 \times 81}{110}}{\frac{51 \times 81}{110}}^2 \\
 &+ \frac{1 - \frac{59 \times 29}{110}}{\frac{59 \times 29}{110}}^2 + \frac{28 - \frac{51 \times 29}{110}}{\frac{51 \times 29}{110}}^2 \\
 &= \frac{(58 - 43.5)^2}{43.5} + \frac{(23 - 37.5)^2}{37.5} \\
 &+ \frac{(1 - 15.5)^2}{15.5} + \frac{(28 - 13.5)^2}{13.5} \\
 &= \frac{(14.5)^2}{43.5} + \frac{(-14.5)^2}{37.5} + \frac{(-14.5)^2}{15.5} + \frac{(14.5)^2}{13.5} \\
 &= \frac{210}{43.5} + \frac{210}{37.5} + \frac{210}{15.5} + \frac{210}{13.5} \\
 &= 4.8 + 5.6 + 13.5 + 15.6 \\
 &= \underline{39.5}
 \end{aligned}$$

∴ Hypothesis is refuted.

CALCULATIONS FOR TABLE III AUTONOMY (++) AND + SCORES)

(b)

$$\begin{aligned}
 \chi^2 &= \frac{57 - \frac{59 \times 81}{110}}{\frac{59 \times 81}{110}}^2 + \frac{24 - \frac{51 \times 81}{110}}{\frac{51 \times 81}{110}}^2 \\
 &+ \frac{2 - \frac{59 \times 29}{110}}{\frac{59 \times 29}{110}}^2 + \frac{27 - \frac{51 \times 29}{110}}{\frac{51 \times 29}{110}}^2 \\
 &= \frac{(57 - 43.5)^2}{43.5} + \frac{(24 - 37.5)^2}{37.5} \\
 &+ \frac{(2 - 15.5)^2}{15.5} + \frac{(27 - 13.5)^2}{13.5} \\
 &= \frac{(13.5)^2}{43.5} + \frac{(-13.5)^2}{37.5} + \frac{(-13.5)^2}{15.5} + \frac{(13.5)^2}{13.5} \\
 &= \frac{182}{43.5} + \frac{182}{37.5} + \frac{182}{15.5} + \frac{182}{13.5} \\
 &= 4.2 + 5.1 + 11.7 + 13.5 \\
 &= 34.5
 \end{aligned}$$

∴ Hypothesis is refuted.

CALCULATIONS FOR TABLE IV INITIATIVE (++ AND + SCORES)

(c)

$$\begin{aligned}
 X^2 &= \frac{62 - \frac{66 \times 81}{110}}{\frac{66 \times 81}{110}}^2 + \frac{19 - \frac{44 \times 81}{110}}{\frac{44 \times 81}{110}}^2 \\
 &+ \frac{4 - \frac{66 \times 29}{110}}{\frac{66 \times 29}{110}}^2 + \frac{25 - \frac{44 \times 29}{110}}{\frac{44 \times 29}{110}}^2 \\
 &= \frac{(62 - 48.6)}{48.6} + \frac{(19 - 32.4)}{32.4}^2 \\
 &+ \frac{(4 - 17.4)}{17.4}^2 + \frac{(25 - 11.6)}{11.6}^2 \\
 &= \frac{(13.4)^2}{48.6} + \frac{(-13.4)^2}{32.4} + \frac{(-13.4)^2}{17.4} + \frac{(13.4)^2}{11.6} \\
 &= \frac{180}{48.6} + \frac{180}{32.4} + \frac{180}{17.4} + \frac{180}{11.6} \\
 &= 3.7 + 5.5 + 10.3 + 15.5 \\
 &= 35.0
 \end{aligned}$$

∴ Hypothesis is refuted.

CALCULATIONS FOR TABLE V INDUSTRY (++ AND + SCORES)

(d)

$$\begin{aligned}
 \chi^2 &= \frac{57 - \frac{63 \times 81}{110}}{\frac{63 \times 81}{110}}^2 + \frac{24 - \frac{47 \times 81}{110}}{\frac{47 \times 81}{110}}^2 \\
 &+ \frac{6 - \frac{63 \times 29}{110}}{\frac{63 \times 29}{110}}^2 + \frac{23 - \frac{47 \times 29}{110}}{\frac{47 \times 29}{110}}^2 \\
 &= \frac{(57 - 46.4)^2}{46.4} + \frac{(24 - 34.6)^2}{34.6} \\
 &+ \frac{(6 - 16.6)^2}{16.6} + \frac{(23 - 12.4)^2}{12.4} \\
 &= \frac{(10.6)^2}{46.4} + \frac{(-10.6)^2}{34.6} + \frac{(-10.6)^2}{16.6} + \frac{(10.6)^2}{12.4} \\
 &= \frac{112.4}{46.4} + \frac{112.4}{34.6} + \frac{112.4}{16.6} + \frac{112.4}{12.4} \\
 &= 2.4 + 3.3 + 6.7 + 9.0 \\
 &= 21.4
 \end{aligned}$$

∴ Hypothesis is refuted.

CALCULATIONS FOR TABLE VI IDENTITY (++) AND + SCORES)

(e)

$$\begin{aligned}
 x^2 &= \frac{53 - \frac{55 \times 81}{110}}{\frac{55 \times 81}{110}}^2 + \frac{28 - \frac{55 \times 81}{110}}{\frac{55 \times 81}{110}}^2 \\
 &+ \frac{2 - \frac{55 \times 29}{110}}{\frac{55 \times 29}{110}}^2 + \frac{27 - \frac{55 \times 29}{110}}{\frac{55 \times 29}{110}}^2 \\
 &= \frac{(53 - 40.5)^2}{40.5} + \frac{(28 - 40.5)^2}{40.5} \\
 &+ \frac{(2 - 14.5)^2}{14.5} + \frac{(27 - 14.5)^2}{14.5} \\
 &= \frac{(12.5)^2}{40.5} + \frac{(-12.5)^2}{40.5} + \frac{(-12.5)^2}{14.5} + \frac{(12.5)^2}{14.5} \\
 &= \frac{156}{40.5} + \frac{156}{40.5} + \frac{156}{14.5} + \frac{156}{14.5} \\
 &= 3.8 + 3.8 + 10.7 + 10.7 \\
 &= 29.0
 \end{aligned}$$

Hypothesis is refuted.

CALCULATIONS FOR TABLE VII BASIC TRUST (++) ONLY)

(f)

$$\begin{aligned}
 \chi^2 &= \frac{26 - \frac{26 \times 81}{110}}{\frac{26 \times 81}{110}}^2 + \frac{55 - \frac{84 \times 81}{110}}{\frac{84 \times 81}{110}}^2 \\
 &+ \frac{0 - \frac{26 \times 29}{110}}{\frac{26 \times 29}{110}}^2 + \frac{29 - \frac{84 \times 29}{110}}{\frac{84 \times 29}{110}}^2 \\
 &= \frac{(26 - 19.2)^2}{19.2} + \frac{(55 - 61.8)^2}{61.8} \\
 &+ \frac{(0 - 6.8)^2}{6.8} + \frac{(29 - 22.8)^2}{22.8} \\
 &= \frac{(6.8)^2}{19.2} + \frac{(-6.8)^2}{61.8} + \frac{(-6.8)^2}{6.8} + \frac{(6.8)^2}{22.8} \\
 &= \frac{46.2}{19.2} + \frac{46.2}{61.8} + \frac{46.2}{6.8} + \frac{46.2}{22.8} \\
 &= 2.4 + .7 + 6.8 + 2.0 \\
 &= 11.9
 \end{aligned}$$

∴ Hypothesis is refuted.

CALCULATIONS FOR TABLE VIII AUTONOMY (++) ONLY)

(g)

$$\begin{aligned}
 \chi^2 &= \frac{24 - \frac{24 \times 81}{110}}{\frac{24 \times 81}{110}}^2 + \frac{57 - \frac{86 \times 81}{110}}{\frac{86 \times 81}{110}}^2 \\
 &+ \frac{0 - \frac{24 \times 29}{110}}{\frac{24 \times 29}{110}}^2 + \frac{29 - \frac{86 \times 29}{110}}{\frac{86 \times 29}{110}}^2 \\
 &= \frac{(24 - 17.7)^2}{17.7} + \frac{(57 - 63.3)^2}{63.3} \\
 &+ \frac{(0 - 6.3)^2}{6.3} + \frac{(29 - 22.7)^2}{22.7} \\
 &= \frac{(6.3)^2}{17.7} + \frac{(-6.3)^2}{63.3} + \frac{(-6.3)^2}{6.3} + \frac{(6.3)^2}{22.7} \\
 &= \frac{39.7}{17.7} + \frac{39.7}{63.3} + \frac{39.7}{6.3} + \frac{39.7}{22.7} \\
 &= 2.2 + .6 + 6.3 + 1.3 \\
 &= 10.8
 \end{aligned}$$

∴ Hypothesis is refuted.

CALCULATIONS FOR TABLE IX INITIATIVE (++) ONLY)

(h)

$$\begin{aligned}
 X^2 &= \frac{31 - \frac{32 \times 81}{110}}{\frac{32 \times 81}{110}}^2 + \frac{50 - \frac{58 \times 81}{110}}{\frac{58 \times 81}{110}}^2 \\
 &+ \frac{1 - \frac{32 \times 29}{110}}{\frac{32 \times 29}{110}}^2 + \frac{28 - \frac{58 \times 29}{110}}{\frac{58 \times 29}{110}}^2 \\
 &= \frac{(31 - 23.5)^2}{23.5} + \frac{(50 - 57.5)^2}{57.5} \\
 &+ \frac{(1 - 8.5)^2}{8.5} + \frac{(28 - 20.5)^2}{20.5} \\
 &= \frac{(7.5)^2}{23.5} + \frac{(-7.5)^2}{57.5} + \frac{(-7.5)^2}{8.5} + \frac{(7.5)^2}{20.5} \\
 &= \frac{56}{23.5} + \frac{56}{57.5} + \frac{56}{8.5} + \frac{56}{20.5} \\
 &= 2.4 + 1.0 + 6.6 + 2.7 \\
 &= 12.7
 \end{aligned}$$

Hypothesis is refuted.

CALCULATIONS FOR TABLE X INDUSTRY (++) ONLY)

(1)

$$\begin{aligned}
 \chi^2 &= \frac{20 - \frac{21 \times 81}{110}}{\frac{21 \times 81}{110}}^2 + \frac{61 - \frac{89 \times 81}{110}}{\frac{89 \times 81}{110}}^2 \\
 &+ \frac{1 - \frac{21 \times 29}{110}}{\frac{21 \times 29}{110}}^2 + \frac{28 - \frac{89 \times 29}{110}}{\frac{89 \times 29}{110}}^2 \\
 &= \frac{(20 - 15.5)^2}{15.5} + \frac{(61 - 65.5)^2}{65.5} \\
 &+ \frac{(1 - 5.5)^2}{5.5} + \frac{(28 - 23.5)^2}{23.5} \\
 &= \frac{(4.5)^2}{15.5} + \frac{(-4.5)^2}{65.5} + \frac{(-4.5)^2}{5.5} + \frac{(4.5)^2}{23.5} \\
 &= \frac{20}{15.5} + \frac{20}{65.5} + \frac{20}{5.5} + \frac{20}{23.5} \\
 &= 1.3 + .3 + 4.0 + .8 \\
 &= 6.4
 \end{aligned}$$

Hypothesis is refuted.

CALCULATIONS FOR TABLE XI IDENTITY (++) ONLY

(j)

$$\begin{aligned}
 X^2 &= \frac{24 - \frac{26 \times 81}{110}}{\frac{26 \times 81}{110}} + \frac{57 - \frac{84 \times 81}{110}}{\frac{84 \times 81}{110}} \\
 &+ \frac{2 - \frac{26 \times 29}{110}}{\frac{26 \times 29}{110}} + \frac{27 - \frac{84 \times 29}{110}}{\frac{84 \times 29}{110}} \\
 &= \frac{(24 - 19.1)^2}{19.1} + \frac{(57 - 61.9)^2}{61.9} \\
 &+ \frac{(2 - 6.9)^2}{6.9} + \frac{(27 - 22.1)^2}{22.1} \\
 &= \frac{(4.9)^2}{19.1} + \frac{(-4.9)^2}{61.9} + \frac{(-4.9)^2}{6.9} + \frac{(4.9)^2}{22.1} \\
 &= \frac{24}{19.1} + \frac{24}{61.9} + \frac{24}{6.9} + \frac{24}{22.1} \\
 &= 1.2 + .4 + 4.0 + 1.1 \\
 &= 6.7
 \end{aligned}$$

∴ Hypothesis is refuted.

SCHEDULE FOR RECORDING WORKER JUDGMENTS

Successful Foster Home Placement # if YES						Unsuccessful Foster Home Placement # if NO
# <u>a/</u>	++	+	o	-	--	# <u>a/</u>
BASIC TRUST	X <u>b/</u>					BASIC TRUST
AUTONOMY		X				AUTONOMY
INITIATIVE	X					INITIATIVE
INDUSTRY		X				INDUSTRY
IDENTITY		X				IDENTITY

a/ Inserted arbitrary number assigned to each ward.

b/ X indicates degree of incorporation.

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