1957

Some factors in multiple placement - a study of the behavior and reasons for foster home replacements of twenty-seven children in the Worcester Children's Friend Society, 1954-1956

BOSTON UNIVERSITY
SCHOOL OF SOCIAL WORK

SOME FACTORS IN MULTIPLE PLACEMENT

A STUDY OF THE BEHAVIOR AND REASONS FOR FOSTER HOME REPLACEMENTS OF TWENTY-SEVEN CHILDREN IN THE WORCESTER CHILDREN'S FRIEND SOCIETY 1954 - 1956

A Thesis

Submitted by

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In Partial Fulfillment of Requirements for

the Degree of Master of Science in Social Service

1957

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CHAPTER I

INTRODUCTION

Purpose of the Study

The primary purpose of this study is to examine the behavior of children who have had three or more foster home placements to see if there are trends in the behavior of these children. In recent years there has been increasing awareness and concern about the effects of separating children from their own families and what effects moving from home to home has on these children. Behavior is one of the ways in which children communicate with adults, therefore, behavior of these children was chosen to see if there are patterns of behavior in multiple placement.

The second purpose of this study is to determine the reasons for replacement. There is an attempt made to determine whether these moves were caused because of the behavior of the child, the work or lack of it by the caseworker, something within the foster parents themselves, or a combination of these factors. It is generally accepted today, especially by those working with children in foster homes, that children should be moved as little as possible. There has been increased interest in why some children are moved so often and to what extent these moves can be decreased. Part of the focus of this study is to determine to what extent the moves of the children studied might have been decreased.

Sources of Data

The source of material for this thesis was taken from cases of the Worcester Children's Friend Society. Whenever possible, in cases which

did not give adequate information the social caseworkers involved in the case were asked for more detailed information. The cases were drawn from both the active and closed files of the Society. Books and magazine articles were used to obtain the general picture of the current theory and practice in child placing.

Scope

The cases considered for this study consisted of twenty-seven cases from both the active and the closed files of the Worcester Children's Friend Society. The cases were selected from the annual statistical records of the agency for the fiscal years 1954, 1955 and 1956. The years 1954, 1955 and 1956 were selected for two reasons; the current records are more pertinent to this study and there was a better opportunity to obtain further information from caseworkers involved with the cases.

All the cases of children who had been placed consecutively in three or more of the Society's foster homes were chosen from the three years mentioned above with the following exceptions. Children who had been placed three or more times privately or with other agencies were eliminated because of lack of information. Also eliminated because of lack of information were all infants who had been placed three times within the first six months of their lives. Infants who stayed in the care of the agency longer than six months and were placed three or more times were considered. Another group which was eliminated was that group which was replaced during foster parents' vacations or due to short term illnesses but who returned to the original foster home. It was the opinion of the writer that with adequate preparation making the child secure within the knowledge

that he would return to the original foster home constituted a different situation from that of a child being placed in a completely new and different home.

Limitations

There are several limitations to this study. The group studied is not being compared with a similar group who have not been in foster homes. Because of this, it is difficult to differentiate between what is normal behavior for children of a certain age group and what is due to certain factors in the lives of the children studied.

The restrictions of this study are such that conclusions concerning the connection between behavior of the children studied and multiple placement are not possible. There were many factors and traumatic events in the lives of this group before they were involved with Worcester Children's Friend Society. No attempt has been made to distinguish and separate the various factors so that the exact effect of multiple placement could be determined.

The cases were chosen from the years 1954, 1955 and 1956 for reasons listed above. However, this also limits the study for many of the cases are still active, the children still in foster homes. No statements can be made as to the final outcome or adjustment of these children.

It was also found in reading the cases and interviewing the workers that there is incomplete information on some of the cases. It is hoped that the number of cases will help this deficiency.

Method of Study

The cases were obtained from the annual statistical records of the

Worcester Children's Friend Society, taking the names of all those who had been in three or more foster homes. From this list those mentioned above were eliminated. There were twenty-seven cases to be examined. These cases were examined for the information in the schedule (see the Appendix). It was hoped for more detailed information than was available from the records or interviewing the workers. Schedule A is the revised schedule which was adapted to the information obtainable after the study was under way. Schedule B has been included to show what information the writer had hoped to obtain. The focus was on the behavior of the children in the different placements and the reasons for moving these children. This material has been organized and summarized in the following two chapters. Chapter V gives the conclusions.

Agency Setting

The cases in this study were taken from the files of the Worcester Children's Friend Society. The Massachusetts Legislature, on May 19, 1849, granted a charter to the Worcester Children's Friend Society whose purpose was to "take the young children away from evil influences and cultivate their affections and educate their consciences and safeguard their health." Its first establishment was a private home which was used as an orphanage for children who might otherwise be in almshouses or reform schools. The objectives of this home were "to give protection and education to destitute children and helpless orphans". In 1904 the Worcester Children's Friend Society adopted a "placing-out" policy which is known today as their foster home care program.

Today the Worcester Children's Friend Society offers services not only

to the city of Worcester but to two-thirds of Southern Worcester County. The Worcester Children's Friend Society provides care for infants and children in private foster homes, offers counseling to parents, assumes guardianship if children need protection, finds permanent homes for children if study indicates they can be recommended for adoption, and maintains a small group home for study and care of children where this type of care is recommended.

Foster home care is one of the primary services of the Society. Most of the children under the care of the Society are not available for adoption but are in foster homes during a period when their parents are unable to provide a suitable home. Children are accepted for foster home care after the social worker has discussed the case with the parents to be sure this is the best plan. The parents are encouraged and helped by the social worker to make plans for their children. In all cases the worker tries to fit the child with the foster family for the best needs of the child.

CHAPTER II

THEORETICAL CONSIDERATIONS

History

Child welfare practice and theory have had many changes in the United States from the Colonial period which followed the Elizabethian Poor Law to today when we are aware of the needs, drives, motivations and social forces of the child and his parents and try to work accordingly. During the Colonial period older children were indentured to serve as cheap labor while young children were put in private homes with little consideration for the child, his own parents, or the foster parents. Later there was the widespread use of almshouses and even jails for older dependent children. During the nineteenth century these almshouses became over-crowded with such terrible conditions that people began to want better conditions. Religious organizations began to become interested in orphanages where children could be brought up with religious education. The first orphanage in the United States was established by the French Ursuline Sisters in New Orleans in 1729.[1] The first public orphanage, the Charleston Orphan House, was founded in 1790 in South Carolina.[2] For a period of time the orphanages, which became popular, seemed the answer for dependent children and, in reality, were probably better than earlier methods of care. However, there became an increasing awareness that the

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1. Walter D. Friedlander, Introduction to Social Welfare, p. 329.
2. Ibid., p. 329.

needs of children were not being met by these institutions. The New York Children's Aid Society, under the initiative of Charles Loring Brace, began to find foster homes for neglected and dependent children.[3] This trend toward foster homes has continued to the present day with more research and changes in theory. The latest step in development is still the use of the foster home with emphasis on the needs of the child and the concept that whenever possible the child should be left with his own family.

Current Theory and Practice

The emphasis today in the child welfare field is to consider the needs of the child and the needs of the child's parents. Before discussing the modern trends and theories in foster home placement, it must be mentioned that today every effort is made to leave the child in his own home whenever possible. It is felt that in some instances very poor homes are better than what is considered as the "best" in foster homes. Today, when the child cannot remain in his own home, the foster home is felt to be the answer. But, institution placement of various kinds is considered, as is adoption. So the first step in working with children is to evaluate the entire situation to determine that foster home care is what is needed.

After it has been decided that foster home care is what is needed, the caseworker needs to know and understand the child so that she can find the proper home for the child. Today foster parents are carefully

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3. Ibid., p. 330.

selected for their ability to give emotional and physical care to a child. Foster parents today are recognized as giving a service and, although in many cases they are not given adequate reward for this service, they are paid for the care of the children.

Since the popularization of psychoanalytic theory which has made social work more aware of individual needs, the effects of foster home placement have been studied and the concepts changed to fit this new awareness and understanding. Preparing the child for placement in a foster home is considered of the upmost importance because of the meaning that separation from parents has for the child. It is generally recognized today that a child can be separated from his own parents physically but that it is very difficult, if not impossible, to separate a child from his parents emotionally. The traumatic effect of separation is minimized through preparing the child for the foster home placement by explaining the foster home, by having the child visit, and by recognizing the child's feelings. This need for placement preparation is equally true when a child is moved from one foster home to another. It is felt that many of the same dynamics are involved with replacement but are usually more exaggerated. Littner in his article on separation states:

> We may see such anxiety symptoms as restlessness and hyperactivity, tenseness, vomiting, sleep disturbances, crying, eating, and bowel upsets, thumb-sucking, bed rocking, head-banging and masturbation. These may occur along with varying degrees of resentment, withdrawal, depression, or despair. In addition, physical reasons may be seen, including colds, sore throats, tonsillitis, toothaches, asthma or intestinal difficulties.[4]

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4. Ner Littner, Some Traumatic Effects of Separation and Placement, p.11.

These same symptoms are seen when a child is replaced from one foster home to another. These symptoms are the way the child communicates with an adult. It is recognized that children cannot communicate adequately with language so they use behavior. This behavior expresses many things such as fear, feelings of abandonment or complete desertion, of helplessness and of anger. It is felt that children who have had a warm and secure relationship with parents before placement will not have the need to show the symptoms listed above as much as those where there has been no love relationship at home.

After the child has been prepared and placed in a foster home the social worker still continues to work with the entire situation. In child welfare circles this is referred to as working with "the triangle". The triangle consists of the child, his own parents, and the foster parents. The foster parents have many questions which need answering; they need help with these foster children. The child's own parents need help so that they can plan for themselves and their children. It is felt that all three sides of the triangle need help so that the social worker should see the child, build a relationship so that the child has someone to tell his troubles to, someone who understands him and has his best interests at heart. Some of those writing about the child placing process feel that every child in a foster home should be seen regularly for treatment sessions by either a caseworker or a psychiatrist. However, there seems to be no complete agreement in this. There is complete agreement that a child should at least know and be able to communicate with his social worker and the social worker should know the child.

It is felt that not only does a child have feelings and fears when

he is first separated from his own parents, but these feelings continue during his placement so that his behavior continues to show how he is feeling. The theory is that a child must be sure that people will love him, that this is particularly true when those who are supposed to love him the most have let this separation occur. It is therefore likely that a child will act out in a foster home to see if the foster family can and will accept him at his worst. Since he can't always be good and knows this, he may behave in a way which he knows is not acceptable to see if the foster parents can still love him. At times a child's behavior will be such that the foster parents will ask that the child be moved. A child may have been working toward this goal or he may have wanted the foster parents to accept his worst as well as his best side. It is felt that children develop certain behavior patterns which become fixed so that when a child has failed in one foster home he will bring his special behavior patterns and inner needs to the next foster family. It is also felt that a child who has learned more acceptable or adult behavior will revert to old patterns of behavior under a stress situation which a placement or replacement can cause. The child seems to react to unresolved conflicts. It is felt that all people take their previous experiences with them so that their present behavior is affected by what has happened in the past. Behavior patterns are repeated even after conditions which led to the development of the certain pattern have changed. Thus it can be seen that children use behavior patterns which are learned in the past; they may use these to handle a variety of problems or because these patterns were once acceptable to their own parents.

Problems of Replacement

This increased knowledge and understanding become important considerations when one is trying to help children with placement and replacement. It is felt that children need above all a sense of belonging, need a feeling of stability, safety, security and affection. These needs are hard to meet when a child is placed away from his own home in a foster home and especially when a child is replaced in several foster homes. It would seem that it could be predicted that there would be behavior difficulties with children who are placed. The general trend in thinking about replaced children is that a variety of behavior problems do show up and that this is one of the biggest reasons for replacing because foster parents are not able to cope with these behavior difficulties. It is interesting to note that when Goldfarb compared forty children who had been in foster homes with forty who had been in institutions he found only one child in the foster home group who was replaced as a result of unacceptable behavior. Goldfarb states: "With children with continuous foster home experiences, defiant behavior or personality is of minimal significance as a reason for replacement".[5] However, there are other authorities in the field who feel that the replaced child is very apt to become supersensitive and to go to a second placement, after proving too much for his first foster parents, with a determination to get the better of a second set. It was felt in the past that the best way to eliminate

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5. William Goldfarb, "Infant Rearing as a Factor in Foster Home Replacement," American Journal of Orthopsychiatry, 14: 164, January, 1944.

the undesirable factors in a poor placement was to experiment with another. It was felt that a better setting would automatically provide the answer to difficulties. This is no longer felt to be the case. It is emphasized that even when a placement leaves much to be desired careful consideration should be given to any change. There seem to be many injurious effects from continued replacement. A child loses his self-confidence and trust in other people, he has no sense of belonging, he becomes confused in his ideas of proper conduct.[6] Continued replacement is apt to cultivate a high-strung, restless child.[7] It is felt that one of the common effects of replacement is a desire or certain feeling of excitement from changing homes so that a child will work toward replacement and will never be able to form strong relationships.[8] It is also pointed out that a child who has to leave a foster home because of his behavior is likely to lose his sense of responsibility and will become defiant and careless of the impression he makes. He may become hardened against persuasion and training, developing a sense of evasion.[9] It seems that these children have a difficult time growing up and have a persistent need for infantile gratification. Constance Rathbun sums it up:

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6. Sophie Van Senden Theis and Constance Goodrich, The Child in The Foster Home, p. 5.

7. United States Department of Labor, Children's Bureau, The A B C of Foster-Family Care for Children, Publication No. 216, p. 4.

8. Theis, op. cit., p. 6.

9. Ibid., p. 6.

> The end product of this process is the "agency" child who has been moved several times at critical stages of his psychic development so that he exhibits what is virtually a syndrom characterized by marked narcissism, a shallowness of emotional response, an immature sexual adjustment, a weak superego, hostile attitudes toward society, poor school adjustment regardless of I.Q. and a strong need to make insatiable demands on both foster parents and agency. [10]

Recently there has been more consideration for the reasons for replacement. Formerly it was felt that there were some children who were "repeaters" and the blame fell on the child. However, more recently the blame has been more equally distributed. It is still felt that some children who can't adjust socially are responsible for their own replacements. There are some children whose temperaments and experiences have made them permanently resistent to family life. However, it is also felt that foster parents who fail to give a child a fair chance, are responsible as well as social workers who do not understand the child or the foster parents when they make a hasty, careless placement.

Chapter III and Chapter IV will attempt to establish some of the theory stated in this chapter with an emphasis upon the behavior and the reasons for replacement seen in children who have had replacement experiences. Chapter III will examine the behavior of twenty-seven children who have been in at least three foster homes to determine the kind of behavior symptoms shown in multiple placement. Chapter IV will attempt to determine the reasons these children have been replaced.

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10. Constance Rathbun, "Psycho-physical Reactions to Placement", Journal of Social Casework, 28: 66, February, 1947.

CHAPTER III

BEHAVIOR PATTERNS DURING PLACEMENT

Introduction

There were twenty-seven children studied who had been moved at least three times to different foster homes while in the care of the Worcester Children's Friend Society. From the group of twenty-seven, eleven of the children had only three moves while nine of them had four moves, one had five, three had six, two had seven and one child was moved nine times. The ages of these children when they were first placed in the Worcester Children's Friend Society foster homes ranged from under a year old to fourteen years of age. The length of placement ranged from two weeks to seven years. The average length of the first placement was eleven and one-half months with the shortest placement being one month, and the longest three years. The average for the second placement was five and three-tenths months, with the shortest placement being two weeks, and the longest one and one-half years. The average for the third placement was ten and three-fourths months with the shortest three weeks, and the longest seven years. The average length for the fourth placement was thirteen and three-tenths months, with the shortest two months and the longest four years. The average length for the fifth placement was six and one-half months, with the shortest one month and the longest one year. The average for the sixth placement was sixteen and one-half months, with the shortest being two months and the longest four years. There were three children who had been in seven foster homes. Two of these children were still in

their seventh foster home at the time of the study the third child was in the seventh placement for nine months. One child was in an eighth foster home for one month. This same child was in a ninth foster home for two months.

Before discussing the results of studying the behavior of this group of children, it is well to keep in mind the background and home situations from which the children arrived for placement. It is felt that the early years of a child's life are of vital importance and to a great extent determine future behavior. As it was discussed in Chapter II, the authorities in psychology today feel that there are many factors which influence a child. This study is an attempt to see how the placement process, particularly replacement and some of the factors involved in replacement, effect children. However, because there are so many other components in the complex process of developing human beings, placement and replacement cannot be taken as the only force in the lives of the children studied. It can be said that continued replacement for children does not help their personalities but the early years before these children came into placement has played a vital part with the behavior that is seen in the foster homes. The parents of nine of the children studied were divorced. Five of the children came from homes where parents were separated. There was one family on the verge of separation when they asked for the child to be placed. There were nine children whose mothers had been diagnosed mentally ill. Although it might be assumed that none of these children received what is felt to be the best of care, there were five cases of gross neglect. Six of the children were living in homes other than their own at the time of their first placement. The mothers of five of the

children were dead, and in one case both parents were dead. There were four illegitimate children. In six of these cases the Massachusetts Society for the Prevention of Cruelty to Children requested that the children be taken from their present situation and placed in an agency foster home. There were four children whose mothers requested placement because of a Tornado which had destroyed their homes. It can be seen that these children not only came from a variety of situations but situations which are not usually conducive to bringing up healthy, happy, well-adjusted children. The background and home situation of these children shows that other influences have been important in their lives before they entered their first foster home. The background and home situation is just one of the many factors which is not in the scope of this study but which is of importance when analysing behavior of children.

Kinds of Behavior Symptoms

The behavior of each child during each placement was studied from the records as reported by the foster mother and the caseworker. From these reports categories or types of behavior problems were identified. These categores are: well-adjusted with no problems, aggressive behavior, passive behavior, sleeping problems, eating problems, school problems, immaturity, and physical illnesses which seemed to be psychosomatic. Some of the children showed behavior in several categories while some of the children showed just one category of behavior (they are not mutually exclusive categories).

The symptoms which were classified under aggressive behavior represented the largest group, and consisted of discipline problems: over-active,

stubborn, temper tantrums, rebellious, destructive, "noisy", demanding of attention, "silly", biting, hair pulling, hitting, stealing, "vile language", running away, trouble with the police, "uncooperative", defiant, "smart alecky", nervous, restless, crying, lying, and starting fires.

The symptoms which were classified under passive behavior were: withdrawn, quiet, "can't form relationships", "can't get along with other children", "not sociable", isolation, day dreaming, shy, "sulky", selfish, "can't share", "sneaky", no friends, and unhappy.

The category of sleeping problems consisted of the following symptoms: nightmares, rocking, sleepwalking, restless sleeper, wetting, and soiling. Also included in this category was the symptom listed in the record by the casework as "sleeping problem" which was not defined.

The symptoms which were classified under eating problems consisted of: over-eating, food fads, feeding problems, and refusing to eat.

The category of school problems also included some children who were not in school for it included problems involving the inability to concentrate. School problems category also included poor school adjustment, truancy, and failing in school.

The category of emotional immaturity consisted of: complaints of "immaturity", irresponsible, "extreme sloppyness", and "messyness".

The category of physical illnesses included just those illnesses which the foster mother or the caseworker felt were of a psychosomatic nature caused by something other than physical causes. Physical illnesses included slow physical development, nose bleeding, stomach-aches, colds, and breathing difficulty.

The category of behavior entitled well-adjusted with no problems is

self-explanatory. However, it must be pointed out that it is not comparable to the other categories of behavior. The other categories of behavior are composed of symptoms reported in the records so that they are only part of a child's behavior. There may be several categories of behavior listed for one child while the well-adjusted with no problems category explains the whole behavior for that child. A child who falls within the well-adjusted with no problems category would not fall within any other category.

Changes in the Number of Behavior Symptoms During Successive Placements

Table I is an attempt to help in the process of trying to determine the kind of behavior and the intensity or degree of that behavior exhibited by children who have had multiple placements in foster homes. Table I is included to show how the number of behavior symptoms for each child, as found in the records, was categorized into behavior categories. Table I was tabulated primarily to determine:

1. Whether or not there were trends in behavior symptoms shown by the children for each placement.

2. The number of instances that an aspect or symptom of behavior fell within one of the behavior categories for each placement.

Table I shows the number and per cent of behavior symptoms in each behavior category for each placement. On the left hand side of the table are the raw scores or the number of behavior symptoms for all children in each behavior category; on the right hand side, are the percentages of all behavior symptoms falling in each behavior category. Table I also shows the mean number of symptoms per child for each placement. In de-

termining the total number of behavior symptoms and the per cent of behavior symptoms for each behavior category, the well-adjusted with no problems category was not included for it represents a whole child rather than a behavior symptom. Those children for whom there was no information were also not included when determining totals and per cents. The well-adjusted with no problems category and the no information group were therefore set off in Table I. Because of the small number of children who had more than four placements, the fourth through the ninth placements have been combined. This fact must be remembered when comparing one placement with another.

Table I shows that the largest number of behavior symptoms is to be found in the aggressive behavior category throughout each placement. Although the largest per cent of behavior symptoms is found for all placements in the aggressive behavior category, there seems to be no trend toward more aggressive behavior with increased placements. The second largest group of behavior symptoms is found in the passive behavior category for each placement. In the passive behavior category the per cent of symptoms remains relatively constant for the first three placements, twenty, twenty-one, and nineteen per cent. However, there is an increase in the passive behavior category in the fourth placement to thirty per cent and in the fifth through the ninth placements to twenty-nine per cent. This may indicate either that some children are becoming more passive and withdrawn with increased placements or that more children are becoming passive with increased placements. In the sleeping problems category there is a slight increase in the percentage of behavior symptoms from the first to the second placements with a progressive decrease for

TABLE I

NUMBER AND PER CENT OF BEHAVIOR SYMPTOMS IN EACH BEHAVIOR CATEGORY FOR EACH PLACEMENT

Behavior Categories	Number of Symptoms in Each Category — Placements					Per cent of Symptoms in Each Category — Placements				
	1st	2nd	3d	4th	5th-9th	1st	2nd	3d	4th	5th - 9th
Well adjusted, no problem	6	9	7	4	3	22.2	36.8	25.9	28.6	17.6
No information	0	2	0	2	1					
Aggressive	29	22	21	20	25	41.4	42.3	36.8	39.2	40.3
Passive	14	11	11	16	18	20.0	21.2	19.3	31.4	29.0
Sleeping	8	9	9	5	3	11.4	17.3	15.8	9.8	4.8
Eating	10	3	1	1	1	14.3	5.8	1.8	2.0	1.6
School	5	2	7	4	7	7.1	3.8	12.3	7.8	11.3
Immaturity	2	2	4	4	6	2.8	3.8	7.0	7.8	9.7
Physical	2	3	4	1	2	2.8	5.8	7.0	2.0	3.2
Total Symptoms	70	52	57	51	62	99.8	100.0	100.0	100.0	99.9
Total number of Children	27	25	27	14	17					
Mean number symptoms per child	2.6	2.1	2.1	3.6	3.6					

the following placements. This decrease in the per cent of behavior symptoms in the sleeping problems category may be due, at least partially, to an age difference, since the children's ages increase with the later placements. Sleeping problems tend in this study to be seen in the younger age groups. This same age difference may also partially account for the sharp decrease from the first to the second placements in the percentage of behavior symptoms seen in the eating problems category. Table I also shows a steady increase in the percentage of behavior symptoms in the immaturity category. This also may be due to the age factor with the older children not only exhibiting more immature behavior but this immature behavior being more easily recognized. It is felt that children tend to revert back to old and more infantile forms of behavior when under emotional stresses. This may also account, in part, for the steady percentage increase of behavior symptoms in the immaturity category. The reason for examining the number and per cent of behavior symptoms in each behavior category for each placement was to see what trends might emerge. The writer felt there might be an increase in the percentages of behavior symptoms in the later placements. Table I does show trends for increased percentages of behavior symptoms in two of the behavior categories, but also shows a trend toward decreased percentages of behavior symptoms in one behavior category. There seems to be no trend in percentages of behavior symptoms for the other behavior categories.

The mean number of symptoms for each child for each placement was determined in Table I to see whether or not a child would show increased behavior symptoms in later placements. It might be expected that the

mean number of symptoms per child would increase with each placement. The mean numbers included the children who fell within the well-adjusted with no problems category but did not include the no information group. As it can be seen from Table I there is a very slight decrease in the average number of symptoms per child between the first and the second placements. The average number of symptoms per child stays the same for the second to the third placement but increases from the third placement, (2.1) to the fourth placement, (3.6). From the fourth to the ninth placements there is again a leveling off with the average staying the same. The mean number of symptoms per child in Table I does substantiate to a certain extent the writer's idea that behavior symptoms would increase as placements increased.

Table II shows the number of children manifesting behavior in each of the categories for each placement. Table II is included, as is Table I, to ascertain what, if any, trends there might be for behavior from placement to placement. It might be predicted that there would be an increase in the per cent of children exhibiting behavior in each behavior category for succeeding placements. Table II is set up with the per cents, totals and mean number of categories per child determined in the same manner as Table I.

Table II shows the largest per cent of children exhibiting aggressive behavior for each placement. However, the aggressive behavior category does not seem to show a trend. The per cent of children showing passive behavior does show an increase from the second through the ninth placements. Children do not seem to indicate or increase in aggressive behavior with successive placements in either Table I or Table II, but

TABLE II

NUMBER AND PER CENT OF CHILDREN SHOWING BEHAVIOR IN EACH BEHAVIOR CATEGORY FOR EACH PLACEMENT

Behavior Categories	Number of Categories Placements					Per cent of Categories Placements				
	1st	2nd	3d	4th	5th-9th	1st	2nd	3d	4th	5th - 9th
Well adjusted, no problem	6	9	7	4	3	22.2	36.8	25.9	28.6	17.6
No information	0	2	0	2	1					
Aggressive	16	12	16	9	11	33.3	40.0	44.4	45.0	33.3
Passive	8	3	4	3	8	16.7	10.0	11.1	15.0	24.2
Sleeping	6	6	4	2	2	12.5	20.0	11.1	10.0	6.1
Eating	9	3	1	1	1	18.8	10.0	2.5	5.0	3.0
School	4	2	6	1	5	8.3	6.7	16.7	5.0	15.2
Immaturity	3	2	3	3	4	6.2	6.7	8.3	15.0	12.1
Physical	2	2	2	1	2	4.2	6.7	5.6	5.0	6.1
Total Behavior Categories	48	30	36	20	33	100.0	100.1	99.7	100.0	100.0
Number of Children	27	25	27	14	17					
Mean Number Behavior Categories per child	1.8	1.2	1.3	1.4	1.9					

both Table I and Table II show a progressive increase in passive behavior from placement to placement. Although there is an increase in the per cent of children who show sleeping problems from the first to the second placement, there is a steady decrease in the per cent of children with sleeping problems from the second through the ninth placements. There is also a decrease in the per cent of children showing eating problems for progressive placements. This decrease in the per cent of children showing eating and sleeping problems may be due, at least partially, to the age factor with younger children exhibiting more of this type of problem than older children. The percentage of children manifesting an increase in immature behavior from placement to placement also may be due partially to age. Table II does show some trends. However, there is no general trend toward an increase in the percentage of behavior categories concurrent with increased placements as the writer thought there might be. The mean number of categories per child also indicates no increase from placement to placement.

Table III compares the number and per cent of children in each behavior category with the age of the child. This table was tabulated to determine if there was a correlation between the various types or categories of behavior and certain age groups. In looking at the data collected for behavior of the children studied, it seemed that certain behavior categories were related to ages of the children. This table was an attempt to find out if this speculation on the relationship between age and behavior might be valid for the children of this study. The ages of these children were divided into the various stages of development which are found in psychoanalytic literature today as shown

TABLE III

THE NUMBER AND PER CENT OF CHILDREN SHOWING BEHAVIOR IN EACH BEHAVIOR CATEGORY COMPARED WITH THE AGE OF THE CHILDREN

Behavior Categories	Number of Symptoms						Per cent of Symptoms				
		AGE					AGE				
	No information	0 - 2	2 - 4	4 - 6	6 - 10	10 - 16	0 - 2	2 - 4	4 - 6	6 - 10	10 - 16
Well Adjusted	3	8	7	1	5	3					
No Information	3	0	0	5	0	3					
Aggressive	1	6	14	8	21	14	33.3	35.0	33.3	40.4	46.7
Passive	0	2	5	6	8	5	11.1	12.5	25.0	15.4	16.7
Sleeping	0	3	9	2	6	1	16.7	22.5	8.3	11.5	3.3
Eating	0	3	5	3	3	1	16.7	12.5	12.5	5.8	3.3
School	0	1	3	3	7	3	5.6	7.5	12.5	13.5	10.0
Immaturity	0	2	2	1	4	5	11.1	5.0	4.2	7.7	16.7
Physical	0	1	2	1	3	1	5.6	5.0	4.2	5.8	3.3
Total	7	18	40	24	52	30	100.1	100.00	100.0	100.1	100.0
Total Number of Children		18	26	21	28	18					

by English and Pearson.[1] This way of grouping ages is that found in much of the literature when there are discussions of behavior in connection with certain ages. There does seem to be some relationship between certain behavior categories and age groups. The largest per cent of sleeping problems are found with the younger children. The larger per cents of school problems seem to fall in the age range where children are starting school and are therefore probably having a more difficult time adjusting to school than at other times. The largest per cent of immature behavior is seen in the ten to sixteen age group where this kind of behavior would probably stand out more than in earlier years. Table III seems to give evidence for speculating when looking at the various aspects of behavior, that age does influence behavior categories to some degree.

Table IV shows changes in the number and per cent of children showing behavior in each of the categories from placement to placement. As Chapter II points out, it is felt that replacements are harmful to children's personalities and that these children who are continually moved show more and more signs of their replacements through disturbed behavior. The writer expected that there would be a progressive increase in the number of children showing behavior in more categories as the number of placements for these children increased. This was found to be generally true, the most striking instance appearing in the fifth through ninth placement. It can be seen that as the number of children showing symptoms in larger number of categories becomes progressively larger from the first placement through the fourth placement, the number of children

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1. Spurgeon English and Gerald Pearson, Emotional Problems of Living, p. 43.

showing symptoms in smaller number of categories becomes smaller and the children showing the same number of symptoms stays the same. Therefore, it can be seen from Table IV that there is not as large an increase progressively with each placement in the number of behavior categories as might be expected. However, analysis of Table IV reveals that in early placements, i.e. through the fourth, decrease exceeds increase, whereas in the later placements, i.e. fifth through ninth, the increase exceeds the decrease. It, therefore, becomes apparent, from Table IV, that children who are continually moved show (after the fourth placement) many more signs of their replacements as manifested by disturbed behavior.

Consistency in the Type of Behavior Symptoms during Successive Placements

Table V shows how the children's behavior differs over the placement period. Table V was included as was Table IV to show the similarities and differences in the behavior from placement to placement. It might be expected that there would be a greater degree of similarity shown for the categories of behavior from placement to placement than Table IV indicated. Only seven per cent or two cases, showed the same categories of behavior in every placement. Forty-four per cent of the cases did show the same categories of behavior in two placements. This is not necessarily in two consecutive placements but any two in the placement history. The next largest group to the group which showed the same categories of behavior in any two placements was that group which showed different categories of behavior in every placement. This group which showed different categories of behavior in every placement was thirty-three per cent of the cases. Table IV shows that there is a wide variation in the

TABLE IV

NUMBER AND PER CENT OF CHILDREN SHOWING BEHAVIOR IN AN INCREASED, A DECREASED, OR THE SAME NUMBER OF BEHAVIOR CATEGORIES COMPARED WITH INCREASED NUMBER OF PLACEMENTS

	Number per Placement					Per Cent per Placement				
	1st to 2nd	2nd to 3d	3d to 4th	4th to 5th	5th through 9th	1st to 2nd	2nd to 3d	3d to 4th	4th to 5th	5th to 9th
Increase in number of Categories	4	7	5	1	5	16.0	28.0	33.3	25.0	50.0
Decrease in number of Categories	11	8	4	1	3	44.0	32.0	26.7	25.0	30.0
Same number of Categories	10	10	6	2	2	40.0	40.0	40.0	50.0	20.0
Total	25	25	15	4	10	100.0	100.0	100.0	100.0	100.0
No Information	2	2	1	3	1					

categories from placement to placement instead of a trend toward the same categories throughout the placement history. This seems to be the opposite of what might be expected for it might be predicted that the same categories of behavior would be seen throughout all or nearly all the placements. In looking back to the original behavior before it was categorized this same discrepancy is found so that the variations cannot be said to come from the way the material was categorized.

Table IV and Table V both seem to show a difference in the type of behavior exhibited by the children from placement to placement. These tables also show a fairly wide variation in the per cent of behavior symptoms from placement to placement. The writer felt that this study would indicate not only that children would manifest the same type of behavior throughout the placement history but that there would be an increase in behavior symptoms or behavior categories for each child with later placements. It would seem that if replacement was as harmful as it is felt to be and if children tell adults of their feelings through behavior that these children who have been moved at least three times would show increased behavior symptoms with later placements. Table IV seems to support this statement to some extent. It also seemed likely to the author that there would be more consistency in the types of behavior shown from placement to placement. This theory seems to be disproved in this study. This would mean that children do, for a number of reasons, change their behavior from one placement to another. The fact that children change their behavior probably accounts for at least part of the variation seen in this study. The description for the behavior of the children studied was obtained from the records written by caseworkers. In most of

TABLE V

CHANGES IN THE TYPE OF BEHAVIOR OVER THE PLACEMENT PERIOD

	Number	Per cent
Same categories of behavior in every placement	2	7.4
Same categories of behavior in any two placements	12	44.4
Same categories of behavior in any three placements	2	7.4
Same categories of behavior in any four placements	1	3.7
Same categories of behavior in any five placements	1	3.7
Different categories of behavior in every placement	9	33.3
Total	27	99.9

the cases the children's behavior was reported to the caseworker by the foster mother. There is the possibility that the various foster parents see and report different aspects of a child's behavior. One foster mother may feel that one symptom of behavior is important to discuss with the caseworker while another foster mother may see a different aspect of behavior as important. Although foster parents are helped by caseworkers to see and understand the various aspects of disturbed behavior which is apt to be seen in foster children, they are not usually trained psychologists. It must also be pointed out that the records from which this data were collected were not written for research purposes. It is not possible within the scope of this study to determine with any accuracy the reasons for the discrepancy seen in this study.

A comparison of behavior before placement, as reported by the parent or relative planning the placement, was made with the behavior during the first placement. This was done to see if there was any consistency between the children's behavior before placement and during placement. The behavior before placement was categorized into the same behavior groups as the behavior after placement. There was only one case which showed exactly the same behavior categories before placement and during the first placement. There were eight cases where there was no information on the behavior before placement so that no comparison could be made. There was one case which had the same number of categories but the categories were different. There were four cases in which there were some of the same categories, with more mentioned before placement. There were two cases in which some of the categories were the same but with fewer mentioned before placement. Comparing behavior before placement with first placement seems

to be another instance where the behavior does not seem to correlate from one placement to another. There seems to be no correlation between the behavior before placement with the first placement just as there seems to be no strong correlation between the behavior categories of the various placements.

Type of Behavior Symptoms and Length of Placement

Table VI shows the relationship between the number of children showing behavior in each category and the length of placement. Table VI was included to see what, if any, trends might develop when comparing the number of children showing behavior in each category and the length of placement. It was the writer's idea that there might be a correlation between certain types of behavior and the length of placement and that the per cent of children showing behavior in each category might increase with the length of placement. Table VI is arranged with the number and per cents of children showing behavior in each category for placement periods of one year. The period from four years to seven years was combined because of the small number of children who stayed in one foster home for that length of time.

In looking at Table VI it must be remembered that the majority of placements were under one year lasting anywhere from two weeks to eleven months. This fact probably accounts, at least partially, for the decrease in per cents seen in the placements from three to four years and those in the placements from four through seven years. It must also be pointed out that the largest per cents of children exhibiting behavior in any behavior category fell within the aggressive and passive behavior categories. It would, therefore, be expected that the largest per cents

TABLE VI

RELATIONSHIP BETWEEN THE NUMBER OF CHILDREN SHOWING BEHAVIOR IN EACH BEHAVIOR CATEGORY AND LENGTH OF PLACEMENT

Behavior Categories	The Number of Cases Length of Placement						The Per Cent of Cases Length of Placement				
	No information	Under 1 year	1 to 2 years	2 to 3 years	3 to 4 years	4 through 7 years	Under 1 year	1 to 2 years	2 to 3 years	3 to 4 years	4 through 7 years
Well-adjusted	6	13	4	0	0	1					
No Information	0	6	0	0	0	0					
Aggressive	2	32	10	4	4	1	44.4	25.0	50.0	26.7	50.0
Passive	0	9	9	1	2	0	12.5	22.5	12.5	13.3	0.0
Sleeping	0	11	6	1	3	0	15.3	15.0	12.5	20.0	0.0
Eating	0	6	6	0	2	0	8.3	15.0	0.0	13.3	0.0
School	1	4	4	0	3	1	5.6	10.0	0.0	20.0	50.0
Immaturity	1	7	3	0	0	0	9.7	7.5	0.0	0.0	0.0
Physical	0	3	2	2	1	0	4.2	5.0	25.0	6.7	0.0
Total	4	72	40	8	15	2	100.0	100.0	100.0	100.0	100.0

would be seen for children with aggressive and passive behavior. Table VI does not seem to show a correlation between any type of behavior and length of placement. Table VI also does not seem to indicate any strong relationships between the percentage of children showing behavior in any category of behavior with length of placement.

There is one theory stated in Chapter II which might be considered when looking at Table VI. It is felt that children very often do not act out, showing signs of disturbed behavior, when they are first placed but wait until they are more secure in the foster home. Although this theory is mainly thought of in terms of weeks rather than years, it is interesting to see the comparison in this table. In Table VI certain instances can be seen which would uphold this theory while other instances can be seen to disprove it. Here again there seems to be no trend.

Summary

Chapter III has pointed out some of the aspects of behavior found in studying twenty-seven children from the Worcester Children's Friend Society foster homes. These children have been moved at least twice, being in three or more different foster homes. The behavior of these children was categorized into types of behavior not only to see what the trends might be for the children manifesting these types of behavior, but to help organize and simplify the data collected. The types of behavior are: aggressive behavior, passive behavior, sleeping problems, eating problems, school problems, emotional immaturity, and physical illnesses which seemed to be psychosomatic. There were also children who were found to be well-adjusted with no problems.

This data were collected and organized to see what trends, if any, might emerge in the behavior of children who had replacement experiences. The writer felt that these children might show increased behavior symptoms with increased placement. Although some of the data seemed to uphold this theory, there were instances when this did not prove to be the case. The various types of behavior were also examined to see if there would be trends in the types or kinds of behavior exhibited by the children studied. In some cases there did seem to be trends in the kind of behavior manifested by the children. One of the strongest trends seemed to be in the kind of behavior and the age of the children. Also, there seemed to be a larger per cent of children showing aggressive behavior than other types of behavior.

CHAPTER IV

REASONS FOR REPLACEMENT

The reasons for replacement were studied as a part of the replacement process. It is felt that the child's own behavior is one of the causes for foster parents asking that the child be replaced. One of the reasons for studying the causes of replacement was to ascertain what per cent of the replacements were due to children's own behavior and what per cent were due to other causes. It was hoped that the main reason for replacement other than the child's behavior, would be brought to light. The writer felt it would be of interest to examine the main reasons for replacement to see if there might be ways of decreasing the number of replacements for children in foster homes.

Table VII indicates the number and per cent of the reasons for replacement seen in this study. Table VII was included not only to discover what were the main reasons for replacement but to detect any trends in the reasons for replacement from the first through the ninth placements. The reasons for replacement were divided as Goldfarb divided it in his study of foster home replacements.[1] The first reason had to do with the foster home with A. representing the change which was necessitated by illness in the foster family, change in the membership, moving or other change in

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1. William Goldfarb, "Infant Rearing as a Factor in Foster Home Replacements," American Journal of Orthopsychiatry, 14: 163, January, 1944.

TABLE VII

THE REASONS FOR REPLACEMENT

Reasons	Number for each Placement					Per cent for each Placement				
	1st to 2nd	2nd to 3d	3d to 4th	4th to 5th	5th through 9th	1st to 2nd	2nd to 3d	3d to 4th	4th to 5th	5th through 9th
Foster home										
A*	13	4	6	2	2	50.0	16.7	40.0	28.6	22.2
B+	1	2	0	0	0	3.8	8.3	0.0	0.0	0.0
Child's own	0	0	0	1	0	0.0	0.0	0.0	14.3	0.0
Family Agency	4	6	4	2	4	15.4	25.0	26.6	28.6	44.4
Child	8	12	5	2	3	30.8	50.0	33.3	28.6	33.3
Total	26	24	15	7	9	100.0	100.0	99.9	100.1	99.9

* A. Change necessitated by illness in foster family, change in membership, moving, or other change in plans in the foster home.

\+ B. Change necessitated by an uncooperative attitude, misbehavior, or inadequate care supplied by the foster home.

plans in the foster home. B. was the change necessitated by an uncooperative attitude, misbehavior, or inadequate care supplied by the foster home. The second reason for moving the child comes from the child's own family where the change was necessitated by interference of the child's own family. The third reason came from the agency when change was made as a result of change in casework plan and where a different type of home was desired. The fourth reason was the child where the change was necessitated because of the child's atypical or unpleasant behavior and the inability of the foster parents to accept or cope with such behavior. As can be seen from Table VII, the largest per cent of reasons for children being moved from their first foster home to their second was necessitated by change in the foster family. The move from the second foster home to the third showed the child's behavior as the largest reason, with the change in agency casework plans as the next largest reason. The per cent for the move from the third to the fourth foster home changed again to the largest per cent being the foster home, with the child's behavior being the second largest per cent of the total reasons for moves. The writer felt that a child's own family when visiting the foster home is at times disruptive to both the child and the foster family, and that this would be one of the reasons for replacement. However, Table VII indicates a child's own family is not a reason for replacement in this study except for one instance. Table VII also points out that inadequate care of children, uncooperative attitude or misbehavior on the part of the foster family was also not one of the main reasons for replacement. This might be predicted for foster homes are chosen carefully so there will be a minimum of foster parents who are uncooperative or give inadequate care

to children. One of the interesting facts seen in Table VII is the increased activity by the workers in the agency with later placements. Table VII does seem to indicate a larger per cent of change in agency casework plans with later replacements. A decrease rather than an increase might have been predicted for caseworkers generally feel that moving a child to be detrimental and try to work toward maintaining the child in the foster home. It is impossible within the scope of this study to speculate on what this trend indicates.

Table VII shows the main reasons for replacement are circumstantial reasons in the foster home, the child's behavior, and to some extent change in agency casework plans. The child's own behavior does seem to play a fairly significant part in the reasons for replacement so that the prediction that some children are replaced because of their behavior seems to be accurate. From the information on Table VII, it is difficult to determine whether the number of replacements could be decreased. The writer feels that a more intensive study of the reasons for replacement, both stated and underlying, might reveal more evidence from which to state whether or not a decrease in replacement might be possible. One of the factors not studied here was the relationships between workers and foster mothers. Those could play a part in the replacement process. There might also be underlying reasons involved in foster parents requesting replacement although expressed as due to circumstantial reasons. Another point to study further would be changes in agency casework plans. The information collected for this study does not seem to be sufficient to determine whether or not replacements could be decreased.

In looking at the reasons for replacement, there were twenty-two

instances wherein the foster mother and the worker differed on their stated reasons for replacement. These cases were included in Table VII using the reason of the person, either foster mother or worker, who initiated the replacement. An example of this would be the case in which the foster mother asked for replacement so she could go to work, but the worker felt the foster mother couldn't cope with the behavior of the child. In this case the reason listed on Table VII would be the foster mother wanting to go to work. From these twenty-two cases where there were differences in reasons for replacement between the foster mother and the worker, nineteen were initiated by the foster mother, while only three were initiated by workers. In the twenty-two instances where the foster mother and the worker differed on the reasons they stated for replacement, the largest reason given by the foster mother was given as circumstantial reasons such as changes in plans of the foster family. The largest per cent of the reasons given by the workers was that of uncooperative attitude of the foster parents or inadequate care given to the foster children. It might be predicted that when there was a difference of opinion between foster mother and the worker, that the foster mother would state the reason as being necessitated by changes in the plans of the foster home. However, it might be expected that the reason which the worker would see for the request for replacement would be the child's behavior. This is not proved to be the case in this study. Although it is not within the scope of this study, if the differences in reasons for replacement were studied more intensively there might be further indications of whether or not replacement could be decreased.

In the twenty-seven cases studied there were twenty-two foster mothers who initiated the first move while the workers initiated only five. Of the moves from the second to the third placement, sixteen were initiated by the foster mothers, nine were initiated by the workers, two involve incomplete information. The move from the third to the fourth placement cannot be compared by number because all the children were not moved for a fourth time. However, there were sixteen children moved with the foster mothers initiating ten moves and the workers six. This shows a larger percentage of moves being initiated by the workers in moving children from the third to the fourth placement than there were in moving children from the second to the third placement. This is reversed in the move from the fourth to the fifth placement with the foster mothers initiating six of the moves with the worker initiating only one. It is also interesting to note that with the twenty-seven cases there were six children who were moved only two times and that the foster mother initiated both moves. There were two cases where the foster mother initiated all the moves where the children were moved three times. There were seventeen instances in which some of the moves were initiated by the foster mothers and some by the workers but there were no cases where the worker initiated all the moves. There were two cases of incomplete information. This percentage increase of moves being initiated by workers in later placements seems to correlate with the reasons for replacement in Table VII where there was an increase in change in agency casework plans in later placements as a reason for replacement. It is not possible to speculate as to what, if anything, this might show. Also, it must be remembered that although there is an increase in the per cent of replacements initiated

by the workers, the largest per cent of replacements for all moves were initiated by the foster mother.

Summary

The reasons for replacement were studied for the purpose of discovering the main causes of replacement. The writer was also interested to see if there would be any trends in the reasons for the various placements. The reasons were divided into four main ones; the first was due to the foster home with A. representing the change which was necessitated by illness in the foster family, change in the membership, moving, or other change in plans in the foster home. B. under foster home was the change necessitated by an uncooperative attitude, misbehavior, or inadequate care supplied by the foster home. The second reason for moving the child came from the child's own family where the change was necessitated by interference of the child's own family. The third reason came from the agency when change was affected as a result of change in casework plan, and where a different type of home was desired. The fourth reason was the child where the change was necessitated because of the child's atypical or unpleasant behavior and the inability of the foster parents to accept or cope with such behavior.

The main reason for replacement were found to be circumstantial reasons in the foster home, the child's behavior, and to some extent, change in agency casework plans. The child's own parents were found not to be a cause in this study. There seems to be no strong trends from placement to placement. However, it is interesting to note that there was a higher per cent of change in agency casework plans as a reason for replacement in the later replacements. It was also found that the foster

mothers initiated the majority of all replacements but there was an increase in worker initiated replacements on the later replacements.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study was made of twenty-seven children who had been in at least three different Worcester Children's Friend Society foster homes. Eleven of the children had been moved just twice, being in only three foster homes, while nine of them had three moves, one had four, three had five, two had six, and one child was moved eight times being in nine different foster homes. The purpose of the study was to see what, if any, behavior difficulties could be seen for these children, and if the behavior problems were related to the children being moved from foster home to foster home. The reasons for replacement were also studied to see what the main reasons for replacement were, and to ascertain what trends there might be in the reasons for replacement.

There are many factors involved in the replacement process of which behavior is only one. Behavior was chosen to be studied because the writer felt it to be one of the most significant factors. It is felt that children tell adults of their feelings through their behavior more than through spoken language. Therefore, any trends in the behavior of children who had been in several foster homes might give a clue as to how these children felt and were reacting to this experience. The behavior which was studied came from the records written by the caseworkers usually from reports by the foster mothers. There has been no attempt made in this study to separate what is so called normal behavior for a certain age child and what would be considered "acting out" or abnormal behavior. Therefore, it is not possible to state that the behavior of the children

studied is unusual or atypical. The other main limitation when discussing children's behavior who have had replacement experiences is the other factors involved in the lives of these children. It is felt that children separated from their own families and placed in foster homes have a very traumatic experience and that replacement adds to this trauma. However, there are many factors not within the scope of this study which are of vital importance and influence to these children. Therefore, there can be no definite conclusions that the behavior of these children, who have had replacement experiences, is a result of the replacement experience. It can be said that if a child shows very disturbed, atypical behavior, that the replacement process may have contributed to this behavior.

After reading the case records looking for behavior in each placement, the behavior was categorized into seven kinds or types of behavior which were used throughout the study. The kinds of behavior were: aggressive behavior, passive behavior, sleeping problems, eating problems, school problems, emotional immaturity, and physical illnesses with psychosomatic origins. There were also children who were found to be well-adjusted with no problems. In looking at the behavior of the children who had been replaced, the writer was interested in the types of behavior exhibited by children who had been replaced, any trends in the types of behavior, and whether or not these children showed a larger number of behavior symptoms in later placements. The study showed that the largest per cent of children showed aggressive behavior for all placements. However, there did not seem to be a trend toward an increase or decrease in the percentage of behavior symptoms for later placements. The second

The second largest per cent of children showed passive behavior for all placements. Here there did seem to be a trend with an increase in the number of children showing passive behavior symptoms for the later placements. This seemed to show that children become more passive and withdrawn after having been moved several times but do not seem to become more aggressive. There did not seem to be a trend for the per cent of children showing the other types of behavior symptoms.

The number of children exhibiting behavior symptoms was compared with the age of the children to see if certain types of behavior were related to age. There did seem to be some relationships between certain types of behavior and age. The largest per cent of children with school problems fell within an age range when these children would be starting school. The children studied seemed to have more difficulty with school during the first two or three grades than at other times. The older age groups seemed to show a higher per cent of emotionally immature behavior than the younger children. The fact that children seemed to show immaturity at later stages of development is probably due to the fact that immaturity is more easily seen with older children. The children who showed eating and sleeping problems showed these problems during their early years, with a decrease in the number of children manifesting this type of problem as they grew older.

The number of children exhibiting the various types of problems was compared with the length of their placements to see if the length of placement had any bearing on the children's behavior. This study did not show any trends in the type of behavior and the length of placement. However, the writer feels that a more intensive study of this might bring forth

trends in behavior and the length of time a child is in a foster home. A further study is recommended for a child's behavior in a foster home as related to the length of time the child is in the foster home including when the behavior is first seen and the reaction to replacement at the time of replacement.

The writer, in examining behavior of children who had been in several foster homes, felt there would be a trend with the same children exhibiting the same types or kinds of behavior in every placement. The writer also felt that there would be a trend toward an increase in the number of behavior symptoms with later placements. The children did not seem to show the same types of behavior but seemed to change the types of behavior with changes in foster homes. There seems to be no conclusive evidence showing increases in the number of behavior symptoms for later placements although some of the data does point in this direction. The writer felt there would be an increase in the number of symptoms in later placements even if the type of behavior changed because it is felt that children are upset by replacements and show their upset through behavior. This study did not attempt to discover the reasons for the changes in the kinds or number of behavior symptoms. There are several reasons which may be speculated upon although no conclusions can be drawn. It may be that the writer's ideas are incorrect. It may be that various foster mothers see different types of behavior or report to workers just that behavior which they feel is important. It must also be remembered that the records from which the data were collected were not written for the purpose of research. It seems that the most important conclusion to be drawn from this study is that there is no trend in the type of behavior exhibited by

the children studied from one placement to another, and that there is no conclusive evidence for a trend in the number of symptoms exhibited by the children studied from placement to placement.

The reasons for replacement were studied as part of the replacement process. The writer was interested in what the main reasons were for replacement, and to see if there would be a trend in these reasons for the various placements. The reasons for replacement were also studied because it is felt that the children themselves through their behavior cause replacements. The main reasons for replacement were found to be:

1. Circumstantial reason in the foster family, such as change in membership, illness, moving or other changes in the plans of the foster family.
2. The child's own behavior.
3. To some extent change in agency casework plans.

Although the percentage of children who were moved because of their behavior increased with the second replacement, this increase did not continue with later placements. There did seem to be the trend with a steady increase in the per cent of children moved because of changes in agency casework plans. There was no attempt made in this study to discover the reason for this increase and no conclusions can be drawn from this. Although the writer felt that the child's own parents visiting in the foster home might be a reason for replacement, this was not found to be true in this study.

In connection with replacement it was found that the larger per cent of replacements were initiated by the foster mothers for all placements. This seems to be what would be expected for workers in the field today

try to minimize as much as possible children moving. It is interesting to note that the per cent of workers initiating the replacements increased with later placements. This follows the increase in change in agency plans as a reason for replacing the children. Here again no conclusions can be drawn from this and it must be remembered that the per cents although increasing were small. The main reasons for replacement found in this study were three: (1) circumstantial reasons in the foster family, (2) the child's behavior, and (3) change in agency casework plans. The majority of replacements were initiated by the foster parents. There is no attempt made in this study to determine if a decrease in the number of replacements would be possible.

As it was stated in Chapter II the child welfare field today feels that the social worker's responsibility is to work not only with the child and his parents, but to work with foster parents. This study did not include or try to ascertain the quality or quantity of work which the workers did with the foster parents involved with the children studied. However, the writer feels that this would be an aspect worth studying at a future date. It would be very interesting to see how much time and work is spent with foster parents and if there is any correlation between this and foster parents requesting children to be moved. It would also be interesting to see if the workers could predict when a foster parent might request replacement and if so how soon before the request came. There seems to be some feeling in the field that if workers had the time to work with foster parents more and to help them through difficult times that there would be fewer requests for replacement. This is included here as a possibility for further study.

Accepted 1957

Barbara

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APPENDIX

Schedule A

I Characteristics and behavior of child before placement.

II Home situation

III First placement

- A. Reaction of child at time of placement
- B. Behavior during placement
- C. Reasons for replacement
  1. as seen by the worker
  2. as seen by the foster mother
  3. whether initiated by foster mother or worker
- D. Length of placement
- E. Reaction to parents visiting

IV Second placement

- A. Reaction of child at time of placement
- B. Behavior during placement
- C. Reasons for replacement
  1. as seen by the worker
  2. as seen by the foster mother
  3. whether initiated by foster mother or worker
- D. Length of placement
- E. Reaction to parents visiting

V Third placement

- A. Reaction of child at time of placement
- B. Behavior during placement
- C. Reasons for replacement
  1. as seen by the worker
  2. as seen by the foster mother
  3. whether initiated by foster mother or worker
- D. Length of placement
- E. Reaction to parents visiting

VI Treatment of child during care

- A. Psychiatric
- B. Casework

Schedule B

I Characteristics and behavior of child before placement

II Home situation

III First placement

A. Characteristics of foster home
B. Reaction of child at time of placement
C. Behavior during placement
    1. as seen by the worker
    2. as seen by the foster parents
    3. attitude of foster mother to child and his behavior
D. Reasons for Replacement
    1. as seen by the worker
    2. as seen by the foster mother
    3. whether initiated by foster mother or worker
E. Length of placement

IV Second placement

A. Characteristics of foster home
B. Reaction of child at time of placement
C. Behavior during placement
    1. as seen by the worker
    2. as seen by the foster parents
    3. attitude of foster mother to child and his behavior
D. Reasons for Replacement
    1. as seen by the worker
    2. as seen by the foster mother
    3. whether initiated by foster mother or worker
E. Length of placement

V Third placement

A. Characteristics of foster home
B. Reaction of child at time of placement
C. Behavior during placement
    1. as seen by the worker
    2. as seen by the foster parents
    3. attitude of foster mother to child and his behavior
D. Reasons for Replacement
    1. as seen by the worker
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E. Length of placement