ATTITUDE CHANGES OF JUNIOR HIGH SCHOOL STUDENTS PLACED IN FOSTER HOMES

by

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Abstract

This study is an assessment of attitude changes of junior high school students. Two groups of students are considered. Both groups are under the jurisdiction of the probate court but one group of eight students was allowed to remain in their original home environment while the other group of ten students had been placed in foster homes by the probate court.

The accepted hypotheses of the study are that the attitudes of a junior high school student have been substantially formed and transferring him from an undesirable to a desirable environment will not bring about major changes in this student's attitude. The school plays only a small part in attitude formation but his attitudes are reflected in his actions and adjustment to the school situation. It is further hypothesized that foster home placement is a highly individual act and a more comprehensive understanding of the individual is needed before taking such strong action.

Literature was reviewed and led to the selection of an adjective check list designed to reflect student attitudes toward both of his foster parents and toward himself. The adjective check list was presented to the students at two different times and accompanied by personal interviews with the counselor each time. Detailed case studies were prepared on each student and an evaluation of the change of attitude was formulated upon the information received from the interviews and the compared check lists.

The attitude changes for the two groups were then considered along a seven point scale ranging from strongly negative through no change of attitude to strong positive attitude change. The number of attitude changes at each point on the scale were then counted within each group. A visual comparison of the attitude change was then prepared. The attitude change pattern of the students remaining within their original home setting did not vary significantly from the pattern of these students placed in foster homes.

The limitations of the project included the small number of students involved in the study, the fact that only those students under the jurisdiction of the court were considered, the school boundary limitation, the amount of time the students were observed, the possibility of slanted responses of the subjects, and the inadquacy of suitable instruments for measuring attitude changes.

Additional studies were suggested involving extending the time of observation, follow-up of the students at a later date, and evaluation of the attitudes of foster parents toward these students.

CHAPTER I

INTRODUCTION

It has been stated that attitudes are a reflection of multiple experiences and that the school has little control in changing these attitudes. The attitudes of a junior high school student have usually been formed by this school age and these attitudes are not easily changed.[1] The growth of a personality is a long and complicated process involving the influence of many people and experiences upon a changing maturing child.[2] Although the study of the personality as such is not involved in the author's thinking at this point, the expression of this personality as an attitude is of specific concern.

As a counselor in a junior high school situation, the author has, on various occasions, been requested, by the probate court of Bonneville, County, Idaho Falls, Idaho, to furnish specified information concerning students within the school setting. Upon observation, the author felt a significant number of these students lived in unnatural home situations. An unnatural home situation here is considered as a home in which either one or both natural parents may be missing.[3]

These students had been called to the attention of the probate court by displaying such antisocial behavior as truancy, vandalism, running away or being beyond the control of their parents. When the students'

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[1]Lichtenstein, Arthur, Ph. D., Can Attitudes Be Taught, John Hopkins University Studies in Education, No. 21, John Hopkins Press, 1934, p. 2.

[2]Baruch, Dr. Dorothy W., How to Live With Your Teen-Ager, McGraw-Hill Book Company, Inc., 1953, p. 23.

[3]"Lost and Found", Time, 78:59-60, October 27, 1961.

attitudes promoted such behavior, the court placed them in foster homes if it felt an unhealthy or unacceptable home situation might be the influencing factor. This action results in a sudden change in the child's authority figure. The attitude of the student toward this authority figure is the object of this study.

Statement of Problem

During the school year, the counselor worked closely with the students who were under the jurisdiction of the court. She had the opportunity to observe changes not only in academic matters but also in attitude. Ostensibly the greatest changes should be evidenced in those students who had experienced a complete change of home environment and authority. However, if you return to Lichtenstein's statement that "children come into the seventh grade with a rather completely made up set of attitudes",[4] then placing a student of this particular age group in a foster home will not appreciably change his attitude toward an authority figure. Since each of the students were part of a single school population and they were considered within the school environment, their adjustment to this situation would also be a reflection of their attitudes.

These then are the author's accepted hypotheses:

1. By the time a student has entered junior high school his attitudes have been substantially formed and even transferring him from an unfavorable to a favorable home environment will not bring about major changes in this student's attitude.

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[4]Lichtenstein, Arthur, op. cit., p. 31.

2. Although a school environment plays only a small part in the formation of a student's attitude toward authority, his actions and adjustment to a school situation are reflections of the attitudes he has formed.

3. The present method of placing a student of this age group in a foster home should be re-examined with a more comprehensive understanding of the existing attitude of the student toward authority.

Procedure

The writer was called upon by the probate court of Bonneville County, Idaho, to make progress reports on a total of eighteen students. Eight of these students lived in their original home environment while ten of them had been placed in foster homes by the court.

Since all of the students were within the jurisdiction of the probate court, it can be assumed that they had exhibited some form of overt behavior that was harmful to themselves or to society. The eight students who were allowed by the court to remain in their original environment is considered the control group; while the ten students placed in foster homes is considered the experimental group.

Academic progress and information were readily available but an adequate scale for measuring the student's attitude was not easily found. Following a review of available literature, an adjective check list was adapted to indicate possible changes in the students attitude toward himself or the authority within his home environment.[5] The Shippee-Blum Adjective

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[5]Shippee-Blum, Eva Marie, "The Young Rebel: Self-regard and Ego-ideal", Journal of Consulting Psychology, 23:44-50, February, 1959.

Check List was chosen for several reasons. It was composed of words that were understood by students within the age group. It contained words of both positive and negative connotation. The list could be applied to the student himself and to either or both of his parents. The following constitute the words and phrases of the check list:

Well Dressed	Slow	Tired	Calm
Confident	Humerous	Awkward	Alert
Thoughtful	Insecure	Merry	Resentful
Enthusiastic	Athletic	Angry	Even tempered
Cooperative	Original	Ashamed	Loving
Selfish	Intelligent	Quarrelsome	Warm
Cheerful	Foolish	Helpful	Worried
Sulky	Creative	Irritable	Confused
Good looking	Considerate	Bossy	Nervous
Popular	Bright	Messy	Attractive
Dull	Vigorous	Highstrung	Easy going
Respected	Wise	Obeying	Generous
Complaining	Strong	Timid	Relaxed
Jumpy	Sociable	Impatient	Catch on quickly
Sympathetic	Narrow Interests	Graceful	Gentle
Jolly	Well groomed	Blue	Clear thinking
Contented	Skillful	Clumsy	Sunny disposition
Easily hurt	Agreeable	Nagging	Artistic
Moody	Good natured	Inventive	

The two groups of students were asked to check the adjectives that applied under three conditions:

1. Mark the adjectives that show how your foster father acts toward you.

2. Mark the adjectives that show how your foster mother acts toward you.

3. Mark the adjectives that show the way you think you act toward your foster parents.

The word "foster" was deleted when a natural parent occupied the position. The check lists were administered to each of the 18 students twice during

the school year. The first time it was given after the probates first request for information or shortly after the student's placement in a foster home. It was presented the second time within two weeks before the end of the school year.

The counselor held a personal interview with each subject at the time the check lists were marked. There were at least two other personal interviews with each student between these presentations of the check list. The students had no opportunity to observe their originally marked lists before marking the list the second time.

Each of the students was then considered upon an individual basis. A complete case study was compiled including all background that was made available by the court and through school records. A comparison of both sets of check lists for each student was made and a change in attitude is recorded only when it is reflected as reversal according to the student markings on these two check lists.

These attitude changes were then tabulated measuring the changes in attitude as they were expressed by the students. A comparative bar graph was constructed showing the changes in attitude of both test and control groups.

The interpreptations of the interviews and the analyses of the attitude changes may be found in Chapters III and IV.

Definitions of Terms

Since the word "attitude" means many things to many people it would be well to specifically define attitude as it is used in this study.

According to English and English:

> "an attitude is an enduring, learned predisposition to behave in a consistent way toward a given class of objects; a persistent mental and/or neural state of readiness to react to a certain object or class of objects, not as they are but as they are perceived to be. It is by the consistency of response to a class of objects that an attitude is identified . . . Attitude is one of many terms that refer to an aspect of personality inferred to account for persistent and consistent behavior toward a family of related situations or objects.[6]

A "unnatural home situation" is that home environment in which either one or both natural parents may be missing. A foster home is defined earlier as a home in which neither parent is directly related to the child in question.

The term "the court" in this study refers to the Probate Court, Bonneville County, Idaho, and its presiding judge.

Limitations

This study has been confined to those students brought to the attention of the counselor by the probate court. Admittedly there are other students who are living within an unnatural home situation as it is defined. These students however, were placed there at an earlier age and their adjustment can be assumed satisfactory since they are not under direct observation of the court.

A second limitation would be found in the fact that many students who are living with their natural parents are not achieving well either

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[6]English, Horace B. and English, Ava Champney, A Comprehensive Dictionary of Psychological and Psychoanalytical Terms, Longmann, Green and Co., Inc., 1958.

socially or academically yet their actions have not as yet been sufficiently antisocial to bring them before the probate court.

A third limiting factor is the geographical boundary as it is established by the school district. A large portion of the students within the school boundary come from socially and economically deprived families. This factor coupled with the different and varied experiences of each of the subjects makes this study possible only if we consider each subject individually. It is for this reason a series of case studies has been chosen to present the changes of attitude.

The study was conducted during only one school year. A more comprehensive measure of these attitude changes could be made if the same study were conducted over an extended time or if it were to be repeated on the same subjects after a lapse of perhaps two years. Either of these methods would allow time for any attitude changes to become more definitive and and would allow for the individual differences of the subjects in relationship to their adjustability.

The most important limitation is the fact that the students themselves may not mark the check lists or respond truthfully during the interview. Only by examining the records closely, by developing honest rapport with the students, and by recognizing their attempts to slant the check list could the writer form unbiased conclusions about their attitude changes. The instruments available for measuring attitudes are at best only a meager indication of any change in attitude.

CHAPTER II

REVIEW OF LITERATURE AND RELATED STUDIES

A review of literature revealed that the current emphasis of the public upon juveniles and their social patterns has generated numerous research studies in the direction of adolescents. One of the first of these studies by Hess and Goldblatt entitled "The Status of Adolescents in American Society: A Problem in Social Identity" utilized a rating scale of polar pairs of adjectives.[1] Parallel sets of data were obtained from teenagers and their parents' rating their respective opinions of adolescents. The results of this study are inconclusive regarding exact attitudes. The importance lies in the fact that misperceptions of each other between the two age groups indicates difficulties in communication, building of hostility, and generation of friction between these groups.

Studies by Coleman[2] and Taylor[3] as they were presented in the book edited by William C. Bier confirmed this existing hostility between adult and adolescent and added that despite background and experience differences the adolescent as a group has established a "subcultural isolation".[4] The adolescent himself has reflected this isolation in his choice of music, fashion, entertainment and language. The adult world perpetuates this adolescent isolation by designing clothes for them,

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[1]Hess, R.D. and Goldblatt, Irene, "The Status of Adolescents in American Society", Child Development, 1957, vol. 28, pp. 459-468.

[2]Bier, William C., S.J., (Editor), The Adolescent: His Search For Understanding, Fordham University Press, 1963, p. 17.

[3]Ibid. p. 18.

[4]Ibid. p. 12.

providing entertainment suited to their choices, restricting them in work areas and establishing laws for this age group.[5] As a result, the differentiation in treatment of the adolescent has extended to studies in sociology, psychology, and education.[6]

Recognizing that adolescence is an entity unto itself is insufficient. It is necessary to show how it is different. As a human being matures, he expresses himself in his personality. The Roman persona was a theatrical mask and thus the word personality has come to mean the appearance of the individual as he is socially perceived.[7] Referring to the definition of attitude it is found that these are one means of identifying personality. It is through attitude studies largely that the researchers have sought to find the distinguishing features of the adolescent personality.

A personality is not developed alone. It is the product of the environment and the attitudes expressed reflect this environment.[8] In all personality development the demands of the immediate situation, the variations of social cultural influences, the intellectual capacity of the individual, and the strength of his drives are influencing factors. According to Kimball Young in Personality and Problems of Adjustment in discussing attitudes:

> "It will be a mistake to assume that the child's or adult's role taking is merely a reflection of other peoples roles and

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[5] Ibid., p. 100.

[6] Ibid., p. 5.

[7] English, Horace B. and English, Ava Champney, op. cit., p. 382.

[8] Murphy, Gardner, An Introduction to Psychology, Harper and Bros., 1951, p. 61.

> anticipations of him. While the individual takes over attitudes and roles of others and internalizes them into his own particular personality structure, he still retains his own unique and individual make up."[9]

Although the personality has many changing facets, the attitudes as they are measured by the limited instruments are relatively stable products of the environment which fostered them. Gardner Murphey in An Introduction to Psychology states:

> "Social attitudes are in general pretty stable when you administer an attitude test a second time. Most people do not remember what they said before and their reaction to individual items may change one way or another but unless a powerful new factor comes in suddenly to produce a change, the general disposition as shown on the total scene indicates high stability."[10]

The author, recognizing that the adolescent personality is considered by other writers as an area of study in itself, examined other recent attitude studies.

Rath and Misra found that intelligence is negatively correlated with attitude change. However, the neurotic tendencies of a personality are positively correlated with the personality deviation from the group norm.[11]

Yale University sponsered a series of research problems on Attitude Organization and Change with some rather broad and dramatic clinical findings. Case histories were utilized to study relationships between attitudes, aspects of personalities, and personal history. The results of the studies

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[9]Young, Kimball, Personality and Problems of Adjustment, Appleton-Century-Crofts, Inc., 1962, pp. 163-164.

[10]Murphey, Gardner, op. cit., p. 62.

[11]Rath, R. and Misra, S.K., "Change of Attitudes as a Function of Some Personality Factors", Journal of Social Psychology, 1963, vol. 60, pp. 311-317.

yielded broad dramatic clinical findings indicating that individual differences of the subjects tend to generate discrepencies in attitudes as part of the general pattern of integrated psychological processes. There was evidence that motivational factors held more control over the consistency of an attitude.[12]

The adolescent's recognition of his own attitude change has been considered in two separate studies. Brock found that an attitude change is an interactive force between the resistance to change and the degree of freedom allowed in making the attitude change. If the adolescent is not allowed freedom of choice then he exerts great resistance if an attempt is made to enforce a change in attitude.[13] Sears, Maccoby, and Levin state that:

> "To be accurate, a description of a potentiality for action must specify the external conditions under which the act will occur. Equally, there must be an indication of what other internal states of affairs will occur. Some properties exist briefly--others last a lifetime."[14]

Since adolescents must exist in a world surrounded by adults, the attitude of adolescents toward the authority figure has been the object of considerable research. Zolik and Wesland found that the change of attitude is related to the degree of authority and the anxiety that the adolescent felt.[15]

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[12]Rosenberg, Milton J., Hoveland, Carl I., McGuire, William J., Abelson, Robert P., and Brehn, Jack W., Attitude Organization and Change, Yale University Press, 1960, pp. 7-8.

[13]Brock, T.C., "Cognitive Restructuring and Attitude Change", Journal of Abnormal Social Psychology, 64:4, 1962, pp. 264-275.

[14]Sears, Robert R., Maccoby, Eleanor, Levin, Harry, Patterns of Child Rearing, Row, Peterson and Company, 1957, p. 452.

[15]Zolik, Edwin S. and Wesland, Eugene, "Changes in Parental Attitudes and Authoritarianism", Journal of Social Psychology, vol. 60, 1963, pp. 293-300.

Sherwood Chorost found that maternal and paternal authoritarian controls are positively correlated with the overt adolescent hostility while paternal warmth attitudes had a tendancy to relate negatively to overt adolescent behavior.[16] Supporting this study Burwen and Campbell reported that:

> "There is some doubt of stimulus generalization. While we find some evidence of specific attitudes toward the father, we find no evidence at all for a generalized attitude toward authority which would include in its manifestations attitudes both toward father and toward other persons in supervisory positions."[17]

The study by Robert Peck confirmed the two previous studies and in addition he found that there was a distinct relationship between the basic elements of adolescent personality structure and certain characteristics of family emotional and regulatory patterns. The ego strength of the teenager was increased where the family life was stable and consistent.[18]

Fewer studies of the attitudes of adolescents in relation to foster parents have been conducted. Weinstein in determining the interaction between the child and the natural parent after the child had been placed in a foster home observed these results. More teenagers identified with their foster parents while equal numbers of adolescents identified either with their natural parents or had a mixed identification. There was a

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[16]Chorost, Sherwood, "Parental Child-Rearing Attitudes and Their Correlation in Adolescent Hostility", Genetic Psychology Monograph, 1962, 66:1, pp. 49-90, (Author Abstract).

[17]Burwen, Leroy S. and Campbell, Donald T., "The Generality of Attitudes Toward Authority and Nonauthority Figures", Journal of Abnormal Social Psychology, January, 1957, pp. 24-32.

[18]Peck, Robert F., "Family Patterns Correlated With Adolescent Personality Structure", Journal of Abnormal Social Psychology, November, 1938, pp. 347-350.

significant relationship between the adolescents' identification and the regularity of contact maintained with natural parents; the amount of time spent in the foster home; and the age of the foster mother.[19]

The disturbing effect upon children of placement in a foster home was considered by Selma Frailburg. She found that foster parents had to allow for a period of grief or withdrawal within the child. The amount of time was correlated positively with the anxieties that existed within the child at the time of placement.[20]

Time Magazine defined ideal foster parents as:

> "...mature people who have a good marriage and who love and understand children. Investigators look for an attitude of warmth and emotional stability. They consider average faults and virtues and look for parents who are able to accept the temporary nature of the child."[21]

These features were confirmed by the P.T.A. Magazine when it stated that the foster home provided dramatic change in juveniles removed from an environment that lacked parental love and consistant discipline. It was indicated that juveniles needed rules to live by.[22]

Since the juvenile courts accept the responsibility of placing these minors in foster homes, they must consider the causes that brought the juvenile before the court. Juvenile delinquency is an all encompassing

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[19]Weinstein, Eugene A., "Family Identification of Foster Children", Social Forces, October, 1959, pp. 58-61.

[20]Frailburg, Selma, "A Therapeutic Approach to Reactive Ego Disturbances in Children in Placement", American Journal of Orthopsychiatry, 1962, 32:1, pp. 18-31.

[21]Time, "Lost and Found", October 27, 1961, vol. 7-8, pp. 59-60.

[22]P.T.A. Magazine, "Practicing Parents", June, 1962, vol. 56, p. 37.

term that ranges from the teenage criminal to the socially confused teenager. Juvenile courts then must study each adolescent individually in order to determind the treatment that will best benefit the child and society.[23] Whether the court places the young offender in a correctional institution, places him under the custody of a Youth Board or Probation Officer, or whether he remains in the custody of his natural parents is a loosly bound decision dependent entirely upon the findings of the court as they exist at the time. The effectiveness of the court is limited by the available facilities in instutions, availability of suitable foster homes, guidance for the parents, and personal counseling for the delinquent.[24]

The role of the school in respect to delinquency is multiple. Certain complaints are lodged against the schools as a contributing factor in juvenile delinquency. These are largely regarding lax or inconsistent discipline by teachers, the teaching methods are not suited to all groups of students, and the fact that compulsory age requirements often create reluctant scholars. Educational authorities are taking steps to correct these faults but the entire picture of each student must be considered individually if the problem that exists today is to be deterred.

A great deal of knowledge has accumulated regarding the determinants of asocial behavior of adolescents. This study is devoted to the

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[23] Bier, William C., op. cit., pp. 2-3.

[24] Ibid., pp. 101-103.

[25] Ibid., pp. 82-98.

individuals within the specified setting who have exhibited such behavior. Whether the action decided upon by the court is the most beneficial is not within the realm of the author's decision.

CHAPTER III

CASE STUDIES OF THE STUDENTS

The author reviewed the school population and found the following facts. The junior high school was composed of 560 students in the seventh, eighth, and ninth grades. Reports were being made to the probate court on the progress of eighteen students. Three of these students were living with only one parent, one student was living with both natural parents, four students were living with one parent and one step-parent. The ten remaining students had been placed in foster homes.

For the convenience of the reader, the case studies will be arranged in the following manner. The first eight studies will be those of the students who are allowed to remain in their original environment but under the observation of the court. The latter ten cases will be those of the students placed in foster homes. Each case study will include the following information:

1. Personal data (Age, Physical Condition, Cause of Probation)
2. Academic Record (Ability and Achievement test results, grades repeated, current progress)
3. Results of Adjective Check Lists (First Marking, Interviews, and Second Marking)
4. Commentaries on Changes in Student Attitudes

The students will be identified by initials only to preserve their anonymity.

Case Studies of Students Remaining in the Original Environment

CASE I: M.K. was a 15 year old boy enrolled in the eighth grade. He was normal physically and was beginning to develop a healthy interest in

athletics, particularly football. He was the only child of intelligent, interested and well-educated parents. Both parents were employed. He was placed on probation following a series of incidents of vandalism and finally shoplifting. M.K. lived with his own father and a step-mother that had been a mother to him since he was almost four years old. His natural mother died when he was two.

M.K. started school at six years three months and his progress had always been in the average to high average group. The most recent ability test (Otis Quick Score-Form CM) placed his I.Q. at 112. The Iowa Test of Basic Skills in the seventh grade placed his composite achievement at 8.2 grade equivalent. His strongest achievements are in the areas of vocabulary, reading, and math and his weakest area is spelling. Although he has never repeated a grade, during the observed school year (1963-64) he received failure notices at midterms in social studies and science with one F for a semester grade in science. All other subjects, including physical education, showed a definite drop during his time of probation.

M.K. indicated only three minor changes in his attitude toward his father during the year. Two of these changes were in a positive direction. He added both cooperative and alert to his checked adjectives on the second marking. On the second marking he omitted athletic. All other marked adjectives remained the same. The check list on his mother was more varied. His second marking of the check list added nervous, jumpy, and complaining to the check list. The second marking dropped narrow interests and cooperative toward himself. M.K. marked only seven adjectives both times. The second marking added cooperative and dropped sociable. The interviews that the

counselor held with M.K. seemed to indicate that the check list markings were consistent with his attitudes at those times.

M.K. expressed a strong affection for both of his parents. He did not seem to realize that he had expressed any changes in his attitudes. He did state though that "My mother has been kind of jumpy lately". The mother's age factor may have been responsible for this change in behavior as the boy observed it. M.K. did not seem to resent his probationary restrictions. He could not explain why his grades had dropped. He "guessed he just wasn't studying enough". He made realistic plans for a high school program and he stated definitely that he was going to college although he hadn't picked an area of interest. Little change was noted in M.K.'s attitude during the year. An assessment of the adjective check list would show no changes in his self-appraisal, slight positive changes toward his father and moderate negative changes toward his mother.

CASE II: R.K. was a large, physically mature boy of 14 years of age in the seventh grade. He was taller and heavier than most ninth grade boys and gave one the impression of being hulking and clumsy. He appeared physically fit but his past record indicated a series of kidney and bladder infections as well as extended annuria. He was kept out of school several times during the year for "colds" and "illness". The boy lived with his natural parents. R. was placed on probation for entering a house under construction and committing considerable damage.

All abilities tests on R.K.'s record place his I.Q. in the very high and superior range. A Wechsler Intelligence Scale for Children in 1960

placed his Full Scale Score at 144. He repeated the first grade once and since that time he has been "socially promoted" or "conditioned" into the following grades. His records indicate that he has been an uncooperative student and a serious discipline problem in a classroom situation. He was not well accepted within his peer group and he had been considered the playground bully. The three year comparative profile of the Iowa Test of Basic Skills shows an irregular achievement in each year. His vocabulary and reading comprehension rank in the upper percentiles in all years tested. The composite score grade equivalent was very slightly below or equal to the national norms for this test. R.K. received failure notices and failing grades in all subjects throughout the school year. His parents made no effort to contact the school counselor, the principal or R.K.'s teachers. The school personnel initiated several contacts but the parents failed to respond each time.

R.K.'s response to the counselor and the Shippee-Blum Adjective Check List was initially belligerent and filled with animosity. Three counseling sessions were completed before R.K. volunteered to mark the list, which had not been mentioned since the first session. R.K.'s first marking of the list in regard to his father was strong and favorable with two exceptions. Although he considered him <u>easy going</u> and <u>alert</u>, he also marked the adjectives <u>dull</u> and <u>angry</u>. The second marking of the check list was more conflicting. The favorable adjectives were marked in essentially the same manner the second time. The unfavorable adjectives added were <u>worried</u>, <u>bossy</u>, and <u>impatient</u>. The only adjective dropped on the second marking

was strong. During both markings R.K. first marked the word loving then crossed it out. R.K.'s attitudes toward his mother seemed to be more stable as they were reflected in the check list. He marked only three negative adjectives each time. These were worried, nervous, easily hurt with impatient substituting for easily hurt on the second marking. The changes in a positive attitude were reflected with the addition of skillful, strong, and relaxed on the second marking.

The belligerence and animosity expressed in the first counseling sessions with R.K. were reflected in the way he marked his own attitudes. He marked only three positive attitudes on the first marking and added only the word loving on the second check list. The negative words marked were the extreme words such as angry, selfish and awkward. The second marking added confused and dull to the original eight negative adjectives marked.

During the counseling sessions R.K. expressed a desire to be bright and talented and he stated plainly that he was too dumb to go to college. He expressed exceedingly strong inferiority feelings. He made no derogatory statements about either of his parents. He expressed no knowledge of his ability as indicated on the Wechsler Intelligence Scale for Children. He exhibited several nervous mannerisms including nail-biting, foot or finger-tapping and hair twisting. His failing grades were no puzzle to him because he was so dumb. He seemed to feel no regrets about his destruction of property and accepted his probationary period as the expected result of his action.

Any changes in R.K.'s attitude during the year as the Adjective Check List revealed them were not reflected in his actions in school. By the end of the school year he expressed a liking for his teachers, especially Mrs. C_____, his math teacher. He was doing passing and creditable work in that class by this time. At the time of the second marking, his general attitude was easy going and friendly.

An assessment of the adjective check lists as R.K. marked them shows no specific change toward his mother, a continued negative attitude toward himself and a moderately negative change in attitude toward his father.

CASE III: B.S. was an attractive, well-developed seventh-grade girl of thirteen who was quite tall for her age. She was living with her mother and a step-father for whom she expressed dislike and contempt. She knew her natural father but stated that "he was mean and I don't want to live with him". B.S. had always done excellent school work and the cumulative profile for the Iowa Test of Basic Skills had placed her in the ninetieth percentile or above since the third grade. The Otis Quick Score Mental Ability Test in the seventh grade indicated that she was of high average ability. B.S. had one married sister, a brother who ran away from home when he was fifteen and a fifteen-year-old sister who was in a foster home and is discussed as Case XVI.

Following a family alteration, B.S. personally approached the counselor and requested help from the probate court and the Child Welfare Agency. The resulting action by the court placed B.S. on probation to maintain legal

supervision of the family situation. B. was permitted to remain in the home of her mother and step-father.

The first marking of the Shippee-Blum Adjective Check List indicated B. had strong negative attitudes toward her step-father. There were ten negative adjectives marked and the only positive adjective checked was strong. The second marking of the list was essentially the same. She dropped moody on the negative side and added catch on quickly as a positive feeling. According to the adjectives marked in relationship to her mother B.S. indicated positive feelings with a realistic recognition of the mother's limitations. She marked such adjectives as loving, generous, and considerate, as well as timid, jumpy, and foolish. She expressed no strong negative feelings on the first marking. On the second list, however, her negative feelings toward her mother were expressed more strongly. She dropped generous and helpful from her positive adjectives and added no new ones. Her negative adjectives increased with confused, resentful, bossy, and messy. B.S.'s personal attitude showed the greatest change. Her first list about herself was largely positive. The only negative attitudes marked were awkward and clumsy, while she marked ten positive adjectives including easy going, intelligent, obeying, and sunny disposition. The second time B.S. marked the list she included only two positive adjectives, intelligent and attractive. The remaining twelve adjectives were strong negative feelings and these did not include the two she had placed on her first list.

The interviews that the counselor held with B.S. and her teachers during the year confirmed her change in attitude as it was reflected in the check list. She became sulky and resentful of discipline. She expressed

contempt for her mother's "weakness" as she called it. B.'s antagonism toward her step-father grew and she seemed to convert this feeling to everyone else. Although she talked freely to both the counselor and the probation officer her resentment grew more evident as the year progressed. By the end of the school year she verbally expressed the desire to be removed from her home environment. B.'s attitude change may be considered as strongly negative toward her mother and herself while it remained negatively unchanged toward her step-father.

CASE IV: L.E. was short, stocky and an immature eighth grade boy. He repeated the first grade, had been given social promotions into the fifth and sixth grades, and he was placed in the eighth grade conditionally. L.E. was a disturbing factor in a classroom. His attention span was exceedingly short and his attention was easily distracted. He seemed to take delight in making noises, throwing objects, tearing paper and otherwise creating a problem for the teachers. L.E. did not respond well to discipline and the idea of repeating a grade had little if any effect on his actions. His ability tests placed L.E. in the dull to low average learning group. The cumulative profile of the Iowa Test of Basic Skills showed that L.E. worked one and one-half to two grade levels below his grade. L.E. lived with his mother and step-father. He had one older married brother. Both of his parents were in their mid-forties. L.E. was brought before the probate court for repeated acts of vandalism. His father, particularly, resented the intervention of the probate court.

The counselor had held several counseling sessions with L.E. before he was asked to mark the Shippee-Blum Adjective Check List. He was willing

to mark the check list and as he marked the words, he asked the meaning of several of them. He halted in his marking at several points to ask the counselor unrelated questions or to make unrelated comments. The balance between negative and positive adjectives marked was equal on all three lists marked the first time. Upon comparison, the first and second marking of L.'s feelings toward his mother indicates only one minor change. He dropped the word jumpy and added the word wise. L.E. indicated equally stable feelings toward his step-father. Additional words in the check list were marked the second time, of both positive and negative meaning but the balance remained stable. In marking the adjectives toward himself, L. indicated a negative self-concept. The negative adjectives outnumbered the positive ones and included such words as dull, clumsy, and messy. The second marking had three more negatively slanted words and in addition, L. dropped the word cheerful.

The interviews with L.E. were quite short, but held at frequent intervals. He exhibited several nervous habits and would not look at the counselor during the sessions. L.E. recognized his learning limitations but resented being forced to do his school work. He stated frankly that he just couldn't do the school work and that he got mad when the teachers didn't explain things and help him enough. He expressed genuine love and respect for his mother and step-father. His attitude toward them remained constant and seemed realistic. L.'s concept toward himself was constant although rather negative. He seemed frustrated by his lack of ability and his classroom misbehavior seemed directed to distract the teacher and class from his learning limitations.

CASE V: T.F. was a large, good-looking, bragging 15 year old ninth grade boy who would rather talk than do anything. He repeated the eighth grade because he refused to do his work in all of his classes, including shop and P.E. He had undergone extensive psychological and psychiatric counseling although he had never been hospitalized. The reports of the previous counseling indicated deep resentment toward his mother with a transferred resentment toward all women teachers. Special consideration has been given to placing T.F. with strong men teachers. The abilities tests, including the Wechsler Intelligence Scale for Children placed him in the average to high average group. The Differential Aptitude Test, taken in the ninth grade, placed him in the 56th percentile on the national norms. T. lived with his mother and step-father, who legally adopted him when T. was about two years old. He had a half-sister seven years younger than himself.

When T.F. and C.M. stole a car, went joy-riding, and were involved in an accident they were both placed on probation. (C.M. is discussed in Case XV.) T.'s parents were intelligent, well-educated and highly concerned about his tendencies to provaricate and procrastinate. They worked closely with the school and the court in an attempt to help T. whenever possible. Since T. loved to talk, he was more than willing to mark the Shippee-Blum Check List. Because of his previous history, the counselor could not be sure at either time that the adjectives marked were a true reflection of his feelings.

It was particularly essential in evaluating the markings on the Shippee-Blum Adjective Check List to remember that T. had undergone

previous treatment and that he attempted to build his ego by saying what he thought others wanted to hear. It is with this added limitation that T.F.'s check lists were considered. The first marking of all three check lists were strongly positive. Only one or two slightly negative adjectives were considered. During the marking interview, he had something to say about almost every word in respect to his parents and himself. Although many words were marked and spoken, few of his true emotions were expressed. He carefully maintained a light, happy-go-lucky attitude. The second marking may have been more meaningful. In marking the adjectives in regard to his father, he expressed a feeling of regret that he had disappointed him. Fewer adjectives were marked and these were marked after careful consideration. The adjectives were still strongly positive. The words reflected a greater change toward his mother. There was some conflict in the marking. Such as both relaxed and jumpy, considerate and selfish, sulky and easy-going. His conversation at this time also reflected this same conflict since he occasionally used a derogartory tone of voice or uncomplimentary words when talking about her. T.'s feelings about himself were still strongly positive and quite unrealistic. He marked only two mildly negative adjectives each time although these were different on the two markings.

T.F. reflected no specific attitude change toward either of his parents. Although his feelings about himself were unrealistic, they remained unchanged throughout the year. The counseling sessions confirmed his stated positive feelings toward his parents.

A conference with T.F.'s father revealed that T.F. and his mother were both going to start additional psychiatric counseling, following the advice of the court.

CASE VI: L.C. was a healthy, attractive ninth-grade girl. Her previous history indicated she had been a quiet well-mannered girl that achieved average to good school grades. She had never been considered a problem in the school situation and she was well-liked by her peer group. The abilities tests indicated she had average learning ability. The cumulative profile of the Iowa Test of Basic Skills indicated that she maintained an achievement comparable with her grade placement. The Differential Aptitude Test in the ninth grade placed her in the thirty-fifth percentile on the national norms. She lived with her mother and stepfather and two small half-sisters and a half-brother. In the eighth grade L.'s attitude and actions underwent a drastic change. She became loud and argumentative. She left her home overnight on at least two occasions following arguments with her father. She was placed under the jurisdiction of the court when she went to the probate Judge and asked for help because her father was beating her and she was afraid of him.

When L.C. was asked to mark the Shippee-Blum Adjective Check List her general attitude was highly uncooperative. She agreed to mark the list, however, and seemed willing to talk to the counselor regarding her complaints about both the court and her parents. All three adjective check lists were marked with the strongest adjectives. The words marked that reflected L.'s attitude toward her mother were <u>complaining</u>, <u>jumpy</u> and

irritable. The only positive adjective marked was loving. The words marked in relationship to her father were angry, quarrelsome, and bossy. There were no positive feelings reflected toward her father. In respect to herself, L. indicated that she was jumpy, moody, confused and easily hurt. The only positive adjective marked was well-dressed. L.C.'s actions during the year reflected this confusion. She became involved in several incidents of glue-sniffing, street brawling, and at one time was taken into custody for consuming alcoholic beverages. At no time during the year did she express anything but contempt for the law, the court, or her parents. A second check list was unavailable since following a family argument L.C. left home with two other girls and an older boy. After they were apprehended in another state L. was remanded to the State Industrial School for Girls at St. Anthony, Idaho.

Considering L.C.'s marking of the check list and her ensuing actions, the counselor feels there is little change in L.'s attitude unless it was to become even more negative.

CASE VII: B.C. was short, chubby, 15 years old, and an eighth grade girl who came from a filthy, squalid, deprived home environment. She lived with her mother and many brothers and sisters including one sister who had an illegitimate child. B.C.'s school records were incomplete since she had moved and changed schools almost every year. The Otis Quick Score Mental Ability Test placed her in the low average learning ability group. Her achievement records were incomplete but her grades and teacher evaluation placed her in the slow learning group with many D and F grades. She had

repeated at least two grades. B. had a record of chronic truancy and it was this situation that brought her before the probate court.

B. was willing to work with the counselor and seemed to enjoy trying to shock her with her crudeness and knowledge of sex. She was cooperative when asked the Shippee-Blum Adjective Check List. She marked the lists generously and reflected strong positive feelings toward her mother including generous, considerate and loving although she at least partially recognized her mother's limitations by marking messy, clumsy and adding the word not in front of well-groomed. In reflecting the feelings about herself, B.C. marked positive and negative adjectives equally. At first glance, her self-concept seemed realistic. After careful consideration, the counselor felt that B. had marked what she wanted to be rather than the feelings she really had. Her adjectives included well-dressed, popular, well-groomed, and attractive. These were highly unrealistic attitudes toward herself.

B.C. had initially been placed in a foster home. She would not adapt herself to the new environment and openly bragged about her success in foiling the court when she was returned to her own home. A second marking of the adjective check list could not be obtained. B. was one of the three girls, mentioned in Case VI, who ran away from home. After a week of promiscuity and final apprehension, she too was remanded to the State Industrial School for Girls.

A true comparison of attitude changes is not possible, so conclusions must be drawn from observation and counseling interviews. B.C.'s attitude toward her mother seemed to remain constant and positive. The mother,

however, did nothing to encourage the girl in improving herself in any way. B.C.'s attitude, although marked quite positively, remained unrealistic and she became more confused as the school year passed. She enjoyed her open defiance of the court and during counseling sessions she expressed no regrets about either her promiscuity or her refusal to adjust to a new home situation. This could be interpreted as a negative change in B.C.'s attitude even though it was not marked on a check list.

CASE VIII: J.D. was a slightly-built, open faced 15 year-old ninth grader with an infectious smile. He was a healthy well-coordinated boy who gave the impression that he hadn't a care in the world. He lived with his father and a new step-mother. His father previous to this time has worked nights. J.D. had repeated the third grade and his grades for the current academic year had been D's and F's. His record indicated that J. is in the low average ability group. The Differential Aptitude Test placed him in the fifteenth percentile according to national norms.

J.D. was brought before the probate court for repeated truancy climaxed when he was taken into custody for being under the influence of alcohol. It was difficult to communicate with J.'s father, partially because of his night job and partially because his stated opinion was that school wasn't necessary and J. was old enough to make up his own mind. J.D.'s step-mother was frankly shocked at both J.'s actions and his attitude.

When the counselor asked J. to mark the Shippee-Blum Adjective Check List, he was at first reticent and expressed some reluctance. After discussing the reasons for the check list he agreed to work on it. J.'s

first marking of the check list indicated equal numbers of positive and negative attitudes toward his father. He recognized his father as a strong, athletic, generous person who was bossy, impatient and slow. During the interview, his attitude seemed realistic and there seemed to be a good understanding between them. J.D. was not too well acquainted with his step-mother at this time. The positive adjectives marked were limited to her physical appearance with well dressed, attractive and well groomed shown as the adjectives. All other attitudes seemed to be negative with the marking of jumpy, impatient, nagging, resentful, bossy, and irritable. Toward himself, J. recognized his positive attitudes as strong, athletic, and sunny disposition. His feelings were largely expressed by negatives, however, with the marking of words such as dull, foolish, selfish, and moody.

As the year progressed, J.D. became a cooperative and communicative student. His grades did not appreciably improve but there was a definite change in his attitude and this change was reflected in the second marking of the check list. J.'s attitude toward his father remained realistic but it appeared to grow more positive with the addition of such words as cooperative, wise, and sympathetic. An understanding developed between J.D. and his step-mother and it was reflected by the omission of nagging, resentful, and irritable. He began to recognize her as helpful, considerate, cheerful, and wise. J.'s attitude toward himself also undersent considerable change. He still recognized himself as athletic, slow, and dull, but he also recognized that he was easy going, obeying, enthusiastic, and cooperative.

During the school year J.D. formulated some realistic goals. He decided to stay in school and study auto-mechanics. This was in direct opposition to his previous plan to leave school when he was sixteen. He recognized that it was difficult for him to learn and he stated that he'd have to study awfully hard to finish the course. He not only became more communicative but he expressed a true liking for people within his home and school situations.

In evaluating J.D.'s change of attitude, the reviewer feels that it became more strongly positive toward his father and himself. The greatest change occured in his attitude toward his step-mother, which changed from strongly negative to moderately positive.

Case Studies of Students Placed in Foster Homes

The following students have all been placed in foster homes and are under the supervision of the court. Their attitudes toward their own parents are not considered individually although these will be taken into consideration when an evaluation of attitude changes toward their foster parents is made.

CASE IX: J.P. was a small, quiet, 12 year-old seventh grade girl. During the school year she was removed from her mother's custody because of an unfavorable home environment. Her school records were incomplete but an Otis Quick Score Mental Ability test placed her learning ability within the average range. The available school grades and her current work seemed to substantiate this fact.

J. was exceedingly cooperative when asked to mark the adjective check list. She had been living in her foster home about six weeks at that time and she had had ample opportunity to become quite well acquainted with her foster parents. The adjectives marked though not numerous, were strongly positive for both of her foster parents. She indicated that her foster mother was loving, generous, sympathetic, and considerate, Her foster father was considered thoughtful, helpful, wise, and intelligent. J.'s attitude toward herself was slightly less positive. Although she felt she was loving, helpful, cheerful, and obeying, she was also impatient, moody, and irritable. The Shippee-Blum Adjective Check List, when marked the second time, was still strongly positive for both foster parents. She added several positive adjectives in respect to her foster father including cheerful, loving, and skillful. Many positive adjectives were added in respect to her foster mother. There were no negative adjectives marked on these lists at either time. J. indicated her own attitudes changed only slightly on the second marking. She dropped moody and irritable and added several positive adjectives.

Before a statement is made concerning J.P.'s attitude changes, it should be noted that she was exceedingly unhappy in her own home. The change from an undesirable environment that was causing anxiety to a desirable one in which she felt comfortable would in itself have possibly clouded her attitudes. Considering this fact then it can be stated that J.P. maintained strong positive attitudes toward both foster parents. She made slight positive changes in attitude about herself.

CASE X: J.D. was a bright alert 12 year-old seventh grade boy. Although he seemed healthy and happy at this time, he had a previous history of absences because of broken bones and numerous infections. The abilities tests on J's record indicated that he was in the high average learning group. The cumulative Iowa Test of Basic Skills profile placed J. D. consistently two grade equivalents beyond the national norms for the grade. J.'s father had been killed in an auto accident and his mother had recently remarried. J. could not accept his step-father. He was placed in a foster home by the court when he tried to run away to live with his grandparents.

Although J.D. resented the intervention of the court, he remained communicative and willingly marked the Shippee-Blum Adjective Check List. J. had been in the foster home approximately one month when the first marking was made. His attitude toward his foster-father was marked equally with positive and negative adjectives. The positive adjectives included humerous, respected, jolly, intelligent, and even tempered, while the negative words marked were impatient, worried, bossy, and irritable. J. had more strongly positive attitudes toward his foster mother. He marked the positive attitudes more generously including such words as loving, generous, considerate, wise, and cheerful. The only negative attitudes indicated were highstrung and jumpy. J.'s attitude toward himself was quite rigid. He marked the check list sparingly and considered each adjective carefully when marking the list. The positive adjectives included humerous, well dressed, calm, sympathetic, and generous. The negative adjectives marked were moody, tired, resentful, nervous, and messy.

J.D. marked the adjective check list more generously the second time. However, the balance between positive and negative attitudes remained the same toward his foster father. The positive words added to the list were helpful, skillful, strong and generous, while the negative adjectives were easily hurt, tired, jumpy, and nagging. The attitudes toward his mother indicated slightly more change. Fewer adjectives were marked, particularly those indicating a positive attitude. Although many positive adjectives were dropped, no new positive adjectives were added. Three negative attitudes were added in respect to J.D.'s foster mother. These were timid, nagging and bossy. Several additions, both positive and negative were indicated in J.'s attitudes toward himself. The positive adjectives that he added were considerate, contented, helpful, obeying, while he added ashamed, confused and easily hurt as negative feelings.

As the school year passed, J. seemed to lose some of his resentment toward the court. His grades, although they had shown a drop at the beginning of the year were high and he maintained his interest in school. During the counseling sessions he talked willingly about his mother and step-father, He expressed a desire to return home and try to get along with his step-father. He also expressed gratitude to his foster parents for everything they had done to help him.

In comparing the adjective lists, the counselor feels that there is little or no change in J. toward his foster father. A slight negative change may be noted toward his foster mother and a slight negative change may be noted toward himself.

CASE XI: R.A.K. was a very slight white faced 13 year old seventh grade boy. He was first brought to the attention of the court by his elementary school principal because of possible parental neglect. After studying the case, the court allowed R. to remain in his home if the home situation was improved. Just before R.A.K. entered the seventh grade, he was placed in a foster home. The Otis Mental Abilities Test placed R. in the borderline learning group. The Iowa Test of Basic Skills indicated that R. achieved at least three grade equivilents below his grade according to national norms. R. had a definite speech impediment about which he seemed to be very self-conscious.

When R. was asked to mark the Shippee-Blum Adjective Check List he agreed to do so without really understanding what was wanted. The counselor had to repeat the instructions several times very slowly and carefully. R. asked the meanings of many of the adjectives as he marked the list. The counselor could not be sure that these lists were marked according to R.'s true fellings because of his difficulty in understanding, however, he seemed to mark only the simplest words. In respect to his foster-father R. seemed to have evenly matched positive and negative feelings marking such positive words as cheerful, wise, strong, good looking, and calm. The negative attitudes marked were angry, bossy, tired, worried, and nagging. The attitudes R. marked were slightly more positive including wise, jolly, loving, warm, gentle, and helpful with timid, worried, nervous, and easily hurt as the negative attitudes. About himself, R. marked largely negative words with cheerful and obeying the only

positive adjectives marked. The negative adjectives were angry, dull, tired, easily hurt, clumsy, selfish, and foolish.

The counselor was unable to obtain a second marking on the adjective check list. During the year, R.'s school work dropped even lower. Even though his physical appearance improved, he had greater difficulty with his peer group. He became almost uncommunicative with his teachers, the counselor, and his foster parents. Rather than talk to someone, R. would sit and stare into space. Toward the end of the school year, R.'s foster parents felt it would be better if he were placed in another home. The court was unable to find a foster home for R. so he was placed in custody in a temporary haven called Harbor House until arrangements could be made for the child. He did not return to school during the academic year.

In appraising R.'s attitude change, even though a second check list was not available, it is assumed that it became more negative in respect to his foster parents at least. R. did not reveal his feelings during any counseling sessions. His attitude indicated that his problems were increasing and he was unable to accept this foster home.

CASE XII: K.F. was a very large, heavy 15 year old eighth grade girl. She arrived in the school district after spending the previous semester in a home for unwed mothers. Even though her natural parents lived within the school boundaries, the court placed K. in a foster home largely because of the antagonism between K. and her mother.

Her school records indicated that K. repeated the fifth grade and that she had been socially promoted into the sixth and seventh grades.

The Otis Test of Mental Ability placed her in the low average to borderline learning group and the cumulative profile for the Iowa Test of Basic Skills indicated that she achieved at least one full grade equivilent below her grade level on the national norms.

K. was exceedingly reticent upon reentry into the school. She was willing to talk with the counselor although she kept the conversation quite superficial. K. agreed to mark the adjective check list and during the accompanying interview she seemed to express the feeling she had marked it accurately. Toward her foster father, K. marked positive and negative adjectives equally including these words thoughtful, cheerful, helpful, generous, and intelligent expressing positive feelings and slow, worried, nervous, bossy, and moody reflecting negative feelings. The attitudes K. expressed toward her foster mother were predominently negative including resentful, moody, nagging, bossy, and irritable. Her positive feelings were expressed with words like well dressed, attractive, popular, and well groomed. K.'s attitude toward herself was considerably negative with adjectives marked such as ashamed, selfish, impatient, awkward, resentful, and moody. The positive adjectives were words such as well dressed, co-operative, well groomed, and agreeable. During the school year K.'s attitude seemed to fluctuate. At one time her actions indicated that she was repeating her previous errors. By the end of the school year, they had stabilized somewhat and her second check list reflected some changes. Her attitude toward both her foster father and foster mother had improved slightly. She dropped negative adjectives in both lists and added positive

adjectives. Toward herself K. continued with a negative attitude. This attitude may have increased since she added several negative words and only one additional positive feeling was indicated.

The changes in K.'s attitude could be considered slight. The personal interviews seemed to confirm the marking of the check list. She felt a little better about both of her foster parents but she kept adding quilt feelings about herself. At one time she stated she was glad she didn't have to live at home with "that old bag".

CASE XIII: B.W. was a tall dark thin 15 year old part Indian boy in the eighth grade. He came into the school district with transcient parents. The father deserted the family shortly after they had arrived. The mother married again and just left B. alone. He was held for a short time in the temporary community home, Harbor House, then placed by the court in a foster home. Since B. had moved so often with his family his school records were incomplete and he had evidently missed a great deal of school. The Wechsler Intelligence Scale for Children indicated that he was in the average learning group with a Full Scale Score of 104. His Performance Score was twenty points higher than his Verbal Score. B. was placed in remedial classes in the eighth grade but he still had considerable difficulty in earning passing grades in most subjects. He had a tendency to be antagonistic and rebellious toward his teachers and because of this he became a discipline problem in class. He was an able athlete and enjoyed basketball and track. He was able to achieve well in these areas and he stated that he really liked P.E. Even here, however, he did not get along well with other students and was frequently involved in arguments with them.

B.W. seemed to enjoy talking to the counselor and he dropped in frequently after school to do so. He readily marked the Shippee-Blum Adjective Check List. The attitudes B. expressed on the first marking of the check list were strongly negative toward his foster father. The words marked included angry, sulky, impatient, nagging, moody, resentful, and irritable. The only positive feelings marked were strong, athletic, and well dressed. The feelings expressed toward his foster mother were also negative although not as strongly so. The negative words marked included nagging, bossy, dull, worried, and irritable while the positive words marked were thoughtful, helpful, generous, attractive, and cheerful. Toward homself B. expressed conflicting feelings. The adjectives marked here included insecure, contented, cheerful, moody, confused, calm, jumpy, and even tempered.

The interviews with B.W. expressed this same conflict. He could not seem to reconcile himself to the foster home. B. and his foster father had a serious disagreement toward the end of the school year and the court removed B.W. from this home and placed him in one outside the school district. Because of this a second marking of the Shippee-Blum Adjective Check List was not available. Since B.W. and his foster father had such difficulty it must be assumed that B. remained confused and his attitude toward his foster father remained strongly negative. The interviews did reveal that B. had grown to like his foster mother quite well. He had assumed chores around the house and the woman expressed regret that B. had to leave but she stated that she know it was best for him.

CASE XIV: M.D. was a large, rather heavy, well developed eighth grade boy of 15 years. During the previous year M. had lived with his father and step-mother. M. and his step-mother could not get along and it became increasingly difficult for his father to act as mediator. He was placed within the jurisdiction of the court by his father for being beyond the control of his parents. The court placed him in a foster home rather than in the Industrial Training School at St. Anthony, Idaho. M.D. was involved in several school incidents that involved administrative discipline before he voluntarily came to the counselor's office.

M.D.'s records revealed that the Otis Test of Mental Ability placed his learning ability in the low average range. The qumulative profile of his Iowa Test of Basic Skills fluctuated greatly each year but the amount of growth over each year seemed to be approximately seven months per year on a ten month scale. At the time of the last test M. had taken, his grade equivilent was one and one-half years below the expected level for his age and grade according to the national norms. M. had repeated the fifth grade and further investigation indicated that it was during this year that his parents had separated.

M.'s first visit to the counseling office was not particularly successful. He expressed the opinion that he didn't need anyone's interference and that he was pushed into coming by the principal. Regular sessions were established, however, and during the third session M. agreed to mark the Shippee-Blum Adjective Check List. M. marked the check list very quickly the first time and made comments on several adjectives and

his foster parents at that time. The adjectives indicating M.D.'s attitude toward his foster parents at that time seemed to be quite positive. The lists in regard to both foster parents were marked quite similarily. He felt they were both confident, humerous, cooperative, wise, respected, jolly, sunny disposition, even tempered, and clear thinking. In addition he indicated that his foster mother was well dressed, attractive, and sociable, while he considered his foster father athletic, well groomed, and popular. There were no strong negative feelings expressed toward either person at this time. In respect to the feelings toward himself, M.'s attitude could be considered quite negative with words marked such as insecure, jumpy, narrow interests, easily hurt, confused, and nervous. The only positive feelings marked were cheerful, helpful, and obeying.

M. continued to become involved with school disciplinary problems throughout the school year. He was also reprimanded by the court for violating his probationary regulations. He was once placed on a court invoked work detail for a street light breaking incident. The counseling sessions reflected the increase in M.D.'s negative attitudes. He would talk for long periods of time about the injustices directed toward him by many people--his step-mother, the court, his foster parents and his teachers. On one occasion he broke out in tears of anger and frustration. Although the court was advised of the possible indicated change in M.D.'s attitude, no changes were made in his situation. Following an argument with his foster parents, M. ran away to live with his mother and following this action, he was placed in the Idaho State Industrial School. A second

marking of the adjective check list was not available. The counselor felt that M.'s actions are a result of the increasing negative attitudes toward his foster parents, his father and step-mother, and himself.

CASE XV: C.M. was a slight, loud, tough acting 16 year old ninth grade boy. He made no secret of the fact that he was in school now only because his father forced him to stay there. C.M.'s parents were divorced and his mother had remarried and lived in another state. C. had been living with with his father who worked evenings. C. was brought before the probate court when he and T.F. (CASE V) stole a car and were involved in an accident. Considering his father's working hours, the court felt C. would find more attention and supervision in a foster home. C. was placed with his grandmother. Although this was not a foster home in the same respect as the other cases discussed in the study, the action and events of C.M.'s case seemed to place him in the same catagory in the counselor's evaluation. During the time C. stayed with his grandmother, he had little contact with his father.

C.'s cumulative record revealed that although he was in the average ability range according to the Otis Quick-Score Mental Ability Test, his grades had been below average and failing since he started school. He repeated the first and fourth grades and was socially promoted or conditionally promoted from the sixth and seventh grades. The Differential Aptitude Test placed him in the fifteenth percentile according to the national norms. During the year he was repeatedly cited as doing failing

work and although his grandmother worked closely with the counselor and the court, his work did not improve as the year progressed.

During counseling sessions C. was loud and rude. He expressed strong animosities toward the court, school personnel, his father and his grandmother. He agreed to mark the Shippee-Blum Adjective Check List only because, as he stated, it kept him out of class. C. was asked to mark the check list in regard to his grandmother and himself. The feelings that C. expressed toward his grandmother were entirely negative. He considered her slow, dull, complaining, nagging, easily hurt, foolish, worried, irritable, clumsy, bossy, and messy. Only one positive adjective was marked--gentle. C.M.'s concept of himself was positive but not realistic. He felt he was well dressed, confident, good looking, popular, skillful, intelligent, athletic, generous, strong, and sociable. The negative adjectives did, however, reflect some conflict. He felt he was angry, jumpy, moody, confused, and resentful. In sessions held with the counselor during the year, C. revealed a growing egotistical attitude. His actions in the classroom became unbearable for the teachers and he was considered a chronic discipline problem. He was not accepted by the other students and several school ground brawls were direct results of his antagonism. A second check list could not be obtained since C.M. was admitted to the Idaho State Industrial School following a second car theft and a resulting chase by the Idaho State Police.

C. started the school year and his stay in the foster home with exceedingly strong negative feelings toward his grandmother. These

attitudes as expressed in counseling interviews and his final actions became even stronger. His feelings toward himself seemed comparatively positive but quite confused. Any change in attitude must be considered toward the negative in view of C.'s actions.

CASE XVI: D.S. is a 15 year-old attractive ninth grade girl and the sister of B.S. discussed in CASE III. D.S. was brought to the attention of the probate court following the family altercation previously mentioned. D. expressed strong dislike of her stepfather and during the disagreement several blows were struck and D. threatened her stepfather with a pair of scissors. Although B.S. was allowed to remain in the home, D. was placed in a foster home.

D. was considered a good student by her previous teachers. She ranked in the average to high average ability group according to the Otis Quick Score Test of Mental Ability and she placed in the seventieth percentile on the Differential Aptitude Test. She was known as a cooperative student and had never been considered a discipline problem.

D. was willing to work with the counselor and she expressed relief that she could talk to someone. She said on several occasions that she had been treated unfairly both at home and by the court. D. seemed to accept her foster parents but she expressed no special liking for them. In marking the Shippee-Blum Adjective Check List the first time, D. seemed to maintain rather neutral attitudes toward them. She marked positive and negative adjectives almost equally for both foster parents with a realistic consideration. D.S. positively considered her foster father <u>well dressed</u>,

enthusiastic, helpful, calm, strong, and sociable. The negative adjectives expressed toward him were nagging, worried, irritable, moody, and complaining. Toward her foster mother D. marked humerous, cheerful, attractive, intelligent, sympathetic, and sociable as positive attitudes and highstrung, jumpy, moody, foolish, nervous, and easily hurt as negative attitudes. D. marked the adjectives concerning herself rather negatively but sparingly. She felt she was selfish, sulky, jumpy, worried, and confused. The positive adjectives marked all reflected a favorable attitude toward her appearance.

Within the classroom D. was considered a reticent quiet student. As the year pregressed the teachers stated that she became moody or sulky and prone to argument. Her work was not as complete nor as neatly presented as it was previously. D.'s grades dropped and she resented any suggestions by her teachers that she could improve her grades. In talking with the counselor D.'s antagonism became more evident. She expressed resentment toward her mother and stepfather particularly blaming them for the restrictions she felt in her foster home. D.'s attendance record also reflected her change in attitude. She stayed out of school frequently with headaches and an upset stomach or other malady. Shen she was questioned about her foster parents, D. was quite noncommital. The second marking of the Shippee-Blum Adjective Check List revealed a decided change in D.'s attitude. The list of negative adjectives had increased for her foster father and for herself while the negative adjectives concerning her foster mother had stayed essentially the same. However she now expressed more positive adjectives such as generous, helpful, and considerate toward her foster mother. The negative attitudes toward her foster father now

included quarrelsome, resentful, and angry. The positive adjectives were now restricted to those regarding his appearance. Although D. marked more adjectives on the second list, they were still predominately negative. The few positive adjectives added were helpful, obeying, and thoughtful. Shortly after the second marking of the adjective check list, D. learned that she was to spend the summer with her mother and stepfather. She expressed mixed feelings about the situation but stated that she'd be glad to be home and that she'd "try to get along with her stepfather or stay out of his way, at least."

In appraising the results of the Shippee-Blum Adjective Check List only, a moderate positive change in attitude could be considered toward her foster mother and a moderate negative change could be considered toward her father and herself. D.'s actions in the classroom, however, would tend to dispute the marking of the attitudes. Whether she deliberately mismarked the checklist or whether she did not recognize her conflict would be difficult to decide.

CASE XVII: J.T. was a large, unkempt 15 year-old ninth grade girl who entered the school district for the first time at the beginning of the school year. She complained frequently to the principal, the teachers, and the school nurse about her health. Her attendance was poor and she was brought to the attention of the court shortly after the beginning of the school year because of her attendance record. After examining the case, the court felt that a foster home would offer J.T. a healthier environment as well as greater encouragement.

J.'s school records were incomplete but they did reflect previous truancy and health problems. She had been under probate jurisdiction in different counties on two other occasions. The Otis Quick Score Mental Ability Test placed her in the low average to borderline learning group. The Differential Aptitude Test in the ninth grade placed her in the fifth percentile according to national norms. Even though she had been placed in remedial classes, her grades were frequently reported as failing and the teachers indicated that she sat in class without even trying to do her work.

J. was referred to the counselor first by the school nurse with a report that J. was malingering. J. willingly talked with the counselor about her past life and her home situation.and her poor health. The first marking of the Shippee-Blum Adjective Check List was made willingly. She marked carefully and discussed the words as she marked them. J. marked only nine adjectives in respect to her foster father. These were largely negative including such words as angry, quarrelsome, sulky, impatient, resentful, and bossy. The positive adjectives marked were well dressed, good looking, and generous. Her attitudes toward her foster mother were more positive including adjectives such as thoughtful, humerous, cheerful, helpful, and loving. The only negative attitudes marked were jumpy and foolish. J.'s attitude toward herself could be considered positive and quite realistic. She marked sparingly on this list also and included such words as thoughtful, contented, cooperative, helpful, obeying, and easy going. The negative adjectives marked were sulky, foolish, and confused.

During the school year, J.'s appearance improved considerably. She learned to care for her hair and clothes. She made a neater, cleaner, impression and her health seemed to improve also. She expressed a genuine affection for her foster mother but she seldom talked about her foster father beyond stating that she thought he was too strict. She admitted during the sessions that she did not like school and didn't work as hard as she could. She stated that if she had learned to read better she might like school more.

A second check list marking was not available from J. Her foster parents were involved in a job transfer during the spring and J. was returned to her home. The family left the school district without notifying the probate court and as a result of the family action the state traced J.'s whereabouts and placed the girl in the Idaho State Industrial School.

J.'s attitude seemed to reflect some changes. Considering the original check list marking and the interviews, she made moderate positive changes in feeling toward her foster mother. Her attitude toward her foster father reflected slight negative changes, if any. Toward herself J. reflected no specific changes although her general school actions would show a tendancy toward a positive change had she remained in the foster environment.

CASE XVIII: M.O. was an attractive, quiet, shy 15 year old ninth grade girl. She had been admitted to the Idaho State Industrial School after repeatedly running away from home. When she was released from the

industrial school she was placed in a foster home in a completely different town and school district. The only school records available concerning M. were those from the industrial school. They indicated a low average mental ability according to the Wechsler Intelligence Scale and they indicated that her school achievement was one and one-half to two grades below her class grade level. The Differential Aptitude Test placed her in the twentieth percentile according to national norms.

When M. entered the school, she was quite uncommunitive about both her past and present home. She entered the classes quietly and mixed very little with her peer group. It was some time before she would communicate with the counselor enough to mark the Shippee-Blum Adjective Check List. She marked the first lists very sparingly with only moderately expressive words. Toward her foster father she marked thoughtful, well dressed, calm, and agreeable as positive feelings and dull, moody, tired, and bossy as negative feelings. She considered her foster mother positively as thoughtful, helpful, attractive, wise, original, and relaxed. The negative feelings expressed were slow, dull, impatient, easily hurt, and tired. M. regarded herself in a predominately negatively manner. The adjectives she listed were slow, complaining, impatient, easily hurt, nagging, moody, awkward, resentful, and condused. The positive words marked were cooperative, cheerful, helpful, easy going, and obeying. As the school year progressed, M. became a friendlier, more out going personality. She would talk more freely to the teachers and the counselor. Her school work was improving gradually and she soon began volunteering for oral work.

M. marked the check list the second time with many adjectives on all three lists. The attitudes marked toward her foster father were almost entirely positive at this time. She discussed him openly with the counselor making special remarks about generous and considerate. The only negative adjectives indicated at this time were tired and worried. She stated specifically that he never got angry anymore. The attitudes toward her foster mother were equally positive. Although she marked impatient and nervous, M. expressed understanding and a realistic approach to these feelings. She also stated that she felt that they really loved her and she loved them. Toward herself, M. marked a well balanced adjective list. She dropped several negative attitudes including complaining, confused, resentful, and nagging. She added confident, generous, and contented as positive feelings as well as positive adjectives regarding her appearance.

In her work and her conversation M. at the end of the school year gave the impression of a normal happy teenager who had never had any problems beyond everyday life. Her changes of attitude were all toward the positive with the strongest attitude change reflected toward herself.

CHAPTER IV

ANALYSIS OF DATA

Although the subjects were examined individually, the the attitude changes must be considered as part a group reaction in order to compare the differences in attitude change between the two groups.

A seven point scale was established with extreme limits of strong changes in attitude as Table 1 indicates.

Table 1

Positive Attitude Changes				No Attitude Change		Negative Attitude Changes			
Strong	Moderate		Slight			Slight		Moderate	Strong
Toward Father		2	3	3	3		1	1	
Toward Mother	2	1	3	4	2	2	1		1
Toward Self			2	3	3	3	2	1 2	1

The attitude of the control group is on the left. The experimental group is on the right.

Each student's attitude change as it was indicated by the responses to the Shippee-Blum Adjective Check List and by responses during the interviews was ranked along this scale. The student ranking was separated according to group--control and experimental. Comparative graphs were prepared showing the percentage of students within each group indicating the degree of attitude change in respect to their fathers, their mothers, and themselves.

Figure 1

Compared Attitude Changes of Students Toward Father

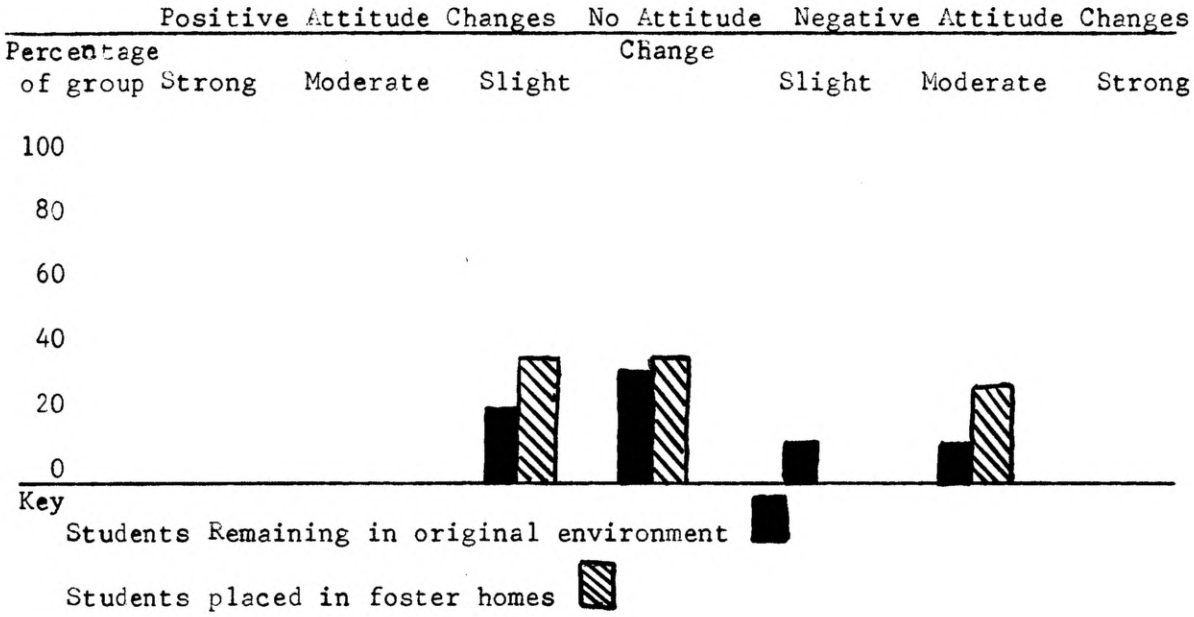


Figure 2

Compared Attitude Changes of Students Toward Mother

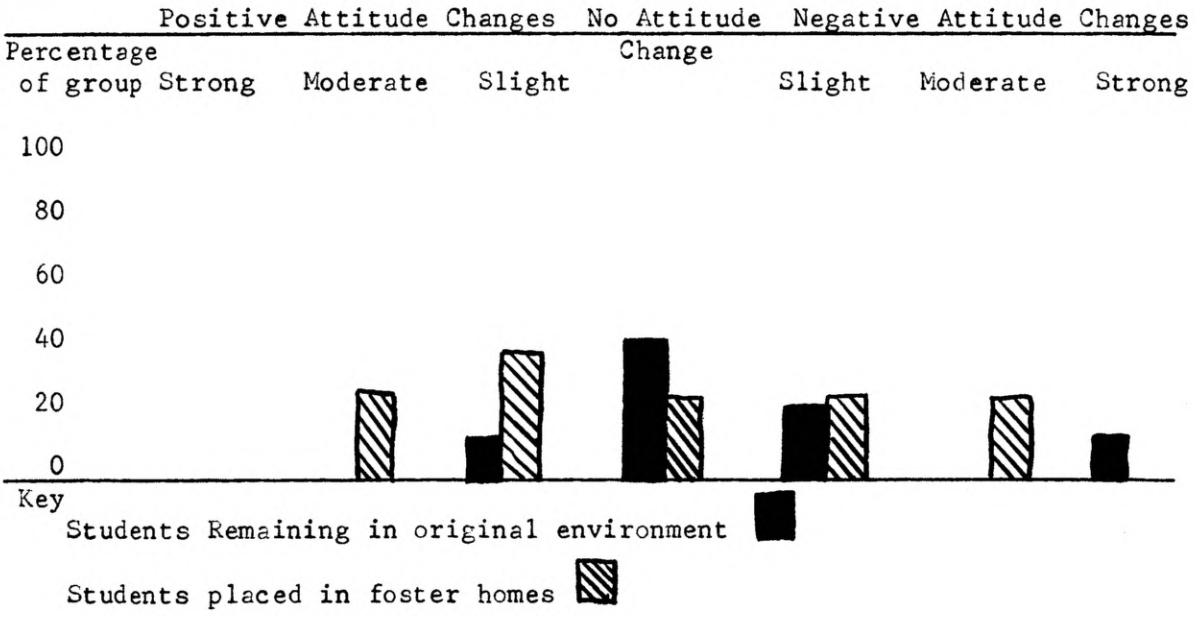


Figure 3

Compared Attitude Changes of Students Toward Self

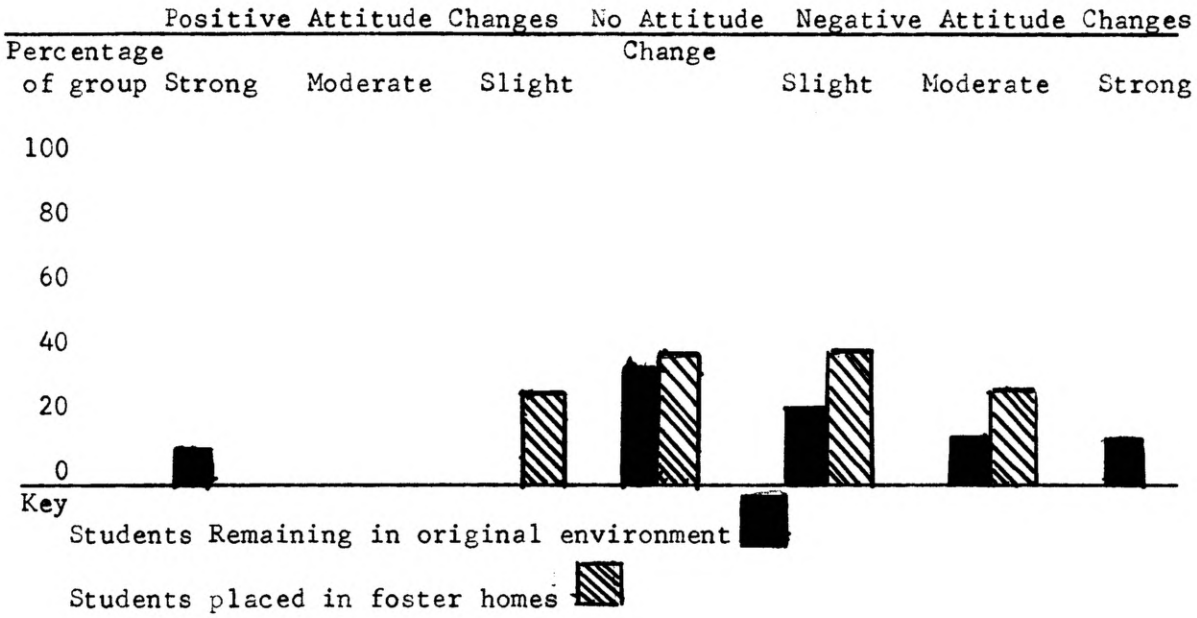
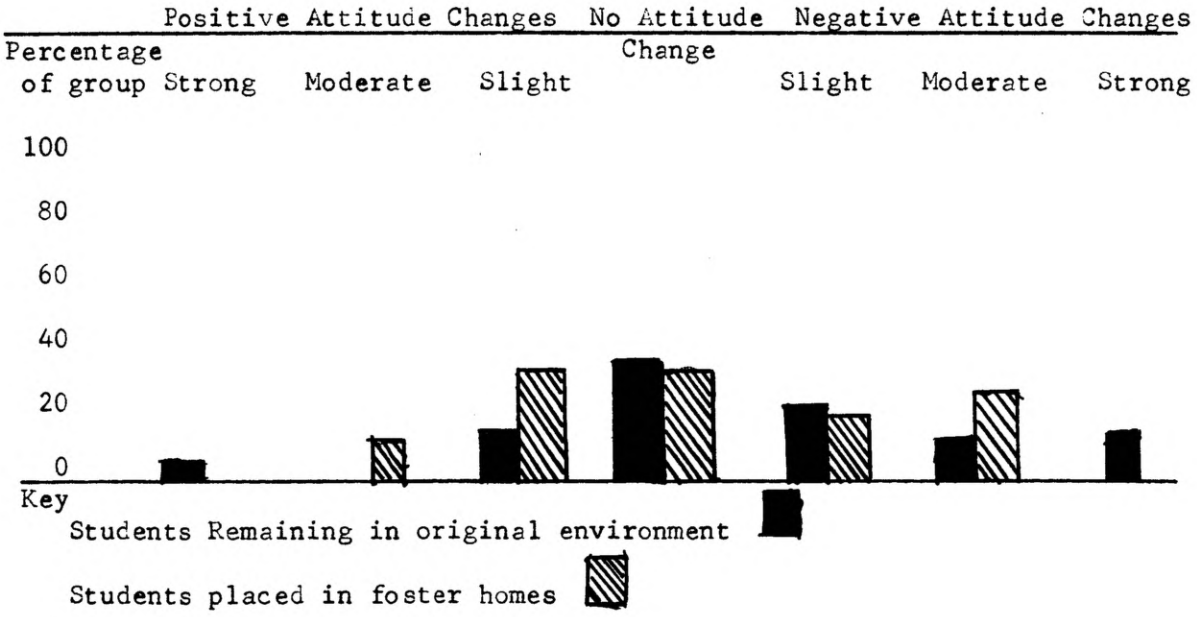


Figure 4 is a comparison of the massed changes of the two groups.

Figure 4

Comparison of Total Attitude Changes of the Students



An examination of the visual comparison of the two groups reveals that there is no significant difference in their attitude changes. Statistical comparison of the results of the study would be of little value because of the very small test group and the number of possible responses for each subject.

The author did observe, however, that the students who were placed in a completely new environment, including town as well as school, seemed to adjust to the new situation with fewer conflicting attitudes toward the foster parent.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Eighteen junior high school students were studied on an individual basis. These students were all under the jurisdiction of the probate court and they fell into two general catagories--eight students lived in their own environment and ten students had been placed in foster homes. An initial measure of the students' attitudes toward the parent figure was made by interview and by student marking of an adjective check list that reflected their feelings about their parents and themselves. During the school year, additional counseling sessions were held and at the completions of the school year the students were again asked to mark the adjective check list. A comparison was made of the attitude change expressed by each student. A second comparison was made between the two groups of students to find if the change of environment and parent figure were related to the change in attitude.

Conclusions

It was found that although there were attitude changes in both groups, these changes were not necessarily related to the change in authority figure. These changes depended upon the individuals involved and the previous experiences as well as the student's attitude toward authority in general. The stated hypotheses are accepted.

Conclusions and Recommendations

The author feels that some conclusions may be drawn from this study.

1. The procedure used by the court in the selection of foster parents should be reviewed and placement of the students within the environment should be on the basis of individual personality rather than merely accepting a foster home because it is available.

2. Immediate adjustment of students in a foster home situation should not be expected. The student should remain in the home for a long enough period of time to gain a feeling of security and to allow time for changes of the self-concept to occur.

3. A possible inference may be drawn from specific cases indicating that complete change of environment including town and school situations would be more conclusive to positive attitude changes.

4. As the student gets older and has more definite attitudes his changes will be slower in occuring. Foster home placement is a more favorable course of action for the younger child.

5. Emergency foster home placement for short periods of time should not be executed unless the childs physical well being is threatened.

6. With additional personnel to work with the child's own parents in counseling and advisory situations, better relationships could be established between the child and his natural parents.

In all cases the total welfare of the child of this age should be considered. It is not possible to separate a child from his environment without creating the possibility of additional future conflict.

The author recommends that to properly evaluate the benefits of the foster home placement a follow-up study of the attitudes of these same students after two or more years would indicate any lasting attitude change.

Additional studies of other students over an extended period of time would be useful in observing the gradual attitude changes that may occur in relationship to the new environment.

Another project of value would involve a study of foster parents attitudes in respect to their foster children.

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APPENDIX I

Adjective Check Lists As They Were Presented to the Students

Put a check mark before each of the adjectives below which describes the way your foster father seems to you.

____Well dressed
____Confident
____Thoughtful
____Slow
____Humerous
____Insecure
____Enthusiastic
____Angry
____Cooperative
____Ashamed
____Selfish
____Quarrelsome
____Cheerful
____Helpful
____Sulky
____Creative
____Considerate
____Good looking
____Popular
____Attractive
____Dull
____Highstrung
____Respected
____Wise
____Complaining
____Timid
____Jumpy
____Impatient
____Narrow interests
____Graceful
____Jolly
____Blue
____Sunny disposition
____Skillful
____Easily hurt
____Nagging
____Moody
____Inventive

____Tired
____Awkward
____Merry
____Calm
____Alert
____Resentful
____Athletic
____Even tempered
____Original
____Loving
____Intelligent
____Warm
____Foolish
____Worried
____Irritable
____Confused
____Bossy
____Nervous
____Bright
____Messy
____Vigerous
____Easy going
____Obeying
____Generous
____Strong
____Relaxed
____Sociable
____Sympathetic
____Catch on quickly
____Gentle
____Well groomed
____Clear thinking
____Contented
____Clumsy
____Agreeable
____Artistic
____Good natured

Adjective Check List II

Put a check mark before each of the adjectives below which describes the way your foster mother seems to you.

____Well dressed
____Confident
____Thoughtful
____Slow
____Humerous
____Insecure
____Enthusiastic
____Angry
____Cooperative
____Ashamed
____Selfish
____Quarrelsome
____Cheerful
____Helpful
____Sulky
____Creative
____Considerate
____Good looking
____Popular
____Attractive
____Dull

____Highstrung
____Respected
____Wise
____Complaining
____Timid
____Jumpy
____Impatient
____Narrow interests
____Graceful
____Jolly
____Blue
____Sunny disposition
____Skillful
____Easily hurt
____Nagging
____Moody
____Inventive

____Tired
____Awkward
____Merry
____Calm
____Alert
____Resentful
____Athletic
____Even tempered
____Original
____Loving
____Intelligent
____Warm
____Foolish
____Worried
____Irritable
____Confused
____Bossy
____Nervous
____Bright
____Messy
____Vigerous

____Easy Going
____Obeying
____Generous
____Strong
____Relaxed
____Sociable
____Sympathetic
____Catch on quickly
____Gentle
____Well groomed
____Clear thinking
____Contented
____Clumsy
____Agreeable
____Artistic
____Good natured

Adjective Check List III

Put a check before each of the adjectives below which shows the way that you think you act toward your foster parents.

____Well dressed
____Confident
____Thoughtful
____Slow
____Humerous
____Insecure
____Enthusiastic
____Angry
____Cooperative
____Ashamed
____Selfish
____Quarrelsome
____Cheerful
____Helpful
____Sulky
____Creative
____Considerate
____Good looking
____Popular
____Attractive
____Dull
____Highstrung
____Respected
____Wise
____Complaining
____Timid
____Jumpy
____Impatient
____Narrow interests
____Graceful
____Jolly
____Blue
____Sunny disposition
____Skillful
____Easily hurt
____Nagging
____Moody
____Inventive
____Tired
____Awkward
____Merry
____Calm
____Alert
____Resentful
____Athletic
____Even tempered
____Original
____Loving
____Intelligent
____Warm
____Foolish
____Worried
____Irritable
____Confused
____Bossy
____Nervous
____Bright
____Messy
____Vigerous
____Easy going
____Obeying
____Generous
____Strong
____Relaxed
____Sociable
____Sympathetic
____Catch on quickly
____Gentle
____Well groomed
____Clear thinking
____Contented
____Clumsy
____Agreeable
____Artistic
____Good natured