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ROLE ADAPTATION OF FOSTER MOTHERS
TO INDIAN PLACEMENT STUDENTS

by

John Emmett Valberg

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Family and Child Development

Approved:

Major Professor

Committee Member

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Dean of Graduate Studies

UTAH STATE UNIVERSITY
Logan, Utah

1973

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John Emmett Valberg

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ABSTRACT

Role Adaptation of Foster Mothers
to Indian Placement Students

by

John Emmett Valberg, Master of Science

Utah State University, 1973

Major Professor: Dr. Jay D. Schvaneveldt
Department: Family and Child Development

The three main objectives in this study were: (1) to describe the foster mother's expressed reasons for taking a placement student, (2) to describe the problems and stresses associated with being an Indian placement foster mother, and (3) to describe the satisfactions and benefits of being a foster mother on the Indian Placement Program.

The sample for this study consisted of 44 foster mothers in Cache and Box Elder Counties who had had the same placement student for three or more consecutive years. The instrument utilized was a semi-structured interview with the foster mother.

Expressed reasons

The majority of mothers expressed religious or Church-oriented reasons for becoming a foster mother to an Indian Placement Student. The responses in this category varied considerably and in many instances

a foster mother's reasons for taking a student were multiple. In addition to the foster mother's initial reasons for taking a student, the mother's initial depth of desire to take a placement student seems to be an important factor in her willingness to work through the more difficult periods of adjustment.

Problems and stresses

A pronounced 68 percent of the foster mothers indicated their first year of placement experience to be the most frustrating.

The four most mentioned areas of difficulty in working with a student were "school work," "communication," "sulkiness," and "sense of appreciation" respectively. The findings showed that significant progress was made in minimizing the seriousness of "school work," "communication," and "personal hygiene."

Fifty percent of the foster mothers in this study said they had seriously considered termination at one time or another. A majority of foster mothers mentioned a particular caseworker as the person most helpful during their times of stress. Not counting the five foster mothers whose students were graduating and therefore would not be returning, only two mothers were actually planning to terminate placement participation. However, the findings suggest that a sizable number of foster mothers would not be willing to take another student if for some reason their present student did not return.

Satisfactions and benefits

The satisfactions of being a foster mother centered on the enjoyment of seeing the student grow and develop. The students' personality and emotional development were the areas most frequently mentioned. Conversely, the benefits of being a foster mother were of a spiritual nature and centered on the personal growth of the foster family in associating and working with the placement student.

The results suggest that a great majority of foster mothers have come to a positive assessment of their placement experience.

(102 pages)

INTRODUCTION

The Indian Student Placement Program is a unique aspect of the Church of Jesus Christ of Latter-day Saints. Each year many hundreds of Latter-day Saint Indian children leave the reservation by bus to live with non-Indian Latter-day Saint families and attend public school. The Placement Program has been in operation for over 20 years. Last year more than 5,000 youngsters from reservations throughout the United States and Canada spent the school year with non-Indian Latter-day Saint families. The student remains with the foster family during the school year and returns to his natural home for the summer months. The students range in age from 8 to 18, with most of the students between 10 and 16. The majority of children on the program in the Intermountain West are from the Navajo tribe of the Southwest, but there are about 14 different tribes participating in the Placement Program.

The Indian Placement Program has created a great amount of interest among social workers, educators, and other professional people who have observed the program in operation. It is well documented by social scientists that there are significant differences in behavior between Indians and whites. Most white men in the United

States share ideas and practices about proper behavior that are very different from those shared by many Indians.

Since in Western society, the mother is the family member most involved in the training of children in the skills appropriate for their socialization and the one most involved with the children and the problems that originate within the household, it was felt that the addition of an Indian student would introduce a role relationship that would especially affect the foster mother. Hence, the investigator believed the attitudes and adjustments of foster mothers to Indian Placement Students a most fruitful area for study.

Statement of the Problem

The placing of Latter-day Saint Indian children direct from the reservation into non-Indian Latter-day Saint foster homes is a unique program of the Church of Jesus Christ of Latter-day Saints.

Since the values and behavior patterns of the Indian student may be significantly different from the values and behavior patterns of the foster family, problems and conflicts of a peculiar nature may arise. It was believed that the addition of an Indian student into a non-Indian foster family home sub-culture would introduce a new role relationship that would especially affect the foster mother.

The problems, stresses, and satisfactions experienced by the foster mother in her working with the Indian student have received

very little research attention. This area was believed to be a valuable and socially useful field for study. The focus of this thesis, therefore, was on the problems and stresses, satisfactions and benefits associated with being a foster mother on the Indian Placement Program.

Objectives

The purposes of this study were: (1) to establish the foster mother's initial reasons for taking an Indian Placement Student, (2) to describe the problems and stresses associated with being a foster mother on the Indian Placement Program, and (3) to describe the satisfactions and benefits of being a foster mother to an Indian Placement Student.

This study was designed and organized around these three objectives. No hypotheses were employed.

REVIEW OF THE LITERATURE

The Indian Student Placement Program of the LDS Church operates within a legal child-placing agency and is therefore concerned with the philosophy and concepts of foster home placement. A review of literature revealed that very little research had been done on foster home placement of Indian children in non-Indian foster homes or any foster care of a cross cultural nature. A great deal of research had been done however in the areas of foster home placement in general.

Included in this review is a brief treatment of the following four areas: (1) Historical background of the LDS Indian Placement Program (2) Major factors related to the success or failure of foster home placement (3) Cultural factors affecting Indian foster placement and (4) Studies made of the LDS Indian Placement Program.

Background of Indian Placement Program

The Indian Student Placement Program of the LDS Church had its beginning when a fourteen-year-old Navajo girl, while working with her parents in the sugar beet fields of a southern Utah community, approached a white family she had become acquainted with and asked if she could stay with them and attend school. They agreed and when she arrived she had

brought a few of her brothers, sisters, and cousins. Homes were provided and in that year of 1947, these Navajo children attended the local public school while living with the non-Indian families who had taken them in.

The following year, numerous children of the Indian farm workers requested the opportunity to stay with white families and attend school. Natural Indian parents added to the requests and each year the number increased.

The State Welfare Department of Utah and Arizona became aware of this movement and indicated supervision was necessary. The Church authorities were asked to do something about it.

The LDS Church was granted a foster care license by the Utah State Department of Welfare and in 1954 a social worker was hired. The Indian Student Placement Program was started that year with over one hundred Indian students placed in non-Indian foster homes. The first licensed placements outside of Utah were made when the program spread to Arizona in the fall of 1962.

Applications and information about the placement program were made available to the Indian parents and children through the local LDS ecclesiastical authorities, as well as missionaries and LDS Indian seminary instructors. When an application was received by the Social Service Office, the student's name was placed on an interview schedule and both student and parents were subsequently interviewed by a trained social

worker. This was usually done in the student's own home, and when necessary with an interpreter.

Indian students participating in the program were selected from applicants who met specific requirements. As stated in the Natural Parent Guide (1966) not only must students desire to participate but must have parental consent, encouragement and support. Minimum age for participation was eight, and the student had to be in elementary or high school. All students were members of the Church of Jesus Christ of Latter-day Saints. This was a requirement for acceptance. In addition, school grades, attitude, desire, physical health, and social records were evaluated by the social worker. Also those students were sought who appeared best equipped to make adjustments socially, emotionally and educationally to the homes, schools, and communities where they would be placed.

The Indian Student Placement Program was viewed mainly as a leadership training program, with the stated goal of assisting each student achieve his potential as a member of the community and church.

As stated in the Foster Parent Guide (1970):

The objective of the Placement Service is to provide educational, spiritual, social, and cultural opportunities in non-Indian community life for Latter-day Saint Indian children. It is felt that through the exemplary living of selected Latter-day Saint families, the Indian youth will be motivated to use their experiences now and later for the benefit of themselves and their people. (p. 1)

The foster families made application for an Indian student. Their respective Bishop recommended them as active, worthy members of the

Church. A determination regarding the acceptance and licensing of the family was then made by a social worker. The foster parents received no remuneration or compensation, but were expected to care for the Indian child as they did their own children. Most placements were made in the Fall of the year. It was hoped that the placement would last until the student graduated from high school. During the summer school vacation months the Indian child returned to his natural home (Natural Parent Guide, 1966).

Mormons and Indians

The history of the Church of Jesus Christ of Latter-day Saints shows an abiding and serious interest in the American Indian. Upon the organization of the Church in 1830, the first missionaries were sent to the Catteraugus tribe near Buffalo, New York. This mission also went to the Wyandots of Ohio, and the Delawares of Missouri (Smith, 1964).

This historical interest of the Church in the American Indian partially stems from the contents of The Book of Mormon, a volume of scripture considered by the Church to be a record of the ancestors of the American Indian. From the contents of the Book of Mormon, Latter-day Saints believe it their responsibility to care for and enhance the lives of the American Indian. Reference is made in the book to the afflictions suffered by the Indians at the hands of the "gentiles" or white people. Reference is also made to a change in attitude toward the Indian by the white people, whereupon they would assist and help

the Indian. This is "likened unto their (Indian) being nourished by the gentiles and being carried in their arms and upon their shoulders."

(Book of Mormon, p. 72)

After the Mormons settled in the Great Salt Lake Valley, President Brigham Young expressed in a General Conference the attitude of the Church toward the Indians:

As we have here an assemblage of the people from other settlements, I wish to impress them with the necessity of treating the Indians with kindness If the Elders of Israel had always treated the Lamanites as they should, I do not believe that we should have any difficulty with them at all. (Widtsoe, 1961, p. 123)

By heeding the admonition of their leaders it is often asserted that the Mormons enjoyed a more peaceful relationship with the Indians than perhaps any other group in settling the west.

Further explanation is given as to the responsibility of the Church members to the Indians by another early Church leader, Parley P. Pratt:

The sons and daughters of Zion will soon be required to devote a portion of their time in instructing the children of the forest (the Indians), for they must be educated and instructed in all the arts of civil life, as well as the gospel. They must be clothed, fed, and instructed in the principles and practices of virtue, modesty, temper, cleanliness, industry, mechanical arts, manners, customs, dress, music, and all other things which are calculated in their nature to refine, purify, exalt, and glorify them as sons and daughters of the royal house of Israel and of Joseph, who are making ready the bridegroom. (Robinson, 1962, p. 5)

As a result of this strong Church attitude toward the Indian, Latter-day Saint families are currently giving of themselves as foster parents to nearly five thousand Indian children.

Factors Related to Success or Failure
of Foster Home Placement

Motivation

One factor of key importance in placement success or failure is the initial motivation of the family to take a foster child into the home. Hutchinson (1951) describes the reasons of the parents, particularly the mother, as ranging on a continuum of mature reasons to neurotic reasons. Continuance of placement participation is associated with mature reasons and terminating placement participation is associated with neurotic reasons. The foster mothers often attempt to fulfill some unmet need in taking a foster child. They may be lonely or desire companionship for their own child or children.

A frequent motivation of foster mothers is the desire to help people less fortunate than themselves, as well as to utilize their extra time in a productive manner (Hutchinson 1951). If foster parents are unable to have their own children, but do not want the responsibility of adopting, they may wish to enrich their lives with a child through foster care. Most of these desires reflect a normal need to love and be loved. Hutchinson, however, suggests that motivation for taking a foster child may spring from the desire to perpetuate early neurotic relationships in the parent's own family. Motivation is described as neurotic when the parent's needs are exaggerated to the point that they prevent the parents from adequately fulfilling the needs of the foster child. As an

example, Hutchinson cites the mother who desires a "second chance" to succeed in child rearing after having failed with her own children.

Kline and Overstreet (1958) describe mature motivation as a desire to fulfill the capacity for parenthood and the need to give love to children. They consider narcissism a neurotic motive. Babcock (1965) suggests that some women are motivated to become foster parents because they are accustomed to large families, find primary satisfaction in the mothering role, and feel comfortable with more children in the home.

According to Jenkins (1965) motivation to become foster parents often arises from an attempt to compensate for some type of deprivation—either lack of affection, companionship, or unhappiness. Fanschel (1966) asserts that neurotic motives often include narcissism and a defensive means of maintaining psychic equilibrium, and that there is little pure benevolence in most choices.

Syderman (1967) describes motives of foster parents as including the need to give and receive, to undo childhood unhappiness or depravation, to continue a marital relationship based on parenthood, to relate in the role of parents rather than in the role of husband and wife. Miller (1968) writes that, when the father is angered or disinterested at becoming a foster parent, the wife's enthusiasm may represent a desire to exclude the husband.

Foster parent-caseworker relationship

Since a foster parent's motivation for becoming a foster parent is

complex and multifaceted, the caseworker has a difficult and analytic job to perform. A good client-caseworker relationship is imperative in the discovery of such motives, and it is preferable that motivational problems be dealt with before placement occurs.

Kline and Overstreet (1958) see the caseworker's role as well-defined and important. The first important task is to protect the child's welfare and the family's adjustment by being adequately acquainted with the family so as to predict their ability to work with different kinds of children. Second, the worker, must arrange for placement and inform the family of the child's particular needs. Third, the worker must anticipate problem and tension areas and readily work them out when they do arise. Kline and Overstreet emphasize the necessity of allowing the problems to be explored, rather than giving premature or inappropriate reassurance.

Charnley (1961) points out that the aim of the caseworker in his relationship with the foster parents is education, interpretation, and advising to both ensure the welfare of the child and the happiness of the family. Charnley believes that the worker must warmly support the foster parents, show appreciation for their efforts, encourage expression of frustrations and problems, and interpret both happy and unhappy emotions. Charnley believes that this approach will foster feelings of teamwork built on mutual respect, shared interest, and recognition of interdependence. Polk (1963) and Helms (1963) advise the necessity of skilled casework, viewing cases individually to best help each child.

Helms (1963) emphasizes the importance of caseworkers educated in the concepts of child growth and development and family relationships, as well as the importance of good supervision of the foster family. Success of a placement depends greatly upon the caseworker's ability to recognize signs of potential and real problems such as overindulgence of a child, overprotection, overstrictness, overdependence, parental rejection, neglect, and desertation.

Garrett (1967) states that the caseworker should provide the necessary services for the foster parents to function adequately in their role. He emphasizes that "without a sufficient number of educationally trained staff to recruit, study, select, train, and supervise foster parents, a quality placement cannot be developed (101)."

Foster family orientation

McCoy (1962) points out that people who desire to accept foster children into their homes actually have little knowledge about social work or child placement agencies. During the course of the foster placement, the caseworker frequently fails to provide the family with sufficient information about agency functioning and the role expected of the foster parents. Consequently, problems following placement are imminent. McCoy defines the foster parent as a "partial parent, playing an 'as if' role toward a child for a temporary period of time (p. 222)." He also views foster parents as members of a team sharing responsibility for the child's care with the agency and with the child's own parents.

Garrett (1967) emphasizes that foster parents cannot be expected to rely solely on their child-rearing experiences with their own children to meet the needs of the foster child. They need agency help to cope with the unusual child-rearing problems presented by children coming into their care. The method most frequently mentioned in the literature for helping foster parents fulfill their roles is "on-the-job training" by means of foster parents' group discussions, agency training courses, and individual casework supervision (Gaffney, 1965; Radinsky, et al., 1963). Nadal (1968) suggests the use of small discussions of foster parents since the empathy of the worker alone does not necessarily lead to improved self-understanding or functioning.

Group meetings and agency training programs are described as increasing foster parents' understanding of their roles and the caseworker's responsibility (Goldstein, 1957). These meetings also increase the understanding of the children's behavior and the meaning of placement to children. In addition, Goldstein credits group meetings with sustaining foster parents through difficult placements.

Helms (1963) emphasizes the importance of caseworkers educated in the concepts of child growth and development and family relationships, as well as the importance of quality supervision. Success of a placement depends greatly upon the caseworker's ability to recognize signs of potential and real problems.

Planned placement in foster homes

Kline and Overstreet (1949) view the primary requirement for improving the success of foster homes to be the right placement decision in the first place. They believe that the selection of a home requires careful evaluation of the child's problems and an understanding of the foster parents in terms of their motivations, capacity to meet the child's needs, and their ability to work with the agency.

Matching certain needs, temperaments and/or characteristics of foster parents and children is believed to result in a greater likelihood for successful placements (Josselyn, 1952). For example, foster mothers with a high need for order seem to be most effective with withdrawn children, whereas, mothers with a high need for play and nurturance do best with children showing a low degree of withdrawal (Colvin, 1960). Bohman (1957), however, suggests that ideal matching is improbable because neither the needs of the child nor of the foster parent could be perfectly met through placement.

Proper placement decisions can be complicated by the difficulty of assessing the capacity of foster parents to meet an individual child's needs. A study by Thomas (1961) found that one-third of the children in her sample failed to have their needs fully met in foster care because of the severity of their problems and the limitations of the foster parents to handle them.

Helm (1963) also views as imperative the placement of a child

with a family who can meet his particular needs. The child's problems must be satisfactorily diagnosed before separation from his natural family. Goals for treatment must be specifically communicated to the foster parents to help them understand what is involved in success or failure.

Although most of the literature indicates that a child's needs should be the primary consideration in the placement decision, several writers stress that the foster parents' needs also must be met for the placement to be successful (Day, 1951; Moore, 1962).

Additional factors

In addition to motivation, planned placement, a good caseworker-foster parent relationship and proper foster family orientation, many other variables are involved in the success of a placement. Carl Rogers (1939) describes the characteristics of foster parents which he considers to be prerequisites of a successful placement: 1) the attitude of intelligent and creative understanding of a child's behavior, 2) a consistent viewpoint and manner of discipline, 3) interested affection (not too emotional or overdone), and 4) satisfaction in the development of the child's abilities, the parents' wisely rewarding the child when deserved and permitting the child to grow in independence.

Etri (1959) has found that placements tend to fail when parents specifically request children of the same sex as their own children.

Weinstein (1960) mentions the importance of adequately discussing with the child the circumstances surrounding the necessity of foster placement. He also asserts that children who identify with the natural parents benefit in well-being when visited by them.

Charnley (1961) has determined that discussion of discipline or the casework plan between the foster and natural parents is vital to the placement. She also writes that foster parents' extent of responsibility must be defined so that they will not be too restrictive. Furthermore, they would not be held entirely responsible for the behavior of the children, especially when such behavior is carried over from previous placement relationships. Charnley also describes discipline as an area of concern. In successful placements discipline tends not to be physical, although the specifics of discipline are left up to the discretion of the individual foster parents. Fanshel (1961) has associated failure of placement with strictness, mistrustfulness, and "benefactress" or authoritarian attitude, or mismatched needs of parent and child. Fanshel believes open expression of affection to be associated with success.

Radinsky, Freed, (1963) and Rubenstein attribute failure of placement to the child's inability to adjust, bad appraisal of a family's capabilities, illness, death, and moving. Furthermore, "the worker's perception of the family's underlying feelings for the child, his own empathy with the child and the foster family, and his ability to keep a balance in his effective identifications are crucial for the development of foster homes for particular children (p. 39)."

Parker (1966) has found that the presence of the foster parents' own children, if the same age or younger, is significantly related to failure. Placements with younger women and couples with children were not as successful as those with older women and couples without children. According to Parker, competition arises between the needs of the foster children and those of the foster parents' own children. Another factor associated with placement failure was the placement of a child into a family whose socio-economic bracket is different from that of the natural family. Most of these failures occurred between 16 and 18 months after placement. Also, the older the child at the time of placement, the less successful the placement tends to be. Dinnage (1967) reports that failure centers around the child's reaction to losing his own family or maladjustment. Dinnage also feels that confusion about needs and roles promotes failure, and that expectations must be thoroughly discussed.

Cultural factors affecting Indian foster placement

There are relatively few studies pertaining to foster care of a cross-cultural nature. The author is aware of no other program involving such a large number of participants as the Indian Placement Program of the Church of Jesus Christ of Latter-day Saints, where the children of one ethnic group have had foster parents of a totally different ethnic group. The lack of such programs appears to be mainly because the efforts of

foster care agencies are aimed at placing foster children in homes more nearly like their own.

The objectives of most foster care programs are to provide substitute parents because of the inability of natural parents to adequately care for the child or because the court has declared the natural parents to be inadequate. The motivation in the Indian Placement Program of the LDS Church arises from the natural parents' desire to help a child overcome some of the obstacles presented by the dominant culture. Ethnic and cultural differences, therefore, lie at the center of the program.

Hochfield (1960) points out that conflicts and misunderstandings are almost inevitable during the initial period of placement where there are cultural or racial differences and loyalties. According to Husbands (1970) a child placed in foster care often has identity problems but when placed within a different culture, the search for identity may cause the child to act out strongly and in many different ways.

Bird, Frantzen and Manibusan (1966) believe that children such as Indians needing foster homes could best be cared for in group placements which might offer a less demanding atmosphere than is found in the average foster home. They support the idea of group placement because it avoids the problems of natural parent-foster parent confrontation, allows siblings to be placed together, and is readily available for emergency placements.

Jenkins (1961) studied the selection of adoptive parents for Indians

with regard to acceptance of differences in ethnicity. Initially, he reports, they "found children for families" who wanted to adopt. But because many problems arose over ethnic differences, they instead "looked for families for children" in order to find homes accepting of these differences, assuring a much happier and more successful placement. The families who willingly adopted Indian children possessed the following characteristics in common: extremely accepting, solid, not fearful of community or relatives, and a strong sense of humor to handle the non-acceptance of others. They did not have in common such factors as age, occupation or education. Unfortunately, it later appeared that many of the adoptive applicants for Indian children realized they could not accept someone so different. In many of these cases, according to Jenkins, a fascination about helping a member of a minority group had arisen from feelings of low self-esteem rather than from genuine acceptance of ethnic differences. In those families where placement was more successful, Jenkins reports that follow-up group meetings were necessary for orientation and preservation of the stability of the families. Concomitantly, Hochfeld (1960) describes the need for social orientation of a family, careful preparation of adoptive parents to provide better understanding of an alien child's cultural background, and followup after placement as an essential part of the service.

Davis (1961) points out the pitfalls of evaluating the reservation

background of an Indian child in preparing the family for placement because of the impossibility of accurately measuring most familial relationships. Cultural differences often lead to mistaken evaluative conclusions. Educational evaluation likewise requires adjustment in terms of addition of ten to twenty points to the scores of standard I.Q. tests to overcome cultural deprivation.

Acceptance, however, is a two-way street. Spang (1969) reports "... the Indian child is taught not to trust the white man ... this would be the hurdle that would stand in the way of establishing a mutually warm and accepting relationship. (How this can be overcome, I do not know.) (p. 13)."

Foster parent-Indian child communication is another potential problem area. Osborn (1967) states that the Indian student has no difficulty communicating with others in his own language but is likely to be deficient in English, even in bilingual. She continues that "Communication problems are symptomatic of cultural dislocation. These same deficiencies make him unable to speak directly and forcefully." (p. 21).

LDS Indian placement studies

A review of literature reveals that the LDS Indian Placement Program has received very little research attention.

Smith (1962) investigated the social adjustment of Latter-day Saint graduates from Intermountain Indian School. Adams (1965) did

a follow-up study of Indian graduates of Union High School, Roosevelt, Utah. In neither of these studies was the concern related to the Placement Program.

Bishop (1960) evaluated the scholastic achievement of selected Indian students attending elementary public schools of Utah. Bishop (1967) also compiled a history of the LDS Indian Placement Program. Smith (1968) researched the relationship between foster home placement and later acculturation patterns of placement students. Wade and Welker (1972) evaluated Indian graduates' self perceptions of their placement experience.

Vanwagnen (1971) studied first year foster parents and Oziel, Payne and Terry (1972) made a comparison of continuing and discontinuing placement foster families. It should be noted that the most striking factor emerging from a review of literature on Indian studies is the lack of research dealing with the adaptation of both the Indian child and the white foster family. Only recently with the last two studies cited, has progress been made to bridge this gap.

Summary

In attempting to understand the dynamics of the foster child-foster family relationship, many variables must be considered. Research has shown positive motivation of the foster parents to be vital to a successful placement. A foster family must be able to communicate openly and freely with the caseworker, and the worker must

point out the expectations of the agency to the foster family. Pre-and-post placement orientation has been found to enhance the success of a placement. If the placement involves members of different ethnic backgrounds, additional casework is required to find the appropriate family and to work out any problems that may arise in the relationship. Also of much importance is the matching of needs, temperaments and other characteristics of foster parents and children to best ensure a long-term, successful placement.

In contrast to foster care programs which have arisen from the need to protect neglected or abused children, the Indian Student Placement Program of the LDS Church was developed to provide cultural, educational and religious experiences for its LDS Indian youth. It appears that the desire to participate in these opportunities motivates the student and his parents to apply for program participation.

The ethnic nature of the program introduces experiences completely foreign to both the student and foster family. While original emphasis has been on the student's experience and adjustment, the investigator believes it is also important to study the impact of the Indian child on the foster family. This study will, therefore, address itself to the role adjustment of the foster family and, more specifically, of the foster mother to the Indian Placement Student.

PROCEDURE

Selection of Sample Subjects

The initial goal was to interview the total population of 57 active foster mothers in Cache and Box Elder Counties who had had the same placement student in their home for three or more consecutive years. Time and circumstances prevented this goal from being accomplished. The organization of this study was a joint effort of two investigators. A companion investigator conducted a similar study using the foster fathers of the same sample group. This arrangement made it necessary to interview both foster parents jointly and limited most interview appointments to the evenings when both foster parents were home. There was also the factor of correlating the investigators' personal schedules. Upon completion of 39 joint interviews, 5 additional foster mothers were interviewed alone, making a total of 44 mothers which comprised the sample for this study. Of the remaining 13 foster mothers not interviewed there is no reason to believe they would not have been willing to be interviewed and included in the study had time and circumstances permitted. The overwhelming majority of foster mothers were extremely accommodating and cooperative.

There were three main reasons for excluding first and second

year foster mothers and concentrating just on those mothers who had had the same placement student in the home for three or more years: (1) It allowed time for foster mothers to experience the potential problems, stresses, and satisfactions associated with being a foster mother on the Indian Placement Program, (2) Having the student for at least three years was believed an indication of a functional adjustment to the student, and (3) Three or more years experience would contribute to the foster mother's ability to make better assessments of her placement experience.

Since the interviews were conducted late in the 1972 school year, this same school year was counted as a year's experience for the foster mother. The interviews were conducted from April 14 to June 9 of 1972.

The names, addresses, and phone numbers of the sample foster mothers were made available by the local social worker for each county. The social worker is licensed by the State of Utah and employed by the Church of Jesus Christ of Latter-day Saints. He visits the Indian Reservation at the beginning of each school year, interviews the placement applicants, and selects those to participate on the Placement Program. The social worker also has responsibility for certifying the foster homes recommended by the local Ward Bishop and then correlating the program between the natural and foster parents. Other information obtained from the social worker included the age of the placement

student, the year the student entered the home of the foster family, and the tribe to which the placement student belonged. Six of the placement students belonged to the Apache tribe while the remainder were Navajo. Table 1 shows the total population of foster mothers for Cache and Box Elder Counties combined and the number of mothers that have had their student each given year. The table also shows the number of foster mothers that were interviewed and included in the study.

Table 1. Population and sample foster mothers according to the number of years placement student has been in their home

Years each student has been in the same foster home	3	4	5	6	7	8	9	10	Totals
Foster mothers who have had their student for the indicated number of years	24	9	12	6	4	1	0	1	57
Foster mothers interviewed	17	7	9	6	4	1	0	0	44

Seventy-nine percent of the total population of foster mothers were in the third to fifth year of experience with their placement student. Forty-two percent of the mothers were actually in their third year while 21 percent had had the same student for six years or more. A factor of particular note is the high number of foster mothers in their third year of placement experience and the comparatively low number of mothers that have had the same student four or more years. This seems to indicate either a special influx of students three years ago or a sizable

number of terminations after the third year. The number of sample foster mothers terminating in each group will be examined in more detail in another section of the thesis. Table 1 also shows that with the exception of year 10, the 44 foster mothers interviewed and included in the study were numerically representative of the available foster mothers in each year group.

Table 2 gives a breakdown of placement students according to age for the total population of foster mothers for the two counties combined. The table shows the sex of the students in each age group and the number of foster mothers interviewed.

Table 2. Placement students grouped according to age and sex for the total population of 57 foster mothers

Age of placement student		11	12	13	14	15	16	17	18	19	Totals
Students in each group according to sex	M	1	3	4	5	3	3	1	2	3	25
	F	3	0	8	5	5	5	3	3	0	32
Foster mothers interviewed		2	1	9	8	6	8	3	4	3	44

Table 2 shows that 25 students were male and 32 were female. Fifteen of the students were between the ages of 13 and 16 with the average age being 15.

Development and Validity of the Instrument

The organization of this study was a joint effort of two investigators. A companion investigator conducted a similar study on the attitudes and adjustment of the foster father to the Indian Placement Student, using the foster fathers of the same population. The investigators worked jointly in organizing the study, developing the instrument, obtaining the sample, and soliciting appointments with the foster parents. The foster parents were interviewed jointly in separate rooms. The companion investigator interviewed the foster fathers and this investigator interviewed the foster mothers. The research presented in this thesis is concerned only with the attitudes and adjustment of the foster mother to the Indian Placement Student.

The major claim and concern for validity of the instrument would come under the headings of "content" and "face" validity. In developing the instrument special concern was given to finding items that would fulfill the purposes of the study, items that would give a well-rounded picture of the foster parents' problems and satisfactions and measure the foster parents' attitudes and adjustment to the student. The process of developing an instrument was complicated by the fact that little research had been done on this aspect of the Indian Placement Program.

Working and refining the instrument into satisfactory form was accomplished through the constructive suggestions of individuals

experienced with interview methods and knowledgeable in the Indian Placement Program. The final instrument was developed through the joint efforts of the investigators, supplemented by initial and periodic conferences with the three social science experts of the investigators' committee, the local Indian Social Workers, and the Executive Director of the Indian Placement Program. Their special knowledge and experience provided valuable insights into the potential areas of adjustment experienced by a typical foster parent on the Indian Placement Program. These professionals proved a valuable resource in the investigators' strife for instrument validity. Their assistance was most helpful in finding items pertinent to the study: scrutinizing items for technical defects and any bias due to personal values, identifying irrelevant and closely related items, and offering suggestions for rewording questions to obtain simplicity.

This investigator's experience of the past two years assisting with Indian Placement work through a Stake High Council assignment provided useful insights into potential areas of foster parent adjustment. The experience of working with ward bishops in locating homes for placement students, laboring with students and foster parents having difficulty in their adjustment, and periodic visits with the social worker proved beneficial in providing a basic orientation for this study.

There was no pilot study conducted using Indian foster parents. Simulated interviews were conducted on three different interested

persons: a friend and former social worker, the investigator's spouse, and the companion investigator. These practice interviews pointed out questions that were not clear and items that did not seem to elicit the intended information. Changes were then made in the interview schedule to overcome these difficulties.

In interviewing the actual sample foster mothers the instrument was adequate and efficiency in conducting the interview rapidly increased as familiarity with the interview process was obtained. Minor adjustments were made in the order of questions after the first evening of interviews to facilitate a smoother flow of conversation. One indication that the questions of the instrument were clear and concise was that the great majority of foster mothers understood and responded to the questions the first time asked.

Validity of the interview

To what extent was the attitude being measured by the instrument the real feeling or attitude of the foster mother? To what degree was a foster mother willing to admit to holding an "undesirable" position in regard to the foster child? It is not easy to determine appropriate criteria for the validity of the instrument in a single interview. The usefulness of the instrument was dependent upon the "stated" response of the foster mother and to the extent that her responses were consistent with one another.

A foster mother expressed her attitudes and experiences as she

was willing to acknowledge them under the specific circumstances in which the interview took place. Despite efforts to insure privacy of the interview, variations in the situation in which the interview was conducted have been an important factor in the validity of a foster mother's response. The privacy provided by the situation, the established rapport, the various distractions such as the periodic presence of some third family member, the ringing doorbell or telephone, a dissatisfied baby, etc. --all could affect the responses of the foster mother. It is also important to consider that some foster mother's reports were valid, not because of, but in spite of the characteristics or circumstances surrounding the interview.

In addition to the situational factors the validity of a response could be affected by momentary personal factors such as mood, state of fatigue, health, mental set, etc. The psychological state of the foster mother at the moment of interview would tend to "color" her responses and the way she defines the situation being measured.

One kind of validation evidence for the interview was in terms of response to the summarizing question of the interview asked of the foster mother: "Do you feel that the interview has given a well-rounded picture of your problems, satisfactions, and adjustment to the placement student?" The great majority of foster mothers indicated that the items were relevant and covered adequately the range of attitudes and adjustments with which they were concerned. Also, most foster

mothers were open and expressive about their placement experience and in fact expressed appreciation for the opportunity of exploring their attitudes and indicated that the experience was quite "self-revealing."

Reliability

There are many different ways of eliciting response in a study of this kind where one is interested in the subject's self report of attitudes, perceptions, and behavior. The following steps were taken to minimize the ways a response could be elicited, reduce the bias factor, and increase the reliability of the instrument.

1. The interview was standardized and presented in a systematic manner throughout the study. Effort was made to present each question to the foster mother as it was worded in the instrument. The great majority of foster mothers understood and responded to the questions the first time asked. Not having to repeat a question eliminated the temptation to give a "leading probe" or remark which would "put words in her mouth."

2. It was the goal of the investigator to record verbatim the response of the foster mother so that a response could be classified properly and not lose important distinctions. This reduced deliberate or careless distortion of answers received.

3. To insure an independent measure of attitudes, each foster mother was interviewed as privately as possible.

4. To produce the best possible rapport between the interviewer

and interviewee in this single interview situation, each interview was conducted in an informal, conversational manner.

5. Conscious effort was made to approach each interview in an objective manner with the aim of understanding each foster mother's unique situation. This minimized the temptation to stereotype the responses and experiences of a foster mother.

6. It was explained to each foster mother that the interview was not a test, that there were no right or wrong answers to the questions, and that she could help only insofar as she was honest in her response.

7. In most instances the investigator examined each interview form after completion to insure completeness and accuracy.

While the above steps were taken to minimize bias and insure reliability of the instrument, a certain amount of bias is bound to occur in a study of this kind no matter how conscientiously the interviewer attempts to be "unbiased." It is also realized that "bias" can show itself not only through the mother's perception of the interviewer but also through the interviewer's perception of the mother. Every effort was made to reduce the more obvious types of error.

Description of the Instrument

The instrument consisted of semi-structured items to tap the adjustments of the foster mother in an interview setting. It was believed that the time and cost involved in gathering data by interview rather than

the mailed questionnaire procedure was justified by the greater insight into the respondents and the more complete and intimate responses which the interview would produce.

The data were collected in two phases of a one visit operation. The first phase used a questionnaire filled out by the respondent to collect data on the following background variables: education of the foster mother, age and sex of children living at home, temple or civil marriage, family income, community size, church attendance, and the health of the foster mother. See Appendix A for a copy of the demographic sheet.

The second phase consisted of two parts: a semi-structured interview and a rating scale. It was explained to each foster mother that the interview was not a test, that there were no "right" or "wrong" answers to the questions, and that she could help only insofar as she was "honest" in her response. The foster mother was then asked to recall her initial reasons for taking a placement student. The interviewer then asked systematic questions designed to elicit responses on the foster mother's attitudes and adjustment to the placement student. Selected areas for response were: (1) How it feels to be a foster mother on the Indian Placement Program, (2) The satisfactions and difficulties of being a foster parent, (3) The foster mother's relationship to the student, (4) The relationship of the placement student to each of the foster mother's natural children, and (5) The benefits of having a placement

student and the mother's future plans for continuing in the Placement Program.

The following question was added to the end of the interview schedule midway through the sample: "If for some reason your student does not return, would you take another one? Why?" A copy of the semi-structured interview schedule is found in Appendix B.

The rating scale consisted of 16 items that were useful for bringing into focus the major concerns of the foster mother. The items were assumed to contain the major potential problem areas experienced by a foster mother in her adjustment to the student. The mother was asked to rate each item according to its seriousness in her experience as a foster mother. Each item was rated as being "very serious," "serious," "not very serious," or "no problem." Each item was also rated for two different time periods: "in the past" and "lately." This provided an opportunity for mothers to reflect the changing situations and experiences in the individual case. Where the foster mother rated an item as being "very serious" or "serious" under "in the past," but rated the same item as "not very serious" or "no problem" under "lately;" the investigator inquired as to how the problem had been solved. A copy of the rating scale is included in Appendix B.

Letter of Introduction

A letter introducing the investigators was mailed to the foster parents in the sample on April 11, 1972. The letter was written on

Social Services stationary and mailed over the signature of the local social worker for each county. The letter explained the objectives of the study, that the investigators would like to visit with both parents in their home, encouraged their cooperation, and indicated that the investigators would call in the near future to arrange an appointment for the interview. See Appendix C for a copy of the letter.

Administration of the Instrument

Appointments for the interview were made by telephone with the exception of the five foster mothers interviewed separate and alone (p. 11). The instrument was administered by the investigators to both foster parents at the same time in separate rooms in their respective homes.

Upon entering the home and introducing themselves, one of the investigators expressed appreciation for the appointment and gave both foster parents a brief, casual, and positive introduction to the study. This was done to provide a necessary base for the interview. It was explained that this research was part of a master's study and that the investigators' objective was to interview all foster parents in Cache and Box Elder Counties who have had the same placement student for three or more years. The foster parents were informed that the Church was interested in more fully understanding the stresses, needs, and satisfactions associated with being a foster parent on the Indian Placement Program. The investigators assured the foster parents that the

obtained data would be held in strict confidentiality and expressed the need to conduct the interview as privately and free from distraction as possible. The interviews lasted on the average from 50 minutes to one hour-and-fifteen-minutes.

Analyses of Data

Range, median, mean, and percentage were used to describe the composition of the sample and findings. The chi-square test of significance was applied to the 16 items of the rating scale with the .05 alpha level utilized as the criterion of significance.

FINDINGS

Sample Description

The sample consisted of 44 foster mothers in Cache and Box Elder Counties who had had the same placement student for a minimum of three years. The number of years each foster mother had had her student ranged from three to eight years with three being the mean number of years (Table 1).

The demographic background revealed the following characteristics of the sample. The foster mother's ages ranged from 26 to 67 years with the median age being 46 years. All 44 foster mothers were married in the temple, 43 (98 percent) indicated their church activity as "regular," and five foster mothers reported as having served a full-time mission. The mean education completed was high school, and eight mothers reported being college graduates.

Fifty-two percent of the mothers reported their health as "very good," 39 percent as "good," and 4 percent as "fair." Of the 44 mothers, 15 (34 percent) of the mothers reported as being employed outside the home and of these, seven were employed part-time (less than 30 hours per week) and eight were full-time workers (more than 30 hours). The mean reported family income was in the interval of \$5,000 and \$10,000.

The mean community size of the foster mothers was less than 2,500, and 50 percent lived on a farm.

Thirty-seven mothers (84 percent) reported their student's health as "very good," six (4 percent) as "good," and one (2 percent) as "fair." Twelve mothers (27 percent) reported their student as having his/her own bedroom, while 32 (73 percent) indicated the student shared a room with other family members.

Objectives of the Study

The three main areas under investigation in this thesis were (1) the foster mother's expressed reasons for taking a placement student, (2) the problems and stresses associated with being an Indian Placement foster mother, and (3) the satisfactions and benefits of being a foster mother on the Indian Placement Program.

With few exceptions, the questions of the instrument were of an open-ended nature. This was done to allow the foster mother to express attitudes in her own words and frame of reference. The goal of the investigator was to record verbatim the responses of each foster mother.

There was the problem of creating categories and coding the responses into one of the categories for tabulation and statistical analysis. The content of each category is illustrated with verbatim responses of sample foster mothers. These verbatim responses also illustrate the different shades of responses assigned to each category. The data are

categorized and presented under the three main objectives of the study

Expressed reasons for taking
a placement student

The foster mother's expressed reasons for taking an Indian Placement Student were obtained by simply asking of each mother, "For what reasons did you take an Indian Placement Student?" Upon analyzing the responses, the four broad categories in Table 3 were developed.

Table 3. Foster mothers' expressed reasons for taking an Indian Placement student

Category	Number	Percent
Church orientation	26	45
Influence of another family on placement	16	28
Companionship for a child	9	15
Caseworker contact from referral	<u>7</u>	<u>12</u>
Totals	58	100%

The reader will notice that the response total of 58 exceeds the sample of 44 foster mothers. The reason for this is that several foster mothers expressed more than one reason for taking their placement

student. For example, one foster mother's stated reasons for taking a placement student were: "... we took one mostly because of our daughter ... she was alone ... the caseworker heard we were interested and contacted us." Hence, this foster mother's stated reasons for taking a placement student were two-fold and counted under the categories "Companionship for a child" and "Caseworker contact from referral." It is not known whether the foster mother's "Companionship for a child" reason would have been sufficient for her taking a placement student without the caseworker's influence.

Table 3 reveals that the majority of foster mothers expressed religious or Church-oriented reasons for participating in the Indian Placement Program. The following are typical responses for each of the four categories.

Church orientation:

The caseworker made a plea in Sacrament Meeting and said they had a couple of youngsters to place ... we had the room ... I called the caseworker.

... my husband was the Bishop ... we felt like we ought to.

Mainly because the church asks us to ... there was a special meeting and we went ... 'Inasmuch as you do it unto the least of these you have done it unto me.'

We believe in the law of consecration, don't we? It's a program of the church isn't it?

... we had been on the reservation and seen the conditions under which they lived .. we both felt a desire to help ... Our hearts went out to them.

We just felt like we should.

Influence of another family
on placement:

A family we know had a placement student ... he was a good kid He had a good relationship with them ... she always spoke positively of her experience.

My sister has an Indian boyI've talked with her a lotMy husband's brothers also have placement students ... we only have one girl ...

... we know of others in the ward that had themI have always wanted to take one and at that time we had the room.

Companionship for a child:

... mainly because we only had one boy and needed someone for him to do things with.

... companionship for our daughter was the main reason and being as it's a program of the church and the church asks us to.

We thought it would be nice for our daughter to have some company.

Caseworkers contact from referral:

... the caseworker came to our home ... someone had recommended us ... we immediately said "yes."

Well, I guess we took this one because of the pressure Brother _____ put on ... my husband wanted one thoughI was madder than a hornet ... I have really learned to love her thoughIt's just that I felt like I couldn't take any more responsibility.

... the case worker heard we were interested and contacted us We took one mostly for our daughter.

A related item to the foster mothers' expressed reasons for taking a placement student pertained to "Who in your family initiated the decision to take a placement student?" The results are tabulated in Table 4.

Table 4. Mother's perception of which family member initiated decision to take a placement student

Category	Number	Percent
Foster mother	16	36
Foster father	10	23
Both foster father and foster mother	16	36
Children	<u>2</u>	<u>5</u>
	44	100

Table 4 shows that either the foster mother or foster mother and father together initiated the decision to take a placement student in 72 percent of the homes visited. Compared as mother or father, the mother's influence was dominant.

Also included under the "Expressed reasons" section are the results of two neutral questions. These two questions were designed to elicit the attitudes of the foster mother toward her decision to participate in the Indian Placement Program and her attitudes toward the student. The responses of foster mothers in regard to "How does it feel to be a foster mother on the Indian Placement Program" were summarized into "positive," "negative," or "mixed" categories. Table 5 gives a breakdown of responses for these three categories.

Table 5. Responses of foster mothers to "How does it feel to be a foster mother?"

	Positive	Negative	Mixed	Total
Number	30	3	11	44
Percent	68	7	25	100

The following are typical responses for each of the three categories.

Positive

It feels real good. He's a different boy than the one we got. It's been a real thrill to see him grow.

I feel good about it ... I've had a lot of satisfaction from it ... we've been blessed because of it.

It's been an exciting challenge. I get a great deal of satisfaction in being their mother while they're here ...

It's been very rewarding ... I chose to do this and I feel a great responsibility ... like I've got to give of myself more.

It's a great challenge and responsibility ... I have empathy for the natural parents and know how hard it must be to let them go.

Negative

I've been real disappointed; we haven't been able to get close to _____ at all.

Oh, gad, how do you answer that? Well, I can't say that it's really an overwhelming opportunity ...

... I have felt taken advantage of and awfully unappreciated.

Mixed

I have mixed emotions about it ... I'm glad we took an Indian student, but I wonder if I've done any good.

Well, it does have its problems ... it's not a bed of roses.

Sometimes real great and sometimes terrible.

The other question asked of each foster mother was, "Based upon your experience, what are Indian children like?" The responses were summarized and tabulated under "positive," "negative," "mixed," or "neutral" categories. See Table 6.

Table 6. Foster mothers' expressions of what Indian children are like

	Positive	Negative	Mixed	Neutral	Total
Number	13	5	10	16	44
Percent	30	11	23	36	100

Table 6 shows that the majority of foster mothers gave responses that were of a neutral nature. The foster mother's initial response was accepted at face value and no attempt was made to probe further. The following are typical responses for each category.

Positive

... they are a happy people ... they are a spiritual people ... he really cares what happens to his brothers and sisters.

... they are very proud and they love their families ...

They're wonderful ... they are quiet and reserved and have a deep love for their own family ... they are very appreciative, or at least she is.

Negative

... they are moody, not expressive in appreciation, and show no affection. When you ask them something, don't expect a direct answer, just a shrug of a shoulder.

Very inconsiderate and "give me," "give me," "give me." They don't know what it is to share.

Very hard to communicate with ... everything is held within them ... she does not share herself.

Mixed

... they are very unemotional. I do think they feel deeply ... they just don't show it ... they are very willing to help.

They're timid, unappreciative in word if not in thought. ... I think they are very receptive to correction ... they want to please you.

... very moody at first, but they keep themselves exceptionally clean.

Neutral

Just like your own children.

... definitely are different than most white ... their environment is different ... they need love.

I've had three different placement students and each one has been different and unique.

I think like all of us would be if we were down trodden.

People.

Problems and stresses

The "problems and stresses" category deals with the potential problems and stresses experienced by the foster mother in her adjustment to the student. It should be noted, however, that the majority of items received a higher, more positive rating compared to a lower, more negative rating.

Each foster mother was asked to rate the overall relationship of the student to herself, husband, and children. Each of these three relationships were rated as being "poor," "fair," "good," or "excellent." See Table 7.

Table 7. The foster mother's rating of the overall relationship of the student to herself, husband, and children

Relationship to:	Poor	Fair	Good	Excellent
Self	1	8	23	12
Husband	3	8	20	13
Children	1	9	28	6

The data shown in Table 7 reveals that the mother's relationship rating of the student to herself and husband are about the same with the mothers holding a slight 5 percent edge. A pronounced 77 percent of the foster mothers rated the overall relationship of the student to the children as good or excellent. The data in Table 7 were not found to be statistically significant when analyzed by chi square.

For those foster mothers who rated the relationship of the student to herself and/or husband as being "good" or "excellent" the following question was asked, "What has contributed to the positive relationship between yourself and/or husband and the placement student?" The following are typical comments.

What has contributed to the positive relationship between yourself and the student?"

She confides in me and my attitude toward her is good. I think that is important.

... our relationship has been based on honesty and openness. We learned to treat him as our own ... there were things that happened in the fourth year that were a turning point in our relationship ...

We just understand each other ... I feel she genuinely loves me and I love her ... I love her as my own ...

He's just been an excellent student to have and very good with the little kids ... he's better with them than my own ... he's been a real delight.

... our relationship has improved ... he didn't understand the restrictions placed upon him. Since I have taken time to explain the reasons and make sure he understands, things have gone better ...

We just have a personality click ... we joke a lot ... she calls me pale face and I call her Indian. Our relationship has certainly grown ... from the beginning I've been open; I didn't beat around the bush.

What has contributed to the positive relationship between your husband and the placement student?"

Because he doesn't have to discipline here ... he just plays with and teases her ... I don't feel my husband understands what I go through, even with my own kids ...

He helps him with his school work ... when problems arise he takes him aside and works them out ... he has a lot of patience with him ...

He just adores her ... at first she was afraid of him, but this has been overcome ... he really took her in and fellow-shipped her ... he lets her know he loves her.

(Husband) didn't nag ... he would lay down the law and (student) knew where he stood ... I think he appreciated this ... he seemed to get the feeling we cared.

... my husband treats him equally with the other children.

"What has prevented a better relationship between yourself and the student from taking place?"

He is very quiet ... he doesn't communicate ... we never know how he feels ...

I guess I don't have enough patience. I let too many little things upset me ... things that are serious to me are not serious to her ...

Her not expressing how she feels. She doesn't talk to us ... when she is upset about something she just sulks.

... we just don't seem to communicate. She tries to give me right answers instead of the truth or how she really feels ... I really try; I really do.

I think the main reason is the friction between her and my 12-year-old daughter ... there is a lot of friction there ... my own daughter is very selfish.

What has prevented a better relationship between your husband and the student from taking place?"

I think she is afraid of him ... she is very afraid of adult men.

... there is a communication problem ... my husband is very strong-headed.

It's just that he isn't home as much and doesn't talk to her as much as I do.

In addition to rating the overall relationship of the placement student to the mother's children, the foster mothers rated the student's relationship to each of her own children as being "poor," "fair," "good," or "excellent." While Table 7 shows that a majority of foster mothers rated the overall relationship as being "good" or "excellent," there were 17 foster mothers who gave a poor or fair relationship rating to at least one of her own children.

In responding to the question "How would you rate your emotional feelings toward the placement student most of the time?" each foster mother was asked to rate her feelings as being "poor," "fair," "good," or "excellent." See Table 8 for a tabulation of responses.

Table 8. Foster mother's rating of her emotional feelings toward the student

	Poor	Fair	Good	Excellent
N = 44	1	5	28	10
Percent	2	11	64	23

Table 8 shows that the majority (87 percent) of the foster mothers rated their feelings as being "good" or "excellent."

The question, "What has been most difficult for you in working with the placement student?" was asked of each foster mother just prior

to her rating the 13 items of the rating scale. This was done to obtain the one area which had been most difficult in her working with the student without the influence of the items on the rating scale. The items listed by the foster mothers as most difficult were summarized into nine categories and tabulated in Table 9.

Table 9. Responses of foster mothers as to what had been most difficult in working with their Indian child

Area most difficult	Number N=44	Percent
School work	9	20
Communication	7	16
Moodiness	5	11
Personal family adjustments	5	11
Lack of appreciation	3	7
Stealing	3	7
Lack of correlation with natural parents	3	7
Upsetting influence of sibling or relative in same area	3	7
Personal hygiene	2	4
Other	4	10

Table 9 shows that in the foster mother's working with the placement student "school work" and "communication" lead the list of most difficult areas.

Each of the foster mothers was asked to rate the 16 items of the rating scale according to its seriousness in her experience as a foster mother. These items were assumed to contain the major potential problem areas experienced by a foster mother in her adjustment to the student. Each item was rated by the mother as being "very serious," "serious," "not very serious," or "no problem." Each item was also rated for two different times periods--"in the past" and "lately."

Table 10 shows the distribution of rating from "very serious" to "no problem" for each of the 16 items for the time period "in the past." Also, the ratings were combined to include the ratings of "very serious" and "serious" for one category and "not very serious" and "no problem" for the other in order to show the total and percent responses for each of the two combined categories.

The data in Table 10 reveals that the great majority of foster mothers rated each of the 16 items as being "not very serious" or "no problem." The five items receiving the highest combined "very serious-serious" rating under "in the past" were "school work," "communication," "sulky--moody," "sense of appreciation," and "use of money" respectively.

Table 10. Distribution of ratings for the time period "in the past"

Item	Very Ser.	Ser.	Total and Percent	Not Very Ser.	No Pro- blem	Total and Percent
School work	5	14	19 (43)	14	11	25 (57)
Communication	7	8	15 (34)	15	14	29 (66)
Sulky-moody	3	8	11 (25)	20	13	33 (75)
Sense of appreciation	2	9	11 (25)	16	17	33 (75)
Use of money	1	9	10 (23)	17	17	34 (77)
Personal hygiene	3	4	7 (16)	9	28	37 (84)
Trusting what student said	2	4	6 (14)	14	24	38 (86)
Relationship with own children	2	4	6 (14)	11	27	38 (86)
Bed wetting	2	2	4 (9)	0	40	40 (91)
Stealing	1	3	4 (9)	14	26	40 (91)
Talking Indian to other students	0	3	3 (7)	7	34	41 (93)
Obedience	0	3	3 (7)	10	31	41 (93)
Natural parent intrusion	0	2	2 (5)	4	38	42 (95)
Home duties	0	1	1 (2)	11	32	43 (98)
Invasion of privacy	0	1	1 (2)	6	37	43 (98)
Demanding	0	0	0 (0)	10	34	44 (100)
TOTALS	28	75	103 (235)	178	423	601(1365)
\bar{X}	1.7	4.7	6.4(15)	11.1	26.4	37.6(85)

Table 11 shows the distribution of ratings for the time period "lately." Also shown are the total and percent responses for the combined ratings of "very serious" and "serious" for one category and "not very serious" and "no problem" for the other.

Table 11 shows that the overwhelming majority of foster mothers viewed each potential problem item under "lately" as "not very serious" or "no problem." With the exception of "home duties" "invasion of privacy" and "demanding" each of the items received a lower "very serious-serious" rating when compared to "in the past."

A chi-square test of significance was applied to each of the 16 items of the scale to determine if the change in rating distribution between the two time periods "in the past" and "lately" was significant. The ratings were collapsed for this test to include the ratings of "very serious" and "serious" under "in the past" for one category and the same ratings of "very serious" and "serious" under "lately" for the other. The .05 alpha level was employed as the criterion of determining significance. Table 12 shows the chi-square values for each of the items of the scale.

As shown in Table 11, with the exception of "home duties," "invasion of privacy," and "demanding," each of the items under "lately" received a lower "very serious--serious" rating when compared to "in the past." Table 12 shows the changes in rating for "school work," "communication" and "personal hygiene" were significant at the .05 level.

Table 11. Distribution of ratings for the time period "lately."

Item	Very Ser.	Ser.	Total and Percent	Not. Very Ser.	No Pro- blem	Total and Percent
School work	2	7	9 (20)	22	13	35 (80)
Communication	2	4	6 (14)	11	27	38 (86)
Sulky-moody	0	4	4 (9)	27	13	40 (91)
Sense of appreciation	1	8	9 (20)	13	22	35 (80)
Use of money	2	7	9 (20)	14	21	35 (80)
Personal hygiene	0	0	0 (0)	8	36	44(100)
Trusting what student said	1	3	4 (9)	15	25	40 (91)
Relationship with own children	1	2	3 (7)	12	29	41 (93)
Bed wetting	0	0	0 (0)	0	44	44(100)
Stealing	1	2	3 (7)	2	39	41 (93)
Talking Indian to other students	2	1	3 (7)	5	36	41 (93)
Obedience	0	0	0 (0)	10	34	44(100)
Natural parent intrusion	0	1	1 (2)	3	40	43 (98)
Home duties	1	1	2 (5)	6	36	42 (95)
Invasion of privacy	0	2	2 (5)	5	37	42 (95)
Demanding	0	1	1 (2)	7	36	43 (98)
TOTALS	13	43	56(127)	160	488	648(1473)
\bar{X}	.8	2.7	3.5(9)	10.0	30.5	40.5(91)

Table 12. Change in rating distribution for the two times periods
"in the past" and "lately."

Item	IN THE PAST		LATELY		Chi-Square Value
	Very Ser. and Serious	Percent	Very Ser. and Serious	Percent	
School work	19	43	9	20	4.25
Communication	15	34	6	14	4.00
Sulky--moody	11	25	4	9	2.89
Sense of appreciation	11	25	9	20	0.06
Use of money	10	23	9	20	0.00
Personal hygiene	7	16	0	0	5.59
Trusting what student said	6	14	4	9	1.02
Relationship with own children	6	14	3	7	0.50
Bed wetting	4	9	0	0	2.36
Stealing	4	9	3	7	0.00
Talking Indian to other students	3	7	3	7	0.00
Obedience	3	7	0	0	1.38
Natural parent intrusion	22	5	1	2	0.00
Home duties	1	2	2	5	0.00
Invasion of privacy	1	2	2	5	0.00
Demanding	0	0	1	2	0.00

In assessing the rating scale responses of foster mothers, two main points should be kept in mind:

1. Rating each item from "very serious" to "no problem" aided in measuring the intensity of the problem for an individual foster mother. The scale did not measure the frequency of occurrence.

2. Each foster mother responded to a particular item in terms of her unique experience and orientation. For example, one foster mother rated "stealing" as "very serious" in the past. Further inquiry revealed that the "very serious" rating was based upon one experience where the student had taken \$25 from "grandpa's wallet." Corrective measures were taken and the foster mother said that this was the only time she knew of his 'stealing' anything. Another foster mother that rated "stealing" as "no problem" both "in the past" and "lately" said that her student had taken \$20 from the school office. The foster parents learned of the incident when the school principal called their home on the telephone. The foster mother said that the father "handled the situation" and the student "payed the money back by doing odd jobs." Hence, a foster mother would rate an item according to its seriousness from her particular orientation and unique experience. Therefore, it is not certain that a specific foster mother actually had more problems; it is only certain that some foster mothers checked more problems. An awareness of this qualifying fact is important when formulating conclusions.

Where a foster mother rated an item as "very serious" or "serious" the investigator inquired as to the nature of the problem. Also where a foster mother rated an item as "very serious" or "serious" under "in the past," but rated the same item as "not very serious" or "no problem" under "lately;" the investigator inquired as to how the problem had been lessened or solved.

The following are various descriptions given by the foster mothers as to the nature of the problem for each of the five items that received the highest combined "very serious" and "serious" rating under "in the past." Some of the responses include a brief statement as to how the problem was lessened or solved.

School work

... school has been very hard for her even though she is an intelligent girl. I think the main problem is understanding word meanings ... Social studies and English have been the most difficult. I've spent a lot of time with her ... she is a very determined girl.

Communication

She just wouldn't talk. I would ask her a question and she wouldn't answer ... all I would get is a nod or a shake.

... it was quite a while before we heard her say a sentence. She used to send messages with the kids when she wanted something. I got her to talk by insisting she come to me when she wanted something.

... she didn't say anything for a long time. (Husband) would kindly insist that she work on her lessons in the kitchen where she could be near us ... He was very persistent in this.

Typical of foster mothers' responses for lessening the communication problem was "I just made it a point to do things with her."

Sulky--Moody

... instead of communicating she would just sulk. She wouldn't even answer. She would just clam up.

... when she was asked to do something she would sit on a chair and pout ... I would just walk away and expect her to do it.

... when she was asked to do something she would just pout and sulk. I just told her we were going to have a happy home. I even went so far as to call the case worker and told him I couldn't stand it any longer ... she started changing.

Sense of appreciation

... they just don't seem to be grateful. Inside they may really appreciate it, but if they do it's hard to detect ...

... this is a real sore spot with me. I sometimes feel he's here just for what he can get ... It's like he's just temporarily putting up with us.

... I would do things for her or buy her something and she would never say "thank you." The mother illustrated with an incident where she had purchased for the student a "beautiful sweater." The student's initial response upon receiving the sweater was "didn't they have any other color?" My husband has impressed upon her that people need to know their efforts are appreciated. He's helped her learn to be appreciative.

Several foster mothers who rated "sense of appreciation as "not very serious" or "no problem" stated "He doesn't show appreciation--I just don't let it bother me ..."

Use of money

... he has no sense of trying to save some for tomorrow. He has it today and it's gone tomorrow.

Several foster mothers indicated a problem associated with extra money that is mailed directly to the student from the student's natural

parents. One foster mother put it this way, "She periodically receives money from home. It's always mailed to her. It kind of gets to me."

The following are responses to some of the items that received fewer "very serious" and "serious" ratings, but may be of general interest.

Personal Hygiene

... she would wear the same clothes from day to day ... her feet always smelled. I just talked to her on the importance of being clean. She was obedient and changed ...

The common stereotype, however, that Indians are dirty was not verified in this study. Only seven foster mothers gave personal hygiene a "very serious" and "serious" rating under "in the past." There were no "very serious" or "serious" ratings under "lately." Here are typical comments in this regard.

... he's been exceptionally clean ... right from the start.

... right from the beginning I insisted on personal cleanliness. He is now very clean.

Talking Navajo to other students

She does talk Navajo to other students ... I didn't correct her because it made me feel guilty. It was like telling her I didn't trust her.

... I always wonder if she's talking about me ... I haven't said anything to her though.

... he would talk to them (other students) on the telephone in Navajo. I felt it was as rude as whispering in front of others... I just let him know it was not acceptable.

Home duties

She used to complain when asked to do things . . . My husband explained that there were certain responsibilities and let her choose which ones she wanted to do . . . at first she would just threaten to leave. He (husband) would just affirm his love, but insist on the responsibilities.

She is very good in her responsibilities. She is even better than my own kids.

She does real good in her home duties. She's better than any kid I've got . . . I think it's their way of showing appreciation.

As has been previously reported (Table 1) the sample foster mothers ranged from three to eight years of placement experience with their present Indian student. Table 1 also indicated the number of foster mothers who had had their student each given year from three to eight. For a tabulated response of these foster mothers as to "what year was the most frustrating in your placement experience" see Table 13.

Table 13. Response of foster mothers as to their most frustrating year of placement experience

Year	1	2	3	4	5	6	7	8	Total
Number of foster mothers who considered above year most frustrating	30	4	3	2	1	2	2	0	44
Percent	68	9	6	5	2	5	5	0	100

Table 13 shows that a significant 68 percent of the 44 foster mothers found their first year of placement experience the "most frustrating." Here is a sampling of responses as to "what made it so?"

It was just getting used to his way of doing things and accepting the way he was.

We just spoiled her rotten that first year It was just like having a guest. I couldn't relax We just didn't discipline her.

. . . it was mainly my own lack of knowing how to handle things. That first year I bent over backwards trying to please her.

It's just that our way of doing things is so strange to them. It was just a challenge to help him understand things.

Upon inquiring as to the foster mother's most frustrating year of placement experience, each mother was asked if she had "seriously considered termination at any time in her placement experience." Of the sample 44 foster mothers, 22 (50 percent) said that they had at one time or another, seriously considered placement termination. The following are responses of foster mothers as to their reasons for doing so.

When we first started out I almost gave up. I didn't think we would ever see it through She (student) would keep telling us and others that she wasn't coming back This really got to me.

We were wondering what good we were doing. We really had a hassle When we tried to help her understand things she would just sulk and not talk.

Oh, I guess I wasn't really serious I was just frustrated so many times I feel I can sacrifice and learn to contend with my emotions.

After asking questions designed to elicit the various problems and stresses experienced by each foster mother, the following question was asked, "During the times of most stress was there any particular person or persons who were most helpful to you?" The results are summarized in Table 14.

Table 14. Foster mother's response as to the person most helpful in times of stress

	Caseworker	No one in particular	Other
N=44	24	14	6
Percent	54	32	14

Table 14 shows that a pronounced 54 percent of the foster mothers gave the name of the caseworker as the most helpful person in her placement experience, while 32 percent said "no one in particular." Of the 24 foster mothers who said a caseworker was most helpful, the following question was asked, "In what way was the caseworker helpful?" The following are typical responses. It is important to note that the many expressed criticisms of the Lamanite Assistant Program were volunteered. The feelings of the foster mothers in this regard were not solicited.

... the caseworker was very helpful. He laid a foundation for us. He was really interested in our situation ... he knew what he was talking about.

This is one of my gripes ... we never see the caseworker now ... I can't confide in those that come now (lamanite assistants); they just don't understand.

Brother _____ was very helpful. He was so objective. He made you see both sides ...

I feel the program has deteriorated the last couple of years from a management viewpoint ... I really needed help last year.

Brother _____ just seemed to always take the time to hear you and help you come to some resolutions ...

Brother _____ was a tremendous help the first year ... he came by monthly. I do feel the parents of the last two or three years have been left too much alone ... they need help and support from someone knowledgeable ...

He used to come once a month and was very helpful to me ... I really miss his visits ...

Table 15 shows the results of the questions, "As of now, are you planning on having your student back next year?" The responses were categorized under "yes," "no," or "undecided."

Table 15. Foster mothers' plans for having their students back next year

	Yes	No	Undecided
N=44	31	7	6
Percent	70	16	14

Table 15 shows that at the time of interview, 31 of the 44 sample foster mothers were planning on having their student return next year. Five of the seven mothers not planning on having their student back said that their student would be graduating at the end of the school year and, therefore, would not be returning. Each foster mother was asked her reasons for continuing on the program. There was no one typical response.

Because we love him. He's just like one of our own.

... I didn't want to be a failure. I couldn't have lived with myself if I had quit ... I really love him now.

... it would have been awfully hard for her to go to a new family. She has a hard time adjusting to new situations.

We were not planning on having it flunk in the first place ... it has worked out better than I was led to believe ...

Because I could see that the boy needed us. I knew that we could help him and it might as well be us as anybody.

... we think a lot of her and want her to come back ... I've got her started on a quilt that will give her incentive to come back.

The information shown in Table 16 was elicited from the foster mothers about midway through the interviews. The question was only asked of the last 19 foster mothers interviewed.

The table reveals that 10 of the last 19 foster mothers interviewed responded with "No" in regard to taking another student if for some reason their present student did not return. The following are reasons given for not wanting another student.

Table 16. Foster mothers' responses to the question, "If for some reason your student did not return, would you take another one?"

	Yes	No	Undecided
N=19	5	10	4
Percent	26	53	21

... I'd be afraid I'd really get a moody one and I don't feel like I have the patience to cope with another one.

I would do it over again if I could have (present student), but I wouldn't take another one ... those I know have had lots of problems.

... because I don't have any love developed for another one and I'd just as soon leave it that way. The foster mother then added jokingly ... unless of course I'm pressured into it again by my husband and the caseworker.

The following are responses from two of the five foster mothers who responded "yes" to the questions and would take another student.

Because it's been a lovely experience for us. It has brought our family closer together.

... it's just become part of our life ... my children talk of taking another one when (student) graduates.

Satisfactions and benefits

The two main objectives analyzed so far in this chapter have been the foster mothers' expressed reasons for taking a placement student and the problems and stresses associated with being a foster mother on the Indian Placement Program. A third purpose of this

study was to obtain from each foster mother her perception of the satisfactions and benefits of having been a foster mother to an Indian Placement Student.

Upon analyzing the various responses of the mothers as to what had given them the most satisfaction as a foster mother, the four broad categories in Table 17 were developed.

Table 17. Foster mothers' responses as to what had given them the most satisfaction as a foster mother

Category	Number N=44	Percent
Student's growth and development (includes spiritual, academic, and hygiene, with major emphasis on personality and emotional development)	26	59
Student's gestures of appreciation or affection	10	23
Negative response	3	7
Student's relationship with children	3	7
Other	2	4

The following are a sample of foster mothers' responses to the question, "What has given you the most satisfaction in your experience as a foster mother?"

Oh, just little things like when she writes little notes of appreciation and love ... and her being able to feel at home with us.

... the last time we put him on the bus he really acted like he was going to miss us.

Just seeing her grow and progress ... she now will show her emotion like any normal child. The first time I heard her laugh was during a television cartoon several months after we got her.

I think the way he feels about our family ... and the testimony he has borne in church just makes you feel good.

... to see her grow ... She had a low opinion of herself ... she knows we love her. She has become much more personable and responsive.

Seeing her develop habits of cleanliness and other skills. ... seeing her grow in the gospel.

Just to have her visit with me ... for her to feel that I understand.

The beautiful relationship she has with my daughter. They enjoy each other to no end.

Each foster mother was asked the question, "What have been the benefits of having an Indian child in your home?" The following are representative responses.

The greatest benefits have been spiritual. My husband had a serious prejudice problem. We've learned there's no difference between color ... The foster mother also said they had a very sick child that got better when he came ... he's really been a blessing in our home.

It has taught us to share what we have and to be unselfish ... the children have given up things they normally would have had. The children have accepted her very well.

It has benefited our whole family because we've been more diligent in living the gospel. We realize we have to do certain things or she will never have them ...

Our children had serious respiratory ailments prior to our taking herOur doctor bills were \$600 a year before she came. The year we took her our total doctor bill was \$35. We haven't had serious medical problems since.

Just a good feeling within yourself, knowing you've done what's expected.

I don't know.

I can't think of anything.

Since each foster mother had participated in the Indian Placement Program for at least three years, it seemed appropriate to gain useful suggestions and insights from her years of placement experience. In concluding each interview, the foster mother was asked the following two questions respectively: (1) "If you were to take another Indian child into your home, what would you do differently?" and (2) "What advice would you give to those foster mothers new on the program?" The following are typical responses for each question.

What would you do differently?

I would be more open and forthright in expressing feelings. I would treat them as a family member.

I would take one younger ... as young as possible.

I would start out entirely different. I would treat them as a member of the family and have a definite understanding right from the first.

First of all I wouldn't have the feeling that we are doing them such a big favor ... we don't realize the great love they have for their own people.

Probably not spoil them quite so much and treat them a little more like your own ... not to be so scared of them. We tried too hard to please her.

It would all depend on the child and his needs ... they want to know you love them.

Advice to new foster mothers

Don't expect them to be perfect angels. Work with their problems as you would with your own children.

Have patience with them. They have so many barriers to overcome. It's a difficult adjustment for them.

We take these Indian children to help; if they were perfect they wouldn't be here.

Be sure they understand what you say ... their vocabulary is very limited. Just make sure they understand what you want.

Not to treat them as a guest ... don't push your affection. Let them know they are part of the family ... expect of them as you do your own.

Discipline them like your own children ... they want to be treated the same. If you give them preferential treatment it hurts your own children and it hurts them.

In summary, the majority of responses with respect to the benefits of having a placement student focused on the foster families' blessings, growth, and development. Conversely the satisfactions centered on seeing the student grow and develop. With regard to advice to foster mothers new on the program, the majority of responses centered in the area of discipline.

SUMMARY AND CONCLUSIONS

Scope of the Study

Objectives

The three main objectives of this study were:

1. To describe the foster mothers' expressed reasons for taking a placement student.
2. To describe the problems and stresses associated with being an Indian Placement foster mother.
3. To describe the satisfactions and benefits of being a foster mother on the Indian Placement Program.

This study was designed and organized around these three objectives. No hypotheses were employed.

Procedure

The sample for this study consisted of 44 foster mothers in Cache and Box Elder Counties who had had the same placement student for three or more consecutive years. The data were collected in two phases of a one-visit home interview. The first phase used a questionnaire filled out by the foster mother to collect data on certain background variables. The second phase consisted of two parts: a semi-structured interview and a rating scale.

Analyses of data

In analyzing the data it is important to keep in mind that the foster mothers of this study were mothers who had had the same student for three or more years. Having the same student for a minimum of three years was believed an indication of the foster mother's functional adjustment to the student. It was also believed that a minimum of three years placement experience would contribute to the mother's ability to make objective assessments of her attitudes and adjustments to the student.

Findings related to the three objectives of the study

The findings of this study will be combined in summarizing the mother's reasons for becoming a foster mother and the problems and stresses, satisfactions and benefits associated with being a foster mother on the Indian Placement Program.

Expressed reasons

The difficulty in obtaining the foster mothers' "real" reasons for taking a placement student in a one-interview situation was recognized. The objective was to describe the foster mothers' expressed reasons in hopes that sufficient expressed reasons would be real reasons.

The majority of mothers expressed religious or church-oriented reasons unique to the LDS Indian foster mother. Though the responses in this category varied considerably and in many instances were multiple

as expressed in Table 3, many mothers indicated initial participation was in response to pressure from a church authority to support this program of the church and/or belief that program participation was in "fulfillment of prophecy."

It was believed that as problems, frustrations, and conflicts emerged in the mother's relationship with the student, the mother's initial reasons for becoming a foster mother would be an important factor in the mother's ability to adjust to the student.

A pronounced fifty percent of the foster mothers in this study said they had seriously considered termination at one time or another. The majority indicated that these serious considerations to terminate came mostly during the first year. Typical of responses as to why these mothers continued and did not terminate placement participation during this most serious period of adjustment were: "...I didn't want to be a failure ... I couldn't have lived with myself if I had quit ..." and "I knew that we could help him and it might as well be us as anybody ..." It thus appears that a major factor in the motivation for many mothers to continue was a result of "conscience" and/or a strong desire or commitment to make their placement experience succeed.

Indications are that a foster mothers initial depth of desire to take a placement student rather than the original reasons themselves would be as important in the mothers ability to work through the more difficult periods of conflicts and adjustments that arise with the student.

Also several mothers did confide to the necessity of having to examine their attitude and initial reasons for taking an Indian student and to "put things in proper perspective." One thoughtful foster mother, in expressing her reasons for taking a student concluded with "... but I suppose my real reason (for taking a student) was to appear good to other people. I didn't realize the going would be so tough ... I had a lot of soul searching to do."

The study also suggests that the great majority of foster mother's desire to continue their placement experience as a result of having established a more meaningful relationship with the student as well as a desire to succeed and see it through.

Also when compared as mother and father, the mothers influence was dominant in the initial decision to become a foster parent. This would indicate that in a majority of cases the mother was more in favor of having a student than the father.

Problems and stresses

A pronounced 68 percent of the foster mothers indicated their first year of placement experience was the most frustrating year. This finding coincides with studies that show the first year of other role enactments including marriage, to be the most difficult period of adjustment. Typical of responses as to why the first year was the most frustrating were: "We just spoiled her rotten that first year; it was like

having a guest. I couldn't relax . . . we just didn't discipline her."

The five most mentioned areas of difficulty experienced by the foster mothers in their adjustment to the student were "school work," "communication," "sulkiness," "sense of appreciation," and "use of money" respectively. These data were obtained by asking of each foster mother, "What has been most difficult for you in working with the placement student?" This question was followed by having each foster mother rate the 16 potential problem items of the rating scale according to its seriousness in her adjustment to the student. A significant finding, however, is that with the possible exception of school work, a pronounced majority of foster mothers rated each of the 16 items of the rating scale as being "not very serious" or "no problem." Each of the 16 items was rated for two different time periods--"in the past" and "lately." A comparison of ratings between "in the past" and "lately" showed that significant progress was made by the foster mothers in minimizing the seriousness of "school work," "communication," and "personal hygiene." Also with the exception of "home duties," invasion of privacy," and "demanding," each of the 16 items under "lately" received an increased response for the "not very serious-no problem" category when compared to the ratings under "in the past." These findings suggest that while serious problems may arise in the foster mother's relationship to the student, significant progress can be made in minimizing their seriousness.

As previously mentioned, fifty percent of the foster mothers in this study said they had seriously considered termination at one time or another. The majority indicated that these serious considerations to terminate came mostly during the first year. Fifty-four percent of the foster mothers mentioned a particular caseworker as the person most helpful during their times of stress. Typical of comments on the caseworker's usefulness was, "The caseworker was very helpful. He laid a foundation for us He was really interested in our situation. He knew what he was talking about."

While a majority of foster mothers reported a placement worker as the most helpful person in her placement experience, an influential number of foster mothers volunteered dissatisfaction and in some instances manifest resentment in the circumstance of not receiving adequate and needed assistance. This seemed to be more lately than in the past. As one foster mother expressed, "I feel the program has deteriorated the last couple of years from a management viewpoint I really needed help last year." This finding would imply the need for further study on the foster parent-caseworker relationship and/or the adequacy of assistance being received through the Lamanite Assistant Program recently initiated by the agency.

The findings suggest that the great majority of sample foster mothers have come to a positive assessment of their placement experience. This conclusion is supported by the following data:

(1) Seventh-nine percent of the 44 sample foster mothers rated their relationship to the student as being "good" or "excellent," (2) Eighty-seven percent of the foster mothers rated their emotional feeling toward the student as being "good" or "excellent," (3) A pronounced majority (91 percent) of foster mothers rated each of the potential problem items on the rating scale as being "not very serious" or "no problem" under the time period "lately," and (4) Not counting the five foster mothers whose students were graduating and, therefore, would not be returning, only two mothers (five percent) were planning to terminate placement participation. Six (fifteen percent) of the mothers were undecided at the time the interview was conducted. Eighty percent of the foster mothers were planning on having their students return.

While the above findings suggest that the great majority of sample foster mothers have come to a positive assessment of their placement experience, an item of special interest was the result of the following question added midway through the sample and asked only of the last 19 foster mothers interviewed: "If for some reason your student did not return would you take another one?" The results showed that 10 of the 19 mothers said they would not take another student if for some reason their present student did not return. Typical of responses for not wanting another student were, "I'm glad I have (student), but I wouldn't want another one ... those I know have had lots of problems," and "... because I don't feel I have the patience to cope with another one." Hence, while a significant majority of the sample foster mothers

were willing to continue their present placement involvement, it appears that a sizable number of mothers would be reluctant to go through the experience of breaking in a new student.

This may indicate that those foster mothers who would not take another student, do in fact, perceive their relationship to the student as being negative or unhappy most of the time and therefore not desire to have the experience repeated. This may also indicate that some mothers are willing to continue their placement experience, to completion (graduation of student) even though their experience is more negative than positive. One wonders also, as to the relationship between the foster mother's relationship to the student and her willingness to take another student.

Inasmuch as a majority (68 percent) of foster mothers found their first year of placement experience to be the most frustrating year, one might speculate whether there would have been a pronounced or significant difference in the results of this study had these same foster mothers been interviewed during their first year of placement experience. For example, of the 16 items on the rating scale which received an attitude rating of "not very serious" or "no problem" under "in the past," what percent of the 16 items would have been rated as "very serious" or "serious" had this interview been conducted during the foster mother's first year of placement experience? The question also arises as to whether these "three or more year" foster mothers possess a deeper commitment to continue. Do they have a higher tolerance level or

capacity to adjust than those mothers who terminate during or concluding their first year of placement experience? Would a substantial number of foster mothers who terminate during or concluding their first year of placement experience have a positive assessment of their experience had they continued for another year or two? Did these "three or more year" foster mothers initially receive a student who was more compatible or better adjusted than the students of those mothers who terminate. These possibilities appear to be a fruitful area for additional research.

Satisfactions

With respect to the "satisfactions" of being a foster mother to an Indian Placement Student, the majority of mothers centered their responses on the feelings associated with seeing the student grow and progress. The student's personality and emotional development were the areas most frequently mentioned. Many foster mothers also indicated satisfaction in receiving periodic gestures or signs of appreciation and love from the student. Not feeling appreciated was a sore spot for some mothers who also felt that they were "being used" or "taken advantage of."

Benefits

With regard to the "benefits" of having an Indian Placement Student, the majority of responses were of a personal-religious nature--centered on the foster families' "blessings," growth, and development from associating and working with the student. Typical of responses

were: "... having our Indian child has taught us to share what we have and to be unselfish," and "we've been more diligent in living the gospel," and also "we've learned there's no difference between color.

The investigator deemed it appropriate to include in this section a summary of the foster mothers' response to the following two related questions: 1) If you were to take another Indian child into your home, what would you do differently? and 2) What advice would you give to those foster mothers new on the program? In both instances the majority of responses centered in the area of discipline. Typical of responses to each question respectively were: 1) ... "I would treat them as a member of the family and have a definite understanding right from the first ... and 2) Not to treat them as a guest ... let them know they are part of the family ... expect of them as you do your own." This finding is in harmony with Charnleys (1961) suggestion that discipline is an area of concern and the foster parents responsibility must be defined so that it is not overindulgent. This is in agreement with the beliefs of Fanshel (1961) and Helms (1963) who suggest overindulgence of the child is associated with placement failure. Treating the foster child differently from the rest of the children may cause the foster child to feel apart from the rest of the family. Feelings of rejection and homesickness may arise in the child as well as disappointment and bewilderment in the foster parents.

In conclusion it appears that a majority of mothers view the

area of discipline and the importance of treating the Indian student equally with their own instead of special or preferential treatment as a major factor to a more successful adjustment. This advice supports Charnleys (1961) belief that a discussion of discipline with both the natural and foster parents to be vital to a successful placement.

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APPENDIXES

Appendix ADemographic Information

1. Education completed

_____ none	_____ 1-3 years of college
_____ 1-7	_____ college graduate
_____ 8	_____ Master's
_____ 9-11	_____ Doctorate
_____ high school graduate	_____ Other (please list) _____

2. List the age and sex of each child living in your home at the present time. Do not include your placement student.

a. Number of boys Ages of boys () () () ()

b. Number of girls Ages of girls () () () ()

3. Year of birth

4. Marriage: Temple _____ Civil _____

5. Age of Placement Student _____ Sex _____

6. Does the Placement Student have his/her own room? Yes _____ No _____

7. Annual family income (check one)

a. Less than \$5,000 _____

b. \$5,000-\$10,000 _____

c. \$10,000-\$20,000 _____

d. over \$20,000 _____

8. Have you served a full-time mission? Yes _____ No _____
9. Do you live on a farm? Yes ___ No ___ Check the community size you live in.
- _____ less than 2,500
- _____ 2,500-10,000
- _____ over 10,000
10. Are you employed outside the home? Yes _____ No _____
- If employed, check one
- a. Part-time _____ less than 30 hours per week
- b. Full-time _____ 30 hours or more
11. How would you rate your own health?
- _____ very good
- _____ good
- _____ fair
- _____ poor
12. How would you rate the health of the placement student?
- _____ very good
- _____ good
- _____ fair
- _____ poor
13. How would you rate your present church attendance?
- regular occasional seldom never

Appendix B

The Instrument

1. For what reasons did you take an Indian Placement Student?
2. Who in your family initiated the decision to take a placement student?
 - a. mother
 - b. father
 - c. children
3. How does it feel to be a foster mother on the Indian Placement Program?
4. Based upon your experience, what are Indian children like?
5. What things have given you the most satisfaction in your experience as a foster mother?

Relationship

6. How would you rate the relationship between yourself and the student?

poor fair good excellent

 - a. If the response of the foster mother was "poor," "fair," or "good," the following question was asked, "What has prevented a better relationship from taking place between yourself and the student?"
 - b. If the response of the foster mothers was "good" or "excellent," the following question was asked, "What things have contributed to the positive relationship between yourself and the student?"
7. How would you rate the relationship between your husband and the student?

poor fair good excellent

- a. If the response of the foster mothers was "poor," "fair," or "good," the following question was asked, "What has prevented a better relationship from taking place between your husband and the student?"
- b. If the response of the foster mother was "good" or "excellent," the following question was asked, "What things have contributed to the positive relationship between your husband and the student?"
8. How would you rate the overall relationship of the student to your own children?
- poor fair good excellent
- a. Each foster mother was then asked to rate the relationship of the placement student to each child as being "poor," "fair," "good," or "excellent."

Emotional feeling

9. How would you rate your emotional feelings toward the placement student MOST of the time?
- poor fair good excellent
10. What has been most difficult for you in working with the placement student?
11. Each foster mother was asked to rate the 16 items of the rating scale as being "very serious," "serious," "not very serious," or "no problem." Each item was rated for two different time periods--"in the past" and "lately."
- a. At the conclusion of the foster mother's rating each of the 16 items in the two time periods, the investigator inquired as to the nature of the problem and how the problem was solved or lessened for each of those items rated as being "very serious" or "serious."
12. What was the most frustrating year in your placement experience?
- 1 2 3 4 5 6 7 8 What made it so?

13. During the times of most stress was there any particular person or persons who were most helpful? In what way?
14. As of now are you planning on having your placement student back next year?

Yes No Undecided

- a. If the response of the foster mother was "yes," the following questions were asked:

1. "How come you've continued in the program for _____ years now?"
2. "Did you seriously consider termination at any time in your placement experience?"

Yes No For what reasons?

- b. If the response of the foster mother was "no" or "undecided," the following questions were asked:

1. "How come you're considering termination?"
2. "How come you've continued in the program for _____ years now?"

15. What have been the benefits of having an Indian child in your home?
16. If for some reason your placement student did not return, would you take another one? (This question was added midway through the interviews).
- Yes No Undecided Why?
17. If you were to take another Indian child into your home, what would you do differently?
18. What advice would you give to those foster mothers new on the program?

RATE THE FOLLOWING ACCORDING TO THEIR SERIOUSNESS

	IN THE PAST				LATELY			
	Very Serious	Serious	Not Very Serious	No Problem	Very Serious	Serious	Not Very Serious	No Problem
1. Communication (won't talk)	"	"	"	"	"	"	"	"
2. Sulking--Moody	"	"	"	"	"	"	"	"
3. School work	"	"	"	"	"	"	"	"
4. Talking Navajo to other students	"	"	"	"	"	"	"	"
5. Stealing	"	"	"	"	"	"	"	"
6. Use of money	"	"	"	"	"	"	"	"
7. Personal hygiene	"	"	"	"	"	"	"	"
8. Trusting what student said	"	"	"	"	"	"	"	"
9. Bed wetting	"	"	"	"	"	"	"	"
10. Relationship with own children	"	"	"	"	"	"	"	"
11. Obedience	"	"	"	"	"	"	"	"
12. Demanding	"	"	"	"	"	"	"	"
13. Sense of appreciation	"	"	"	"	"	"	"	"
14. Home duties	"	"	"	"	"	"	"	"
15. Natural parent intrusion	"	"	"	"	"	"	"	"
16. Invasion of privacy	"	"	"	"	"	"	"	"

Appendix CLetter of Introduction

Social Services--Utah
The Church of Jesus
Christ of Latter-day
Saints
April 11, 1972

Dear Brother and Sister _____ :

May I introduce Mr. Peter Marburger and Mr. John Valberg, graduate students at Utah State University. Mr. Marburger and Mr. Valberg are doing their Masters Study on the Indian Student Placement Program under the supervision of Doctors C. Jay Skidmore and Jay D. Schvaneveldt in the Department of Family Life and Child Development. These gentlemen have received approval from the Church Social Services to conduct this study, subject to your willingness, in the hopes that useful information will be gained on the Placement Program.

The Indian Student Placement Program is a large and unique aspect of the Church. Over the years, many hundreds of families have participated in the Indian Student Placement Program. It is felt that the attitudes, experiences, and needs of foster families need to be more fully understood with regard to the Placement Program. Their study will focus on your experiences and feelings as a foster father and mother in the Placement Program. Responses will be held in strict confidentiality.

These gentlemen will call to arrange an appointment with you in the near future. They would like to visit with both of you in your home at your convenience. Mr. Marburger will be interviewing the foster fathers and Mr. Valberg the mothers. It is estimated the interview will take about 45 minutes. Your cooperation will sincerely be appreciated.

Should you be interested in the findings of the study, we would be happy to share such information with you.

Sincerely,

Social Services Counselor

VITA

John Emmett Valberg was born October 22, 1939 in Brigham City, Utah to John H. and Nancy Emmett Valberg. He received his elementary and secondary education in the Brigham City schools. In 1957 he entered Utah State University where he completed one year of study before serving his church as a missionary for two years in the states of Kentucky, Tennessee and West Virginia. In 1965 he was awarded a Bachelor of Science Degree from Utah State University. During his high school and university experience he worked as a radio announcer at Stations KBUH in Brigham City, KVNU and KLGN in Logan. From 1965 to present he has been employed as a seminary teacher for the LDS Unified Church School System. In 1972 he entered the Graduate School of Family and Child Development at Utah State University. While there he was a Graduate Assistant in the Department of Family Relations. His interests to research the LDS Indian Placement Program arose from a Stake High Council assignment to direct the program in the Brigham City Stake. He is married to Carol Ann Reeder and is the father of three children.