2017

Foster Parents' Attachment Style as a Moderator of Children's Negative Behaviors and Placement Disruption

Alicia Araiza
Walden University

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Alicia Araiza

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Leslie Barnes-Young, Committee Chairperson, Psychology Faculty
Dr. Megan Baril, Committee Member, Psychology Faculty
Dr. Kelly Davis, University Reviewer, Psychology Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2017

Abstract

Foster Parents' Attachment Style as a Moderator of Children's Negative Behaviors and Placement Disruption

by

Alicia Araiza

MS, University of Texas Pan American, 2004

BS, University of Texas Pan American, 2002

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Clinical Psychology

Walden University

May 2017

Abstract

There is a demonstrated association between children's negative behaviors, placement disruption, and foster parents' attachment style in early childhood; however, there is an absence of research examining this relation among foster children in middle childhood. Researchers have found that in early childhood, children respond more favorably to foster parents with a secure attachment style, while greater placement disruption is associated with foster parents having an insecure attachment style. The purpose of this study was to examine the association between foster children's negative behaviors, placement disruption in foster children during middle childhood, and foster parents' attachment style. Bowlby's and Ainsworth's attachment theory was the theoretical framework of this quantitative study. Thirty-six foster parent-child dyads from 2 foster care organizations in Texas formed the convenience sample. Participants completed the Behavior Assessment System for Children, the Parent Rating Scale (predictor variable), the Revised Adult Attachment Scale (moderator variable), and a postbaseline telephone call (criterion variable). The results of a binary logistic regression analysis indicated that children's negative behavior was not significantly related to placement disruption. A moderated regression analysis was not conducted to test if foster parents' attachment style had a moderating effect between children's negative behavior and placement disruption due to the low number of respondents in the insecure style. These findings provide insight into the influence of foster parents' attachment style to children's behaviors. Social change implications could promote attachment theory in the development of training programs for foster parents which may help increase placement stability.

Foster Parents' Attachment Style as a Moderator of Children's Negative Behaviors and Placement Disruption

by

Alicia Araiza

MS, University of Texas Pan American, 2004

BS, University of Texas Pan American, 2002

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Clinical Psychology

Walden University

May 2017

Dedication

With much love and appreciation, I dedicate this dissertation to my mother, Mrs. Ofilia Cantú de Araiza, and my father, Andres Araiza González, who instilled in me, at an early age, the importance to pursue an education. In loving memory to my father, who was taken too soon to see this great accomplishment, I love you Dad. Without their support and encouragement throughout my educational path, this endeavor would not have been possible. I am blessed in having you in my life. ¡Los Amo!

To my family, whose love and support gave me the confidence to keep going. I wish that this hard work will motivate the following generations in my family to pursue and achieve a higher education since we can achieve what we strive for.

Thank you all for encouraging me to move forward to accomplish this journey.

Acknowledgments

Above all, as I reflect on this educational journey, I would like to first acknowledge and thank God, my Heavenly Father, for his blessings throughout this educational path.

I would like to give thanks to my dissertation chair, Dr. Leslie Barnes-Young, my dissertation member, Dr. Megan Baril, and my dissertation URR, Dr. Kelly Davis, for their guidance, insight, and support. With much gratitude, I thank you for taking the time to challenge me to do my best and for the result of my dissertation to be a scholarly endeavor.

Finally, I would like to take this opportunity to personally thank two special and caring friends, Ricardo A. Castellón and Julia M. Gutiérrez, for your encouragement, words of support, and guidance that inspired me to continue moving forward to complete this long journey. I am deeply grateful for your support, guidance, and encouragement.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Introduction

The foster care system is a government program for temporary placement of children removed from their homes for suspected parental abuse or neglect. The foster care system was developed in the mid 19th century to prevent further harm to children associated with parental and caregiver abuse and neglect (Hacsi, 1995; Mennen & O'Keefe, 2005; Schene, 1998). In the United States, during the fiscal year 2013, there were 415,129 children placed in the foster care system, according to the Adoption and Foster Care Analysis and Reporting Systems (AFCARS; Children's Bureau, 2015). The foster care system aims to provide a provisional home for abused or neglected children.

Although foster care is considered a temporary placement, children remain in the foster care system an average of 20.8 months (Children's Bureau, 2015), and many of them experience placement disruptions, which is a concern. Fisher, Stoolmiller, Mannering, Takahashi, and Chamberlain (2011) defined a placement disruption as an unplanned removal of a child from the foster home placement requested by the child or caregiver. On average, a child experiences one to 15 home placements after entering the foster care system and the length of stay varies between 1 to 169 days on a case-to-case basis (Newton, Litrownik, & Landsverk, 2000). Nevertheless, the AFCARS (Children's Bureau, 2015) indicated that the length of time in the foster care system can range from less than 1-month (i.e., 5 % estimating 22,129 children) to 5 years or more (i.e., 7 % estimating 28,058 children). James, Landsverk, and Slymen (2004) explained that

behavior problems could predict placement disruptions, further increasing the number of placement movements since the length of stay varies.

One recent area of investigation (Bartholomew & Howitz, 1991; Bartholomew & Shaver, 1998; Collins, 1996; Collins & Read, 1990; Dozier, Stovall, Albus, & Bates, 2001; Mennen & O'Keefe, 2005; Rholes, Simpson, & Blakely, 1995; Scharfe & Bartholomew, 1994; Sperling, Foelsch, & Grace, 1996; Stovall & Dozier, 1998;Van IJzendoorn, 1995) within the foster care system is the study of foster parents' attachment style as related to placement disruptions. Attachment theory is a theory of social and emotional development that is widely regarded and used to explain how human beings make affectionate bonds towards others (e.g., parent or other caregiver; Bowlby, 1977). Zeanah, Berlin, and Boris (2011) defined attachment as an emotional connection to an adult or caregiver that is developed during the infant or childhood years. During infancy, the child tends to seek comfort, nurturance, or protection from an adult via increased proximity to the caregiver (Zeanah, Berlin, & Boris, 2011). According to Ainsworth (1989) and Bowlby's (1977) attachment theory, the attachment styles developed in childhood remain stable throughout adulthood.

Adults exhibit different styles of attachment that reflect their own childhood experiences. Attachment is commonly divided into secure and insecure styles (Bartholomew & Horowitz, 1991). Individuals with a secure attachment style have positive working models of self and others, perceive significant others as reliable, tend to develop close relationships, are comfortable depending on others, and seldom worry about abandonment (Rholes et al., 1995). On the other hand, individuals with an insecure

attachment style (i.e., anxious-ambivalent or avoidant) have low self-esteem, low social self-confidence, poor coping skills, and maladjustment (Mikulincer & Florian, 1998; Sperling et al., 1996). Consequently, the patterns of attachment that are developed in childhood persist throughout adulthood.

Foster parents' attachment style might play a role in the formation of different patterns of behaviors in children (Van IJzendoorn, 1995). Researchers have found children respond favorably (e.g., develop self-concept) to foster parents with secure attachment styles (Collins & Read, 1990), whereas children respond unfavorably (e.g., poor coping skills) to foster parents with insecure attachment styles. Mennen and O'Keefe (2005) postulated that attachment theory can provide direction to foster care caseworkers who might use it to assess foster parents' attachment style when making placement decisions and ensure foster parents are not overwhelmed with the demands of the children under their care. Hence, assessing foster parents' attachment style may be beneficial for foster care caseworkers to place children with foster parents who have a secure attachment style.

Collins (1996) and Collins and Read (1990) reported attachment styles or patterns of behaviors were associated with caregivers' responsiveness to the children in their care. Children form attachments to their caregivers based on this responsiveness. Thus, adults are said to exhibit an attachment style while children are said to be attached. Collins and Read indicated that distinct patterns of attachment styles are reflected by the parents' or caretakers' response toward the child when needed. Therefore, foster parents' attachment styles will remain the same towards the children under their care.

Van IJzendoorn (1995) noted that secure attachment styles of foster parents are among the best predictors of children's behaviors by reacting more promptly and appropriately than insecure parents. Researchers have conducted studies on foster parents' attachment style as a factor in placement disruption in foster children with behavior problems (Collins, 1996; Dozier et al., 2001; Mennen & O'Keefe, 2005; Scharfe & Bartholomew, 1994; Shaver, Mikulincer, & Feeney, 2009; Stovall & Dozier, 1998; Van IJzendoorn, 1995). Overall, the researchers have indicated children placed with foster parents who have a secure attachment style exhibited secure behaviors and developed a secure relationship with their foster parents. However, the focus of these studies have been on infants and younger children aged 3 to 5 years and few research studies have examined middle childhood. The focus on early childhood is important given that, according to Bowlby's (1969/1982) attachment theory, children first form attachments during infancy. Moreover, Bowlby also postulated children continue to need attachment figures across childhood and adolescence. For example, during middle childhood, children's attachment behaviors move from maintaining physical proximity (e.g., closeness) to needing the availability (e.g., responsiveness) of the parent or caregiver (Allen, 2011). At this age, securely-attached children tend to spend more time with parents or caregivers with whom they have attached during times of distress. On the other hand, those placed with insecure foster parents tend to push away their parent or caregiver when under distress (Stovall-McClough & Dozier, 2004). Understanding foster parents' attachment styles could promote the development of secure attachments, facilitate communication between parents and children, and form stable relationships

among foster parents and foster children (e.g., avoid negative behaviors that could lead to placement disruption).

There is a gap in the literature regarding the association between children's negative behaviors and placement disruption in children between the ages of 6 and 11 (Allen, 2011; Dozier et al., 2001; Dozier et al., 2009; Stoval-McClough & Dozier, 2004; Van IJzendoorn, 1995). Researchers have examined how children respond to foster parents' patterns of attachment (Bartholomew & Howitz, 1991; Bartholomew & Shaver, 1998; Collins, 1996; Collins & Read, 1990; Dozier et al., 2001; Mennen & O'Keefe, 2005; Rholes et al., 1995; Scharfe & Bartholomew, 1994; Sperling et al., 1996; Stovall & Dozier, 1998; Van IJzendoorn, 1995). Stovall-McClough and Dozier (2004) postulated children who display behavior problems when they have foster parents with an insecure attachment style can cause a placement disruption; whereas, those who have foster parents with secure attachment style display nonproblematic behaviors can promote placement stability. For this reason, in this study I examined the association between foster children's negative behaviors and placement disruption in children between the ages of 6 and 11 and whether this association varied as a function of the attachment of the foster parents.

Eccles (1999) explained that the development of children during middle childhood is driven by basic psychological needs to learn to attain competence, autonomy, independence, and self-awareness. Moreover, Freud and Piaget viewed middle childhood as a "plateau in development", that is, when children prepare for the changes in adolescence (Eccles, 1999, p. 32). During this developmental period, children develop

competencies, interests, and self-confidence in different domains (e.g., cognitive changes, social comparisons, and broadening of their social world; Eccles, 1999). Therefore, a focus on middle childhood allowed my examination of the knowledge gap that exists in understanding foster parents' attachment style and foster children's negative behaviors to avoid placement disruption. Such information might help foster care agencies provide trainings to foster care parents to manage children's behavior problems to reduce placement disruptions.

Children's negative behaviors might increase the risk of a placement disruption, while foster parents' attachment style might moderate the association between children's negative behaviors and placement disruption. In this study, I examined the association between children's negative behaviors and placement disruption during middle childhood, and whether this association varied as a function of the attachment style, developed in infancy, of the foster parents. Understanding whether the link between foster children's negative behaviors and placement disruption as moderated by foster parents' attachment style can give insight into placement stability. Such information might have beneficial social implications for child welfare agency workers regarding the association between children's behaviors and placement disruption with the possible moderating effect of foster parents' attachment style. Specifically, with the results of this study, child welfare agencies can assist foster parents with trainings geared toward improving their skills to more effectively manage children's behavior challenges and encourage foster parents to use existing interventions to avoid placement disruptions. For example, Hurlburt, Chamberlain, DeGarmo, Zhang, and Price (2010) reported that child

welfare agencies could use evidence-based programs, such as Keeping Foster Parents Trained and Supported (KEEP), to train foster parents with the necessary skills to address child behavior issues to reduce a disruption.

In this chapter, I will present a description of attachment styles, children's behaviors, and placement disruption. Then, the problem statement, the background of foster care, an explanation of the purpose, and nature of the study will be discussed. I will then present the theoretical framework describing the theory in which the study was grounded followed by the research questions and hypotheses, the definition of terms, assumptions, and limitations. This chapter will conclude with my explanation of the significance of the study and a summary.

Background

Foster care is defined as a system that protects and provides care to children from an unsafe environment (Holland & Gorey, 2004; Lewis, 2011). The child protective services (CPS) is a federally-funded program that protects children from child abuse and neglect (Findlater & Kelly, 1999). The CPS framework for practice is developed on five perspectives: (a) ecological, (b) strength-based, (c) developmental, (d) permanency planning orientation, and (e) cultural competence (DePanfilis & Salus, 2003). Many states implement competency-based training and certification programs for CPS workers with an emphasis on individual growth and development, with attention to attachment and bonding as core knowledge (DePanfilis & Salus, 2003). Therefore, CPS workers can use their framework for making placement decisions that build on the five major components, especially the developmental perspective, which involves understanding

attachment as the growth and functioning of human beings within an environment (Pecora, Whittaker, Maluccio, Barth, & DePanfilis, 2010).

Children enter the foster care system generally, and new home placements, specifically, without knowing the length of their stay, let alone who their foster parents will be. Under these circumstances, some foster children may behave as if they do not need caregivers and exhibit negative behaviors, which can affect their relationship with their new caregivers (Oosterman, Schuengel, Slot, Bullens, & Doreleijers, 2007). Furthermore, children may fear approaching a foster parent with an insecure attachment style when seeking comfort (Allen, 2011). As a result, some children might exhibit negative behaviors that can cause placement instability because of strained relationships.

Researchers and policy makers define placement stability in different ways. LaLiberte and Snyder (2010) indicated that placement stability has been addressed in indirect ways. According to the Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110–351), an optimal placement is one that places the child preferably with a family member or home-like environment (Social Security Administration, 2008). Additionally, placement stability is important in children's development and was defined as "all children who have been in foster care less than 12 months from the time of the latest removal" (UC Davis Extension Center for Human Services, 2008, p. 3). Although placement disruption occurs frequently due to children's negative behaviors, foster care caseworkers might benefit from information about foster parents' attachment style as it could moderate the association between foster children's negative behaviors and a placement disruption.

Attachment is developed during infancy and continues throughout the lifespan. Bowlby (1969, 1977) defined attachment theory as the tie between a child and a caregiver that enhances the survival of the child throughout the stages of development. Bowlby's attachment theory emphasizes the importance of children's emotional well-being of forming attachments with the caregiver (Whelan, 2003). Researchers have reported that central to attachment theory is the idea that early life experiences with parents or caregivers result in internal working models, or mental representations, with regard to attachment (Bartholomew & Horowitz, 1991; Bowlby, 1969/1982; Collins, 1996; Shaver et al., 2009; Stovall-McClough & Dozier, 2004; Van IJzendoorn, 1995). These researchers believe these mental representations remain stable over time. Scharfe and Bartholomew (1994) and Whelan (2003) described internal working models of attachment as how an individual views others, the world, and the self. Scharfe and Bartholomew and Whelan postulated that internal working models are developed by age 5 but are continually open to change in response to life experiences throughout adulthood. Bartholomew and Shaver (1998) argued that internal working models could help explain relational behaviors in close relationships (i.e., parent-child). For example, childhood attachment styles continue to develop into adulthood and are displayed across different roles throughout the lifespan (Bartholomew & Shaver, 1998). Therefore, understanding the internal working models of attachment of foster parents might provide information about children's behaviors under their care to explain placement disruptions.

As alluded to previously in this section, different attachment styles exist. Ainsworth and Bowlby (1991) identified three types of attachment styles: (a) secure, (b)

anxious-ambivalent, and (c) avoidant, and Main and Solomon (as cited in Allen, 2011) reported a fourth type of attachment style being a disorganized type. Mennen and O'Keefe (2005) reported that secure attachments in childhood are developed from consistent and nurturing caregivers; whereas, insecure attachments arise from inconsistent caregiving. In adults, Bartholomew and Horowitz (1991) defined the secure style by an individual with a sense of worthiness and the ambivalent style (i.e., insecure) as an individual with a sense of unworthiness. Then, the avoidant (i.e., insecure) style is exhibited by an individual who lacks trust, fears rejection, and avoids close relations; those with disorganized (i.e., insecure) style tend to protect themselves against disappointments by avoiding close relationships (Bartholomew & Horowitz, 1991). Moreover, adult secure attachment style influences a secure relationship between the foster children and the foster parent (Van IJzendoorn, 1995). For example, Stovall-McClough and Dozier (2004) indicated infants developed secure attachment behaviors when placed with foster parents who have secure attachment styles. These childhood attachment bonds persist throughout adulthood as patterns of attachment styles (Ainsworth, 1989; Bowlby, 1977). For this reason, I examined secure and insecure (i.e., anxious-ambivalent or avoidant) attachment styles in this study.

Mennen and O'Keefe (2005) explained that attachment theory has helped foster care caseworkers by providing them with direction in choosing a placement by assessing foster parents' attachment style. Similarly, Whelan (2003) suggested that attachment theory could be useful to foster care caseworkers to make placement decisions due to the framework of understanding relationships, which either can positively or negatively

influence the development of the child. According to Kerns, Tomich, Aspelmeier, and Contreras (2000); Madigan, Atkinson, Laurin, and Benoit (2013); and Van IJzendoorn (1995), the foster parents' attachment style plays an important role to form different patterns of behavior in foster children. An adult who has a secure attachment style trusts others, has a good self-esteem, seeks social support, and has lasting relationships (Bartholomew & Horowitz, 1991; Collins & Read, 1990; Van IJzendoorn, 1995). In addition, Collins and Read (1990) reported parents' secure attachment style is associated with the positive responsiveness of foster children towards the foster parent. Furthermore, Oosterman and Schuengel (2008) indicated foster parents with secure attachment styles influenced children's behaviors during toddlerhood and childhood development stages. Similarly to Oosterman and Schuengel, Stovall-McClough and Dozier (2004) indicated infants developed secure behaviors (e.g., positive self-esteem) when placed with foster parents with secure attachment styles; whereas, toddlers displayed insecure behaviors (e.g., anxious-ambivalent or avoidant) when placed with insecure foster parents. Apparently, foster parents' secure attachment style is a contributor to placement stability and a significant factor for developing a healthy foster parent-child relationship. Therefore, the role of foster parent attachment styles to children's behaviors and placement disruption during middle childhood might be beneficial to promote placement stability.

The foster care system was intended to protect children from an unsafe environment by placing them with foster parents who can provide a nurturing and secure environment. Secure attachment allows children to form bonds with parents or caregivers

and promotes the development of strong bonds throughout the lifespan (Bowlby, 1977). Researchers have assessed the association of foster parents' attachment style and placement disruption among foster care children with behavior problems (Collins, 1996; Dozier et al., 2001; Mennen & O'Keefe, 2005; Scharfe & Bartholomew, 1994; Shaver et al., 2009; Stovall & Dozier, 1998; Van IJzendoorn, 1995). Researchers have focused mainly on infants and young children, which makes it difficult to generalize among all foster children (Allen, 2011; Dozier et al., 2001; Dozier et al., 2009; Stovall-McClough & Dozier, 2004; Van IJzendoorn, 1995). To address this gap, I examined the association between children's negative behaviors and placement disruption in middle childhood reported by foster parents and the possible moderating effect of foster parents' attachment style in this study.

Problem Statement

There are multiple challenges encountered by children when they enter foster care, including adapting to a new environment with new rules and expectations, meeting and developing a relationship with new caregiver, adjusting to the foster parents' attachment style, and the idea of an uncertain future (Lewis, 2011; Mennen & O'Keefe, 2005). Researchers have conducted studies on foster parents' attachment style as a factor for placement disruption among foster children with behavior problems (Collins, 1996; Dozier et al., 2001; Mennen & O'Keefe, 2005; Scharfe & Bartholomew, 1994; Shaver et al., 2009; Stovall & Dozier, 1998; Van IJzendoorn, 1995). Existing research has been focused on infants placed with foster parents who have secure attachment styles (Cole, 2005; Stovall-McClough & Dozier, 2004), and few researchers have focused on

children's negative behaviors and placement disruption in middle childhood, specifically if foster parents' attachment styles have a moderating effect on this association.

Researchers have reported children who develop behavioral problems are at increased risk to have a placement disruption (Chamberlain et al., 2006; Fisher et al., 2011; Rubin, O'Reilly, Luan, & Localio, 2007). In a meta-analysis, Oosterman et al. (2007) indicated children who exhibit disruptive behaviors were at an increased risk for a placement disruption. In addition, Holland and Gorey (2004) found foster children not only experience behavior problems, but also mental health problems, academic failure, and peer issues. Moreover, foster parents' attachment styles might moderate the association between children's negative behaviors and placement disruption. Foster children appear to respond favorably or unfavorably to the foster parents' attachment style as Madigan et al. (2013) reported children are prone to externalize problems (e.g., aggression) towards an insecure foster parent. Foster parents could benefit from programs geared towards attachment to deal with children's behaviors and promote placement stability. For instance, Barth, Crea, John, Thoburns, and Quinton (2005) stated foster parents could benefit from receiving one of the following trainings to enhance the parent-child relationship: (a) parent management training, (b) multisystematic therapy, (c) parent child interaction therapy, (d) functional family therapy, and (e) attachment-focused interventions and social learning theory. For this reason, trainings that are focused in the enhancement of the parent-child relationship will assist foster parents to become aware of children's behaviors to decrease a placement disruption.

Bowlby and Ainsworth's theory of attachment has demonstrated being a strong predictor for placement stability among foster children who form strong bonds with foster parents who have a secure attachment style (McWey, 2004; Mennen & O'Keefe, 2005; Whelan, 2003; Zeanah et al., 2011). Bretherton (1992) and Whelan (2003) stated that the internal working model of foster parents who have a secure attachment style is an important factor in directing the relationship with the foster parent, and Ammaniti, Van IJzendoorn, Speranza, and Tambelli (2000) reported that attachment improves the survival of infants while it promotes growth throughout the lifespan. Therefore, I examined foster parents' attachment style as a moderator in this study to explain the association between children's negative behaviors and placement disruption in middle childhood.

Limited empirical research has been conducted on the association of children's negative behaviors and placement disruption in middle childhood with foster parents who have different attachment styles (Allen, 2011; Collins, 1996; Dozier et al., 2001; Mennen & O'Keefe, 2005; Oosterman & Schuengel, 2008; Scharfe & Bartholomew, 1994; Shaver et al., 2009; Stovall & Dozier, 1998; Van IJzendoorn, 1995). Further research is needed to examine the association between children's negative behaviors and placement disruption in middle childhood who are cared by foster parents who have different attachment styles. Examining these factors can provide further information on possible barriers that middle-age foster children encounter in the foster home that can affect their placement. Therefore, understanding the association between children's negative behaviors and placement disruption in middle childhood reported by foster parents might

help child welfare agencies provide trainings to foster parents that are geared toward improving their skills to be able to more effectively deal with children's behaviors. Such information might help foster care caseworkers provide additional supports to foster parents in order to be successful in providing a stable home environment for the foster child and to use existing interventions to avoid placement disruptions. To fill in the gap in knowledge, I investigated the association between foster children's behaviors and placement disruption, as reported by foster parents, with the possible moderating effect of foster parents' attachment style on this association in middle childhood.

Purpose of the Study

Researchers have reported that there is limited empirical research on the association between children's negative behaviors and placement disruption in middle childhood, and whether foster parents' attachment style is associated (Allen, 2011; Collins, 1996; Dozier et al., 2001; Mennen & O'Keefe, 2005; Oosterman & Schuengel, 2008; Scharfe & Bartholomew, 1994; Shaver et al., 2009; Stovall & Dozier, 1998; Van IJzendoorn, 1995). Hurlburt et al. (2010) found children who exhibit behavior problems experience a placement disruption. Cole (2005) found foster parents with a secure attachment style encourage the children's confidence and promote stability; whereas, those with insecure attachment are unavailable and promote a placement disruption. Therefore, research was needed to examine the association between foster children's negative behaviors and placement disruption during middle childhood and whether this association varied as a function of the attachment style, developed in infancy, of the foster parents.

My intent with this study was to conduct a quantitative analysis to examine the association between foster children's negative behaviors and placement disruption in middle childhood and determine if this association varied as a function of the attachment style of the foster parents. During my first contact with the participants, foster parents completed the Revised Adult Attachment Scale (AAS; Collins, 1996) to assess their own attachment style. The Revised AAS is included in Appendix A. The foster parents also completed the Behavior Assessment System for Children – 2nd Edition: Parent Report Scale - Child (BASC-2 PRS - C; Reynolds & Kamphaus, 2004) so I could collect information from them about behavior problems of children under their care. In addition, foster parents completed a demographic questionnaire (see Appendix B) to provide general information about the foster parent and foster child. During second contact, I conducted a brief 5-minute telephone interview call with the foster parents at a 1-month postbaseline to ask if the child remained under their care (see Appendix C). In line with Newton et al. (2000), who reported that, on average, a child experiences from one to 15 placement disruptions after entering the foster care system where the length of stay can vary from 1 day to 169 days on a case-to-case basis. Thus, a 1-month postbaseline to complete the brief telephone interview call was established to complete the study.

The purpose of this study was to examine the association between the independent variable (children's negative behaviors) and the dependent variable (placement disruption) and determine if the foster parents' attachment style influenced the association or strength between the variables reported by foster parents. In addition, in this study I used control variables, obtained from the demographic information, that

might correlate with foster children's negative behavior and placement disruption, including gender, ethnicity, age, and level of education, for both foster child and foster parent (Chamberlain et al., 2006; Leathers, 2006; Orme & Buehler, 2001). I hypothesized that foster parents' attachment style was associated with foster children's behaviors and a placement disruption. That is, if a foster child was placed with an insecurely-attached foster parent, a placement disruption might be more likely to occur compared to a foster child placed with a securely-attached foster parent. In this study, I used a quantitative cross-sectional method to analyze the association between foster children's negative behaviors and a placement disruption during middle childhood and whether this association varied as a function of the attachment style, developed in infancy, of the foster parents.

Research Questions and Hypotheses

I developed the following research questions and hypotheses to guide this study:

Research Question 1: Is there an association between children's negative behaviors, as measured by the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and placement disruption in foster children between the ages of 6 and 11?

$H_0$1: Children's negative behaviors, as measured by the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), will have no significant association with placement disruption in foster children between the ages of 6 and 11.

$H_1$1: Children's negative behaviors, as measured by the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), will have a significant association with placement disruption in foster children between the ages of 6 and 11.

Research Question 2: Does foster parents' attachment style, as measured by the Revised AAS (Collins, 1996), moderate the association between children's negative behaviors and placement disruption in foster children between the ages of 6 to 11?

$H_0$2: Foster parents' attachment style, as measured by the Revised AAS (Collins, 1996), will not moderate the association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11.

$H_1$2: Foster parents' attachment style, as measured by the Revised AAS (Collins, 1996), will moderate the association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11.

Theoretical Framework

Bowlby's (1969/1982) theory of attachment guided this investigation that examined the association between children's negative behaviors and placement disruption and whether this association varied as a function of the attachment style, developed in infancy, of the foster parents. Attachment is a strong disposition to seek a connection or contact with another person or an emotional connection of the child to the caregiver (Bowlby, 1977). Specifically, attachment in young children develops as they seek proximity and contact with their caregiver when they are frightened, tired, or ill (Bowlby 1969/1982). Bowlby (1977) acknowledged the nature of the relationship between children and their caregiver and suggested that attachment enhances survival

during the early stages of infancy and promotes the development of other phases of the lifespan in individuals. Moreover, Ammaniti et al. (2000) concluded that attachment is seen across the lifespan since affectionate bonds (e.g., children to parents, parents to children, and bonds with others) tend to persist during later years even through adulthood. Hence, having a strong attachment with biological parents provides an individual with the capacity to make affectionate bonds with others.

Bowlby (1969/1982) reported that a parent-child interaction is associated with the development of a child's cognitive representation of self and others (e.g., caregivers), known as internal working models. In addition, Stovall-McClough and Dozier (2004) affirmed that the adult's childhood experiences shape their internal working model that might affect how the adult responds towards a child. Allen (2011) and Mennen and O'Keefe (2005) postulated that an individual's internal cognitive representations of self, others, and in relationships provide an understanding of their relationships through adulthood. Moreover, internal working models contribute to the stability of attachment styles across childhood and into adulthood (Shaver et al., 2009; Stovall-McClough & Dozier, 2004). Although Ainsworth and Bowlby (1991) established three attachment styles and Main and Solomon (as cited in Allen, 2011) introduced a fourth attachment style, Mennen and O'Keefe explained these types of attachment styles could help understand foster parents' attachment styles and explain foster children's behaviors. Collins (1996) developed the Revised AAS guided by the original attachment styles discussed by Ainsworth and Bowlby and the Revised AAS yields a secure attachment style and an insecure attachment style as either anxious-ambivalent or avoidant.

Therefore, I used the three attachment styles proposed by Ainsworth and Bowlby in this study to examine if foster parents attachment style had a moderating effect on children's negative behaviors and a placement disruption.

Researchers have found Bowlby and Ainsworth's theory of attachment could assess whether foster parents' attachment styles have a moderating effect on children behaviors and placement disruption (Oosterman & Schuengel, 2008). Although maltreated children have been exposed to inconsistent parenting from their biological parents, they can form healthy attachments with some difficulty to new caregivers who have a secure attachment style (Harden, 2004). On the other hand, children who display negative behaviors could display this behavior because of parents having an insecure attachment style that may not enable the parent to react to such behavior in an inappropriate way (Stovall-McClough & Dozier, 2004). Insecure foster parents tend to be unavailable or unresponsive to the child's needs, which in return can cause the child's negative behaviors and placement disruption to increase (Stovall-McClough & Dozier, 2004). Harden (2004) found that relationships between the foster children and the foster parents are an important factor associated with placement stability. Accordingly, understanding foster parents' attachment style could help foster children form a healthy relationship to prevent negative behaviors. In this study, I applied Bowlby (1969/1982) and Ainsworth's (1989) attachment theory to assess foster parents' attachment style and children's negative behaviors as a factor for placement disruption in middle childhood.

Nature of the Study

In this quantitative study, I examined the association between foster children's negative behaviors, placement disruption during middle childhood, and foster parents' attachment style. Thomas (2003) described quantitative research as a useful procedure because it uses numbers and statistical methods to seek measurements and analysis; therefore, the survey method was chosen to gather information for this study. For the purpose of investigating the associations that might exist between variables, I designed the study to be cross-sectional, including questionnaires to gather data at two points in time.

In the study, I explored the association between foster children's negative behaviors and placement disruption during middle childhood, and whether this association varied as a function of the attachment style, developed in infancy, of the foster parents. The independent variable was children's negative behaviors. The moderator variable in this study was foster parents' attachment style. The dependent variable was placement disruption. In this study, I measured children's negative behaviors with the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) using one of the four composite scale T-scores to examine how it related to placement disruption in foster children during middle childhood. The moderator variable was measured with the Revised AAS (Collins, 1996). For the purpose of this study, the secure attachment style was obtained from high scores (> 3) on the close and depend subscales and a low score (< 3) on the anxiety subscale. The anxious-ambivalent style (i.e., insecure) was obtained from high score on the anxiety subscale and moderate scores (3) on the close and depend

subscale. The avoidant attachment style (i.e., insecure) was obtained from low scores (< 3) on all three subscales. Additionally, I obtained the dependent variable from a brief 5-minute telephone interview call (see Appendix C) with participants to measure placement disruption at 1-month postbaseline. Other demographic variables were obtained from the demographic questionnaire (see Appendix B) and BASC-2 PRS-C (Reynolds & Kamphaus, 2004) that included the child's gender, age, ethnicity, length of current placement, number of previous placement disruptions, number of times in foster care, and level of education as well as the foster parent's gender, age, marital status, ethnicity, and level of education to gather descriptive information about the sample to help summarize the data (Gravetter & Wallnau, 2009).

My intent with this quantitative study was to examine the association between foster children's negative behaviors and a placement disruption during middle childhood and to determine whether foster parents' attachment style moderated this association. The participants were foster mothers who cared for one or more foster children between the ages of 6 and 11. Foster mothers completed the following surveys in order to predict and explain the outcomes among the associations of the variables: (a) a demographic questionnaire (see Appendix B); (b) BASC-2 PRS-C (Reynolds & Kamphaus, 2004); and (c) the Revised AAS (Collins, 1996). I analyzed the data gathered from the foster mothers using binary logistic regression analyses and a moderated regression analysis. This survey design was chosen because: (a) it was economic, (b) it required less time to collect data from a small group, and (c) it was the most widely-used design by researchers to gather quantitative data (Creswell, 2009; Dessel, 2005).

Definition of Terms

Anxious-ambivalent attachment style: A type of insecure style described when an individual has a sense of unworthiness, poor relationships, and low levels of trust in others (Bartholomew & Horowitz, 1991).

Attachment: A strong disposition to seek a connection or contact with another person, and an emotional connection between the child and the caregiver (Bowlby, 1977).

Attachment style: Individual differences in attachment relationships, such as infant-parent (caregiver), associated with the caregiver's interaction and responsiveness to the child when needed, which in turn shapes an individual's expectations throughout adulthood and are identified based on the distinct patterns of attachment behavior (Allen, 2011; Collins, 1996; Collins & Read, 1990; Mennen & O'Keefe, 2005).

Avoidant attachment style: A type of insecure style described when an individual lacks trust, fears rejection, avoids close relations, and lacks intimacy (Bartholomew & Horowitz, 1991).

Behavioral problems: An expression of emotional maladjustment to a stressful event or situation that children exhibit, such as aggression, impulsivity, low self-concept, and problems coping (Harden, 2004; Hurlburt et al., 2010).

Child Protective Services (CPS): A governmental agency within a public department of the state of social service that investigates reports of child abuse or neglect (Schene, 1998).

Children's age: The child's age in years based on the date of the gathering data.

Disorganized attachment style: A type of insecure style described when an individual tends to protect him or herself against disappointments by avoiding close relationships (Bartholomew &Horowitz, 1991).

Foster care: A system that was created to protect children from an unsafe environment (Lewis, 2011).

Foster care agency: An agency where foster care caseworkers are in charge of "making critical decisions to recruit, screen, train, develop, support, monitor, and retain foster families" (Buehler, Rhodes, Orme, & Cuddeback, 2006, p. 548), as the agency matches the child with the foster home with foster parents.

Foster care parent: A male or female who has temporary guardianship of children and ensures to raise children in a stable, safe, and long-term placement by promoting children's development (Buehler et al., 2006).

Foster care placement: Placement of a child into a foster home when there has been no prior relationship among the foster parents and the child (Strijker, van Oijen, & Knot-Dickscheit, 2011).

Foster children: Any child within the age range of birth to 17-years and 11-months who enters foster care due to maltreatment from parents or caregivers and is in the custody of the state (Buehler et al., 2006).

Foster home: An alternative home that is an evaluated and certified home that meets certain criteria prior to placing a child under the care of a foster parent (Buehler et al., 2006).

Insecure attachment style: A type of attachment described as either anxious-ambivalent or avoidant styles when an individual has low self-esteem, low social self-confidence, poor coping skills, and maladjustment (Mikulincer & Florian, 1998; Sperling et al., 1996).

Length of stay: The length of time the child stays in a foster home.

Middle childhood: The period of life between the ages of 6 and 12 where children develop cognitive and intellectual abilities and learn social skills (Havighurst, n.d.). However, for this study, the focus was on children between the ages of 6 and 11 because the BASC-2 PRS-C is divided into three age appropriate levels that classifies childhood between the ages of 6 and 11 (Reynolds & Kamphaus, 2004).

Negative behaviors: Different types of behaviors that children exhibit such as aggression; conduct problems and disruptive, destructive, and/or oppositional behavior (Lewis, Dozier, Ackerman, & Sepulveda-Kozakowski, 2007; Price et al., 2008).

Placement: The number of moves or changes that a child experiences when placed in foster care (James, Landsverk, & Slymen, 2004).

Placement disruption: An unplanned change from the current placement requested by the foster parent, the child, or both (Fisher et al., 2011).

Placement instability: The foster children are placed in many foster care placements that impede the development of children's emotional, behavioral, and mental well-being (Lewis et al. , 2007).

Race/ethnicity: The identified ethnicity of an individual, such as Hispanic/Latino, African American, Caucasian, or Other.

Removal: The act of removing a child from their natural home and immediately involving law enforcement, the courts or any other service providers in the community to protect the child from harm after allegations of abuse or neglect have been investigated that meet criteria for maltreatment (Schene, 1998).

Secure attachment style: A type of secure style described when an individual has a sense of worthiness, trusts others, feels secure, and is comfortable with intimacy (Bartholomew & Horowitz, 1991).

Assumptions

I assumed that foster mother participants answered the questionnaires truthfully as their anonymity was assured. It was also assumed that the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) and the Revised AAS (Collins, 1996) instruments had acceptable levels of validity and reliability needed to measure the variables in the study (Cardalda, Costantino, Martinez, Ortiz-Vargas, & Leon-Velazquez, 2012; McClendon et al., 2011; McIntosh, Kauffman, Carter, Dickey, & Horner, 2009; Myers, Bour, Sidebottom, & Murphy, 2010; Tan, 2007; Wolfe-Christensen, Mullins, Stinnett, Carpentier, & Fedele, 2009). In addition, it was assumed that the cross-sectional method was suitable due to its ability to examine the correlation between foster children's negative behaviors, placement disruption, and foster parents' attachment style.

Scope and Delimitations

The scope of the study was investigating foster children's negative behaviors, placement disruption, and foster parents' attachment style. The study was delimited in that it focused on the association between the variables of foster children's negative

behaviors, placement disruption, and foster parents' attachment style in a single age group (between the ages of 6 and 11); therefore, the findings are not generalizable to other age groups. In addition, the generalizability of the findings of the study were delimited because the foster mother participants were obtained from two foster care organizations.

Limitations

The study might be limited because the foster mother participants were obtained from two foster care organizations in the community; therefore, it limited the generalizability of the results to a wider population. In addition, because the study included self-report surveys and a demographic questionnaire to collect the data, there was the possibility of self-report bias as the participant responses to questions are assumed to be honest (Creswell, 2009). Also, another limitation of the study was using a small sample size that was limited to foster parents' attachment style who reported about the foster children of ages 6 to 11 that were under their care. In addition, the study was correlational, in which it cannot determine cause and effect. Another limitation was that because of self-selection bias, foster mother participants who participated in the study were not representative of the targeted population. Additionally, foster parents from the foster care agencies had an equal opportunity to participate in the study; thus, mitigating this limitation. The construct of placement disruption was measured with a single item on the telephone interview call questionnaire (see Appendix C) that obtained the information about a placement disruption from the current homes from the foster mothers rather than with a validated placement disruption scale. Therefore, caution was taken when

interpreting the results related to a placement disruption since it was unknown whether the foster mothers were going to be available for a brief 5-minute telephone interview call (see Appendix C) after 1-month of collecting data to inquire if the foster child remains in their care.

Significance

There is limited research on foster children's negative behaviors and placement disruption in middle age children, and whether this association is moderated with foster parents' attachment style (Allen, 2011; Dozier et al., 2001; Dozier et al., 2009; Stoval-McClough & Dozier, 2004; Van IJzendoorn, 1995). As children enter the foster care system, it is essential to recognize foster parents' attachment style that might influence children's behaviors affecting placement (Allen, 2011; Smyke, Zeanah, Fox, Nelson, & Guthrie, 2010). Researchers have found that the attachment style of the foster parents is significant correlated with placement stability among infants as they form secure attachments (Dozier et al., 2001; Shaver et al., 2009; Stovall-McClough & Dozier, 2004; Van IJzendoorn, 1995). In this study, I investigated the association between foster children's negative behaviors and a placement disruption in a group of underresearched individuals, and whether foster parents' attachment style influenced this association. The sample characteristics were narrowed to identify foster children within middle childhood.

The results of the study might identify the link between foster children's negative behaviors and a placement disruption. In addition, the results of the study added to the literature, information about attachment style of foster parents and foster children's negative behaviors as a contributor for a placement disruption. Having an understanding

of the link that enhances or delays placement disruption might help child welfare agencies obtain information about the association between foster children's behaviors and placement disruption with the possible moderating effect of foster parents' attachment style. Child welfare agencies can assist foster parents with trainings that focus on improving their skills to understand how to manage children's behavior challenges. Additionally, child welfare agencies can encourage foster parents to use existing interventions.

Implications for social change presented in the study are associated with understanding the importance of foster parents' attachment style and foster children's negative behaviors as a contributor for placement instability in this underresearched age group. The results of the study will contribute to social change by providing needed information to the literature associating attachment styles and children's negative behaviors, which might affect placement stability of children in middle childhood. Thus, after examining foster parents' attachment style and foster children's negative behaviors, attention will be focused on the usefulness of an attachment approach to placement decisions. Discussing placement disruption of middle age foster children with the foster parents might help child welfare agencies provide information to the foster parents to understand and improve their fostering skills by understanding the children's problematic behaviors. By assessing foster children's behaviors and foster parents' attachment style, child welfare agencies could determine the need to promote interventions to help foster parents develop positive coping skills to project security to the children they foster and promote placement stability. Therefore, the identification of the link that might hinder

placement stability will promote the potential for secure placement when foster parents' attachment style is secure.

Summary

In this chapter, I presented the purpose of the study and the significance in the current research. The purpose of this study was to examine the association between foster children's negative behaviors and placement disruption among foster children during middle childhood who are cared by foster parents with different attachment styles. Understanding the role of foster parents' attachment style and foster children's negative behaviors in terms of its association to placement disruption within this population could help child welfare agencies to include, in their foster parent training, supportive services that can improve foster parents skills to care for foster children in middle childhood. For this study, a quantitative method was used to obtain information from the foster parents using one questionnaire and two surveys to examine the variables of interest.

In Chapter 2, I will provide a review of the literature using previous research studies and reviews on foster parents' attachment style, internal working model, placement disruption, and foster children's behaviors. In addition, an overview of the historical background of child CPS, and current information about foster care will also be provided. I will also discuss the theoretical background of the study, including attachment theory.

Chapter 2: Literature Review

Introduction

Foster parents with secure attachment styles might increase the likelihood of placement stability and decrease foster children's negative behaviors, compared to foster parents with insecure attachment styles who might increase the likelihood of both placement disruption and foster children's negative behaviors. Although researchers have reported studies that have focused on foster parents' attachment style that could influence children's negative behaviors and placement disruption among foster children, there are limited studies that have focused in middle age children (Collins, 1996; Dozier et al., 2001; Mennen & O'Keefe, 2005; Scharfe & Bartholomew, 1994; Shaver et al., 2009; Stovall & Dozier, 1998; Van IJzendoorn, 1995). Researchers have indicated children placed in foster care have experienced maltreatment and this increases the risk of exhibiting behavior problems that can cause a placement disruption compared to children living with kinship caregivers (Hurlburt et al., 2010; Price et al., 2008). Moreover, Fisher et al. (2011), Hurlburt et al. (2010), and Leathers (2006) affirmed that behavior problems increase placement disruption among foster children. Lewis, Dozier, Ackerman, and Sepulveda-Kozakowski (2007) suggested those children placed with an inconsistent and insecure caregiver are at an increased risk to develop oppositional behaviors, academic failure, and problems relating with others. Furthermore, researchers have concluded that attachment is a strong predictor for placement stability between secure foster parents and foster children (McWey, 2004; Mennen & O'Keefe, 2005; Whelan, 2003; Zeanah et al., 2011). There are different styles of attachments adults exhibit that is reflected by their

childhood experiences. Research on foster parents' attachment style and foster children's behaviors, as reported by foster parents, could provide further data about what might affect placement stability.

Allen (2011) stated that research interest has grown in the use of attachment theory regarding the role it plays among maltreated infants and preschool children placed in foster care; however, less attention has been focused among middle childhood. Oosterman and Schuengel (2008) found that attachment theory could be a key component to children's behaviors and foster parents' attachment style as it influences children to view them as a haven and secure base; and Mennen and O'Keefe (2005) reported those foster parents with a secure attachment style allows the children to adjust socially, psychologically, behaviorally, and cognitively as they guide children's expectations. Foster parents' attachment style appears to be a critical element of, and a significant influence on, foster children's behaviors and placement disruption of foster children under their care.

Researchers have examined attachment bonds among infants placed with foster parents who have both secure and insecure attachment styles (Cole, 2005; Mennen & O'Keefe, 2005; Rholes et al., 1995; Stovall-McClough & Dozier, 2004). Researchers have measured the association of foster children's behaviors, placement disruption, and foster parents' attachment style in samples of predominantly infants and children in early childhood (Dozier et al., 2001; Oosterman & Schuengel, 2008; Scharfe & Bartholomew, 1994; Shaver et al., 2009; Stovall-McClough & Dozier, 2004). The value of foster parents' attachment style as a moderator to help explain the association between

children's negative behaviors and placement disruption in foster middle age children is underresearched. Therefore, there was a need for more research to examine the association between foster children's negative behaviors and placement disruption during middle childhood and whether this association varied as a function of the attachment style of the foster parents to fill the gap in the literature.

In this chapter, I will review the current literature that examined the association between children's negative behaviors and placement disruption in foster children during middle childhood. Bowlby (1969/1982) and Ainsworth's (1989) attachment theory will be discussed as it was the theoretical framework I used to examine the association between children's negative behaviors and placement disruption in a sample of foster parent participants with different attachment styles who foster children within middle childhood in this study. In addition, I will provide a historical background of child protection in the United States, child welfare system (CWS), CPS, and current information about foster care.

Literature Search Strategy

I examined relevant research studies in this literature review to analyze the association between children's negative behaviors and placement disruption during middle childhood and whether this association was moderated by the attachment style of the foster parents. The literature search was conducted digitally among electronic psychology, sociology, and social work databases, such as EBSCO Academic Search Complete or Premier, MEDLINE, SocINDEX, PsycARTICLES, PsycINFO, PsycCRITIQUES, and Google Scholar, through the Walden University Library and

Walden University Document Delivery Services. The keyword search terms I used were: *foster care, history of foster care, foster care and children, foster parents and children, foster parents, foster children, foster care and behavioral issues in children, foster care and disruption, attachment and foster children, attachment and foster parents, attachment and school-age children, foster care and Bowlby and Ainsworth attachment theory, foster care and attachment and children, foster parents' attachment style, internal working model, attachment theory and history, attachment theory, binary logistic regression analysis, moderated regression analysis, moderation effect, moderation,* and *test of assumptions.* The sources of professional journals that I obtained and reviewed for this study were both physical and digital versions as well as some books. The period this literature review covered was 1952 to 2016.

Attachment Theory

Previous research on attachment has been conducted on children who display behavior problems with a focus on infants, toddlers, and early childhood; however, middle childhood have been underresearched. Attachment theory is used in the field of psychology to explain relationships between children and caregivers (Bernier & Meins, 2008). For this study, I used Bowlby (1969/1982) and Ainsworth's (1989) attachment theory to examine the association between foster children's negative behaviors and placement disruption during middle childhood and whether this association varied as a function of the attachment style of the foster parents. Bowlby (1969, 1977) developed a theory of attachment to help explain the nature of the tie between a child and his or her parent. Ainsworth (1989) explained the nature of parent-child relationship to become

attached as a secure base. Ainsworth (1989) elaboration on attachment theory focused on infants' attachment to their mothers during the first years of their life using direct observation in their environment (i.e., home) and examined their individual differences. Attachment theory is founded on a variety of disciplines including: (a) the social and emotional development; (b) the evolution, ethology, biology, and control theory; (c) cognitive, control, and experimental psychology; and (d) neurophysiology (Bowlby, 1969/1982). Bowlby (1977) defined attachment theory as "the propensity of human beings to make strong bonds to particular others" (p. 201). Bowlby (1969/1982, 1977) suggested that the primary motivation of infant behaviors was through proximity seeking to a caregiver because it provides security. Bowlby's theory of attachment enhances survival during the infancy stage, but it also promotes the development of an individual throughout the lifespan.

According to Bowlby (1969/1982), attachment styles develop to maintain a bond between a child and their caretaker when feeling distressed, in danger, or threatened. In addition, Ainsworth (1985) indicated that the infants who are securely attached to their mother tend to find a secure base in the relationship. Therefore, this theory suggests that forming a bond to the caregiver is a significant factor during a child's development. Bowlby (1977) and Ainsworth (1985, 1989) indicated that bonds between a child and his or her parent develop when the child seeks nurturance and in return, the parent is available to fulfill his or her needs. On the other hand, Madigan et al. (2013) indicated that the children who experience inconsistent caregiving by a caregiver who has an insecure attachment style by not enabling the caregiver to react consistently, result in

more negative behaviors in children leading to a placement disruption. Bowlby (1969/1982) suggested that when children experience some type of distress (e.g., separation from primary caregiver), such distress could be diminished when children seek proximity with a parent or caregiver who displays a secure style. Foster parents with a secure attachment style are expected to meet the needs of the foster child (environmental and relational) who is acting out compared to those with inconsistent caregivers; therefore, the association between negative behaviors and placement disruption will decrease.

There are different styles of attachment that explain interpersonal relationships with others. Attachment styles describe behaviors of the caregiver's interaction and his or her responsiveness to a child, which shapes the child's expectations and future relations (Allen, 2011; Collins, 1996; Collins & Read, 1990; Mennen & O'Keefe, 2005). Ainsworth and Bowlby (1991) first identified the secure, anxious-ambivalent, and avoidant attachment styles. Then the fourth, disorganized, type of attachment style was later introduced by Main and Solomon (as cited in Allen, 2011). Shaver, Mikulincer, and Fenney (2009) reported that secure style is the most common style and is associated with a healthy parent-child relationship developed from consistent caregiving. The other three styles of attachment are forms of insecurity, and they are associated with a strained parent-child relationship developed from inconsistent caregiving that may lead to behavior problems in children (Shaver et al., 2009). Therefore, the different styles of attachment developed by the parent could have an influence on children's behavior.

Further research was needed to examine foster parents' attachment style and foster children's behaviors. Oosterman and Schuengel (2008) reported that attachment theory could help explain different attachment styles of adults and their influence on children behaviors. Harden (2004) indicated that maltreated children, exposed to inconsistent parenting from their biological parents, could form healthy attachments to secure foster parents. Researchers have found foster children respond favorably or unfavorably to foster parents with a secure or an insecure attachment style, respectively (Collins, 1996; Collins & Read, 1990; Mennen & O'Keefe, 2005; Oosterman & Schuengel, 2008; Stovall-McClough & Dozier, 2004; Van IJzendoorn, 1995). Some foster children are prone to externalize problems towards an insecure foster parent (Madigan et al., 2013). For example, Stovall-McClough and Dozier (2004) found infants (6- to 8-month-olds) placed with foster parents with a secure attachment style showed high levels of secure behavior because infants learned to quickly organize their behavior in the presence of foster parents resulting with a stable placement. On the other hand, in their study toddlers (16- to 24-month-olds) placed with insecure foster parents pushed away the caregiver when distressed and displayed avoidant behaviors resulting with risk for placement disruption. Stovall-McClough and Dozier concluded foster parents with an insecure attachment style tend to reject or are unresponsive to foster children when under distress. They suggested that when the foster parents had a secure attachment style, the foster children under their care were likely to form secure attachments, display good behavior, and increase the likelihood of a stable placement. Oosterman and Schuengel affirmed foster parents with a secure style could influence children's behaviors. For this

reason, foster parents who have a secure attachment style might direct foster children in developing their secure attachment style to form a healthy relationship with their foster parents and prevent negative behaviors. Hence, understanding the link between foster children's negative behaviors and placement disruption moderated by foster parents' attachment style might give insight into placement instability in middle childhood.

Adult attachment patterns influence children's behaviors in response to their unmet needs. Bowlby (1952) suggested that for a child to grow up mentally healthy, he or she should experience a continuous relationship with the secure parent (e.g., caregiver) who has a secure attachment style where both find satisfaction; otherwise, the development of mental deprivation can result if a child does not feel that the caregiver is caring and responsive (e.g., insecure). If this deprivation is then alleviated by someone (e.g., foster parent), the child has learned that after placement, he or she can be given some satisfaction and enjoyment from a securely-attached foster parent. For this reason, the development of a secure attachment with a caregiver who has a secure attachment style is important in assisting a foster child in filling the void of deprivation from biological parents that can affect their mental health and personality development.

Although foster parents' attachment style to foster children during infancy, toddlerhood, and early childhood has been the focus of research interest (e.g., Allen, 2011; Dozier et al., 2001; Dozier et al., 2009; Oosterman & Schuengel, 2008; Stovall-McClough & Dozier, 2004; Van IJzendoorn, 1995), the association of foster parents' attachment style to foster children during middle childhood has not been assessed. For the purpose of the study, I examined middle childhood years given the lack of research on

foster parents' attachment style and foster children's negative behaviors within this age group as a factor for placement disruption. During middle childhood, children may spend more time in proximity to the foster parent, which might make it easier for foster parents to be aware of the foster children's behaviors and avoid a placement disruption. Whereas, at older ages, children might spend more time separated from the parents or caregivers because they are seeking independence, and they may be reluctant to communicate with the foster parents as they enter adolescence and identify with their peers (Eccles, 1999). Attachment theory allowed me to examine foster children's negative behaviors and placement disruption within the middle childhood age group and whether this association varied as a function of the foster parents with different attachment styles. Understanding foster parents' attachment style as a moderator could help explain the association and provide further data about what might affect placement stability in this age group.

Internal Working Models

Internal working models influence an individual's expectations, emotions, and relational behaviors in close relationships throughout adulthood. Internal working models develop through interactions between a parent and a child, and are determined by the caregiver's availability to the child (Bowlby, 1969/1982). Bowlby (1969/1982) postulated that this model begins during infancy and childhood and is influenced by the availability and responsiveness of the adult. Thus, children can develop internal working models early in life; however, they continue to evolve as children encounter new relationships overtime (Bowlby, 1969/1982).

Internal working models influence the individual's expectations and behaviors in all relationships (Bartholomew & Shaver, 1998). An adult's internal working model is derived from their early childhood experiences. Stovall-McClough and Dozier (2004) and Shaver et al. (2009) reported that the stability of attachment styles could be attributed to the internal working models across the lifespan. Collins (1996) reported that internal working models are developed throughout adulthood that can be used in new relationships. According to Stovall-McClough and Dozier, and Shaver et al., early life experiences of childhood shape an adult's internal working model because it influences current functioning with respect to attachment that determine their responsiveness to a child's behaviors. For example, Van IJzendoorn (1995) indicated that adults' internal working model determines their responsiveness or unresponsiveness to the child's need. Thus, foster parents with a secure internal working model are available and responsive to foster children allowing the children to develop trust and form a healthy attachment (Stovall-McClough & Dozier, 2004). Consequently, foster parents who have secure internal working models have a secure attachment style that plays an important role for foster children to feel secure in forming new relationships, exhibit good behavior, and increase placement stability. Whereas, individuals with insecure internal working model have an insecure attachment style and will be unresponsive to a foster child's needs resulting with an increase in children's negative behaviors and placement disruption.

Attachment Styles

There are different attachment styles that explain feelings and behaviors of children and adults in parent-child relationships. Ainsworth and Bowlby (1991) first

identified three attachment styles in this manner: (a) secure, (b) anxious-ambivalent, and (c) avoidant. Then, a fourth attachment style, disorganized, was reported by Main and Solomon (as cited in Allen, 2011). Bartholomew and Horowitz (1991) indicated that anxious-ambivalent and avoidant are types of insecure attachment style. Secure attachments are developed in infancy from consistent and nurturing caregivers; whereas, insecure attachments, such as anxious-ambivalent, avoidant, and disorganized, arise from inconsistent caregivers (Mennen & O'Keefe, 2005). Ainsworth (1989) and Bowlby (1977) postulated that childhood attachment styles persist throughout adulthood and remain stable. The Revised AAS, developed by Collins (1996), is guided by Ainsworth and Bowlby. Therefore, the three attachment styles, proposed by Ainsworth and Bowlby, were used in this study to examine if foster parents' attachment style moderated the association between foster children's negative behaviors and placement disruption during middle childhood.

Children develop different attachment styles based upon their caregiver responsiveness. Children who develop a secure attachment style tend to develop strong relations with others. Mennen and O'Keefe (2005) postulated that secure children could develop healthy relationships with parents. Furthermore, Bowlby (1977) reported that because of a strong relationship with parents, children develop the capacity to make secure bonds later in life. In contrast, children who develop an anxious-ambivalent style tend to exhibit dependent and hostile reactions towards the caregiver, especially when they feel distressed and insecure (Mennen & O'Keefe, 2005). Further, children who develop an avoidant attachment style are those who have less contact with their caregiver,

and when under distress, do not seek contact (Mennen & O'Keefe, 2005; Smyke et al., 2010). Lastly, children who develop a disorganized attachment style tend to exhibit avoidant behaviors, become angry, and exhibit inappropriate laughter when caregiver departs followed by emotional collapse (Mennen & O'Keefe, 2005). As younger children move into middle childhood, their attachment development could strengthen or weaken based on the parents' availability.

Researchers indicated that during middle childhood, the parent-child relationship mostly relies on the availability and willingness of the parent (Colle & Del Guidice, 2011; Kerns, Tomich, Aspelmeier, & Contreras, 2000). Middle childhood is regarded as stage of development when children enhance both their cognitive and intellectual abilities, and learn social interaction skills (Havighurst, n.d.). Additionally, Colle and Del Guidice (2011) indicated that in middle childhood, attachment to others might become difficult as they rely on their early relational experiences (e.g., parent-child relationship) of the self and others when forming new bonds. Kerns et al. (2000) reported that the parent-child relationship is related to their parents' attachment internal working model. Researchers reported children experience some unexpected changes, such as behavioral problems (e.g., conduct disorder), because of their parents unavailability (i.e., insecure attachment style) making it difficult for children to adapt to life challenges (Colle & Del Guidice, 2011). On the other hand, children form healthy relationships in middle childhood when parents are available and responsive (i.e., secure attachment style). As children grow older, these styles of attachment persist through adulthood and shape their mental representations of attachment over time.

Adults exhibit patterns of attachment style that reflect their childhood experiences with their parents or caregivers as they continue to develop new relations. Van IJzendoorn (1995) stated that the caregivers' attachment styles predict children's attachment styles over time as caregivers transmit their mental representation of attachment to the children. Additionally, Bartholomew and Horowitz (1991) reported that an adult with a secure attachment style tends to have a sense of worthiness and expect that other people accept and respond to them. Thus, adults with a secure style can react promptly and adequately to children by indirectly shaping the children's attachment style and increase stability. On the other hand, Bartholomew and Horowitz, and Bartholomew and Shaver (1998) reported adults with an anxious-ambivalent attachment style tend to seek self-acceptance as they gain acceptance from others and have a sense of unworthiness. Meanwhile, adults with an avoidant attachment style tend to lack trust, fear rejection, and avoid close relations with others (Bartholomew & Horowitz, 1991). Subsequently, Bartholomew and Horowitz postulated adults with a disorganized attachment style tend to protect themselves against disappointments as they avoid close relationships. Thus, parents who have a secure style project security and openness to communication, which helps in the children's development of quality relationships; therefore, the secure parent can meet the child's needs and the relationship between negative behaviors and placement disruption will decrease. Whereas, parents who possess an insecure style (i.e., anxious-ambivalent or avoidant) project lack of coherence, insecurity, and distrust to the child by transmitting avoidant traits (Bartholomew & Horowitz, 1991). Therefore, the insecure parent will be unable to meet the child's needs

and can enable the child to react with negative behaviors that will result with increased placement disruptions.

Attachment theory focuses on the relationship between the child and caregiver during infancy; however, factors occurring during an individual's lifespan can lead to changes in attachment (e.g., separation from biological parents). Foster parents' attachment style might influence foster children's behaviors. Therefore, understanding whether the link between foster children's negative behaviors and placement disruption is moderated by foster parents' attachment style will give insight into placement stability during middle childhood. Additionally, child welfare agencies can provide trainings to foster parents geared toward improving their skills to effectively manage foster children's behavior challenges, and encourage foster parents to use existing interventions to reduce problem behaviors and reduce placement disruptions.

History of Child Protection

For many years, maltreated children were unprotected until child protective laws were developed. Myers (2008) described the United States has not always protected the most vulnerable; this is particularly true where abused and neglected children are a concern. The protection of abused, neglected, and orphaned children in the United States dates back prior to 1875. The New York Society of the Prevention of Cruelty to Children in 1875 was known to be the world's first entity to protect children (Myers, 2008). Myers and Schene (1998) indicated that prior to 1875, many abused, neglected, and orphaned children were unprotected; that is how the rise of child protection started, and as a result,

interventions to protect children were sporadic. Hence, the development of child protection grew rapidly across the United States as reports of abuse intensified.

Child Welfare System (CWS)

During the early to mid 20th century, the child welfare system emerged within states to protect children. Schene (1998) stated that the emerging of the CWS arose from 1920 to 1950 as an issue to protect children grew gradually by state agencies. The Child Welfare Information Gateway (2013) defined the CWS as "a group of services designed to improve the welfare of children by ensuring safety, achieving permanency, and strengthening families to care for their children successfully" (p. 1). As a result, the Social Security Act of 1935 established the Aid to Dependent Children Program Title 4, Section B, of the Child Welfare Services Program (Schene, 1998). This program offered poor single mothers cash assistance to care for their children instead of losing custody to the state (Schene, 1998). Therefore, the development of programs aimed to protect children and prevent any type of abuse or neglect emerged.

Schene (1998) described that child abuse awareness and reports of the abuse intensified between 1976 and 1993, and the number of reports rose by more than 347%, which stressed the child protection system's ability to respond. Myers (2008) and Schene reported that the Adoption Assistance and Child Welfare Act (AACWA) of 1980, Pub. L. No. 96-272, was passed due to the interest of the increase in children entering and remaining in foster for prolonged periods. The AACWA required states to make reasonable efforts to prevent out-of-home placement in an effort to preserve families

(Myers, 2008; Schene, 1998). Hence, laws emerged as reports of abuse intensified, which allowed caseworkers to prevent out-of-home placement by keeping families together.

Child Protection Services (CPS)

By the early 20th century, the issue of child protection was in the eyes of the public and professionals to protect children (Schene, 1998). Myers (2008) and Schene (1998) stated that the Child Abuse Prevention and Treatment Act of 1974, Pub. L. No. 93-247, was passed and signed by congress that required professionals to identify and report suspected abuse and neglect. Due to the increase of public awareness of the maltreatment to children, a nationwide system of protection to children emerged known as CPS (Bragg, 2003; Schene, 1998). CPS is a federal funded program that is responsible for investigating the alleged reports of suspected abuse and neglect (Findlater & Kelly, 1999). For that reason, CPS agencies and laws have emerged to protect children when there are reports of suspected abuse as a means to protect this population.

The primary responsibility of child protection in the United States is of state and local governments; although, these laws vary from state to state (Findlater & Kelly, 1999). In 2011, throughout the United States, CPS received 3.7 million referrals of children suspected of abuse and neglect, and 681,000 children were victims of maltreatment (CDC; Centers for Disease Control & Prevention, 2013). CPS caseworkers in each state have a responsibility to screen child maltreatment reports to determine whether abuse or neglect has occurred to take action (CDC, 2013). Thus, when there are reports that need further investigation, the assigned CPS caseworker must investigate and make conclusions that regard the validity of the allegations (Bragg, 2003). This decision

is to determine the continual need to monitor the family, remove any children or perpetrator from the home, and involve law enforcement, courts, or other community resources, such as foster care and adoption agencies (Schene, 1998). Schene (1998) further reported when alternative care resources, such as foster care agencies, homes of relatives (i.e., kinship care), emergency shelters, and group or institutional care settings are involved, they also address any family problems that interfere with the child's safety. Hence, if an alleged report is substantial, the child becomes the temporary ward of the state, and the CPS caseworker makes the decision to place the child into foster care.

DePanfilis and Salus (2003) reported that the CPS workers' framework for practice includes the developmental perspective that focuses on individual growth and development with an interest in attachment and bonding. CPS workers build their competence through education, experience, supervision, and training (e.g., in-service, workshops, conferences, consultation, or staff development); therefore, many states have developed and implemented training and certification programs that enhance the preparedness of CPS workers (DePanfilis & Salus, 2003). For example, the Ohio Child Welfare Training Program (2010) for caseworkers offers one core competency training with a focus on child development to promote and sustain healthy attachments between children and families or caregivers. Additionally, the Texas Department of Family and Protective Services (TDFPS; 2013), reported new employees receive basic skills development (BSD) training (classrooms and on-the-job training) that includes 1 to 4 weeks of pre-BSD, 7-weeks of core training, and complete up to 6-weeks of specialty training. The core training program was revised in 2013 to incorporate more eLearning

modules (e.g., trauma module) where CPS workers learn to identify that disruptions in attachment can lead to different attachment style in a child (e.g., avoidant attachment) that can cause behavior problems and a disruption while in placement; thus, the CPS worker needs to understand attachment to be able to work with the child and family (TDFPS, 2013). With this in mind, CPS workers' framework for practice vary from state to state and training is considered an ongoing process to build foster parents' level of competence.

Foster Care System

The goal of the foster care systems is to protect children from abuse and neglect, and to provide children with a nurturing and safe living environment. During the 19th century, many poor or abandoned children in urban areas were placed in institutions known as almshouses and were provided minimal care (Schene, 1998). Schene (1998) stated that in 1853 the Children's Aid Society in New York City was formed to rescue homeless and hungry children from abusive homes; thus, many consider Brace the originator of the foster care system. In this way, for 75 years, orphan trains sent more than 150,000 orphan children to live in Christian farm homes in the Midwest rural areas (Schene, 1998). Today, the foster care system is a federal and state safety net created to protect children by removing them from an unsafe home (Lewis, 2011).

According to the AFCARS, in the United States, 415,129 children were in the foster care system for the period reported from October 1, 2013 through September 30, 2014 (Children's Bureau, 2015). The AFCARS further reported the average length of stay in the foster care system was 20.8 months, the average age of children entering foster

care was 8.7 years, and due to termination of parental rights, 60,898 children were placed for adoption (Children's Bureau, 2015). The time in foster care can range from less than 1-month (i.e., 5 % with a total of 22,129 children) to five years or more (i.e., 7 % with a total of 28,058 children), which varies on a case-to-case basis (Children's Beureau, 2015). Due to the increase in number of children in the foster care system, the federal government has enforced permanency planning, which has reduced the number of children in the foster care system by 23.7% between 2002 and 2012 (Administration on Children, Youth, & Families, 2013).

Lewis (2011) reported that, once a child is removed from the home, the monitoring foster care agency must find services for the parents that will assist with and improve safety concerns. The foster care agency worker has the responsibility to, in collaboration with the birth parents', develop service plans with different goals for both children and parents to improve the overall functioning of the family by decreasing safety concerns that lead to the removal (Lewis, 2011). Lewis described the service plan goals for children include receiving mental health assistance (e.g., individual therapy), on-going medical care, and being placed in an appropriate education setting. Children face multiple challenges throughout their stay in foster care, such as a nonexistent relationship (bond) between the birth parent and foster parents, on-going court dates, and uncertainty about their placement outcome (Lewis, 2011). Hence, children need a nurturing environment to heal the traumatic experience they encountered and to be able to receive the necessary services to adjust to new attachments.

Placement in Foster Homes

A foster home is a substitute home where children are placed after the removal from the maltreatment of their parent or caregiver. Foster care agencies have a responsibility to match, place, and maintain foster children in foster homes. The potential foster home provided by foster parents is characterized as a safe and secure home environment to provide the primary care for children who are under state custody to live in (Buehler et al., 2006). Nonetheless, Orme and Buehler (2001) postulated that several characteristics (e.g., parenting strategies, temperament, gender, race, marital status, and family functioning) of some foster families could affect both the behavioral and emotional well-being of children. As a result, length of stay in foster care varies considerable (e.g., 1 day to 169 days) and some children experience multiple placements due to behavior problems (Chamberlain et al., 2006; Fisher et al., 2011; Hurlburt et al., 2010; Newman et al., 2000). For this reason, the interest of the state is for the foster parents to provide adequate care, to prevent any additional maltreatment, to support the children's development, and to support permanency plans (Buehler et al., 2006).

There are several processes that prospective foster parents are required to pass prior to providing care to foster children. Initially, the foster parents go through a pre-service training, home licensure, and home inspection process by the state welfare agency to ensure children will receive the needed services (Buehler et al., 2006). Afterwards, foster parents are required to attend ongoing trainings, and CPS continues to assess their home environment to ensure the child receives appropriate care and to maintain the home licensure. Buehler et al., (2006) reported that the National Commission on Family Foster

Care and the Child Welfare League of America identified competency domains that guide foster parents for children to have a successful placement. The Parent Resources for Information, Development, and Education (PRIDE) model used by many foster agencies provides a framework of competency domains to prepare new foster parents and those being relicensed (Buehler et al., 2006). Thus, potential foster parents go through licensure and training processes that help guide them to provide a safe and nurturing living environment to foster care children.

Foster Parent's Responsibilities

Foster parent success starts with them developing competency domains to raise children in a stable and long-term family environment (Buehler et al., 2006). Buehler et al. (2006) defined competencies as the task that fostering entails when foster parents have the knowledge and skills to be successful when caring for foster children. As the state's interest is for foster parents to prevent further abuse to children in foster care, they must ensure a safe environment to improve the child's development. Thus, Buehler et al. indicated a need for foster agencies to identify the minimal level of competence of the foster parents and strengthen their weak areas.

The state's interest is that the care provided by the foster parents is regulated to prevent further abuse, to ensure the caretaking environment improves children's growth, and to encourage the foster parents to support the child's permanency plan (Buehler et al., 2006). Hence, a highly used competency-based model is the PRIDE model that guides foster parents role functions:

> (1) protecting and nurturing children, (2) meeting developmental needs and addressing developmental delays, (3) supporting relationships between children and their families, (4) connecting children to safe nurturing relationships intended to last a lifetime, and (5) working as a member of a professional team. (Buehler et al., 2006, p. 526)

Foster agencies examine the competence levels in these domains to identify needed supports to those foster parents who did not meet the minimal PRIDE requirements.

Moreover, Mennen and O'Keefe (2005) recommended foster parents be educated about attachment styles and learn strategies to facilitate forming stable foster parent-child relationships with children under their care. According to Van IJzendoorn (1995) and Bartholomew and Horowitz (1991), an adult with a secure attachment style can transmit their mental representations to children because they tend to have a sense of security, worthiness, and are open to communication. Foster parents who have a secure attachment style can respond promptly and adequately to foster children that in turn helps develop children's attachment style. As a result, foster children can establish a secure bond with foster parents who have a secure style because this might influence children's behaviors and placement. Mennen and O'Keefe suggested adults with secure attachment style would help foster children overcome early experiences, display good behavior, and increase the likelihood of placement stability, while adults with an insecure attachment style would project insecurity to children resulting in children displaying negative behaviors and increase the likelihood of a placement disruption.

Foster parents demonstrate their growth and improve their skills as they continue to attend continuing trainings (Buehler et al., 2006). However, ongoing support from foster care agencies towards the foster parents is needed. Otherwise, lack of ongoing support can negatively affect the children's well-being and can cause placement disruptions (Buehler et al., 2006). For this reason, foster agency caseworkers can identify foster parents' deficient areas to provide them with additional trainings geared toward improving their skills to be able to more effectively understand how to manage foster children's behavior challenges, and encourage foster parents to use interventions (e.g., parent-child interaction therapy) and reduce a placement disruption.

Behavior Problems and Placement Disruption

Children placed in foster care face the challenge of not only adjusting to a new home environment, but also to a new caregiver. They are more likely to exhibit behavior problems that might result in placement disruption. Behavior problems in children are expressions of an emotional maladjustment to a stressful situation, such as aggression, low self-concept, and problems coping (Hurlburt et al., 2010). Children form inhibitory control skills that are essential to have successful coping skills that could help regulate their behaviors (Lewis et al., 2007). For example, Lewis et al. (2007) conducted a study among 5- to 6-year-old adopted children (N = 102) and their caregivers to examine whether placement instability was a predictor of children's inhibitory control. The participants in the study were adopted children with multiple placements (n = 33), children with one placement (n = 42), and children never placed in foster or adoptive care (n = 27). Lewis et al. found children with multiple placements showed poor inhibitory

control compared to the non-adopted children. The results suggested that children with multiple placements displayed oppositional behavior compared to non-adoptive children (Lewis et al., 2007). As noted, acknowledging children's behaviors and understanding their inability to control their behaviors could contribute to a decrease in placement disruption.

Children enter the foster care system with many challenges and bring with them behavior and emotional problems that might increase the risk of placement disruption. A factor that could affect placement disruption are behavior problems that might have resulted from the child's previous experience of the maltreatment from his or her parent or caregiver (Holland & Gorey, 2004). For example, Newton et al. (2000) affirmed that some children exhibit both emotional and behavioral problems upon entering foster care and are at an increased risk to develop these problems. Moreover, Hurlburt et al. (2010), Leathers (2006), and Chamberlain et al. (2006) reported that because of children exhibiting behavior problems, they are likely to have frequent placements, which may affect their emotional well-being and social relations. In a study to examine the association between children's well-being and previous placement, Rubin, O'Reilly, Luan, and Localio (2007) analyzed the National Survey of Child and Adolescent Well-Being in a sample of children in foster care (N = 729). The majority of the participants in the study were less than 2-years old (38%), were between the ages of 2 and 10 (41%), and were 11-years and older (22%). Rubin et al. (2007) noted that the results of this study supported that placement stability had an effect on children's well-being, and those children who did not achieve placement stability were at an increased risk of behavior

problems compared with children who did achieve stability. Therefore, identifying and understanding foster children's behavior problems could contribute to a decrease in placement disruption and the development of a healthy foster parent-child relation when placed with a foster parent that has a secure attachment style.

Several factors affect placement disruption. A factor that could affect placement disruption when the disruption is an unplanned change when a child exits the current placement by either his or her request or the foster parents request (Fisher et al., 2011). Chamberlain et al. (2006) conducted a study to identify predictors of placement disruption among foster and kinship parents (N = 246) of 5- to 12-year-old children placed with regular foster parents (n = 158) and placed with kinship (n = 88). The findings from this study indicated that foster children with daily Parent Daily Report (PDR) scores of five or fewer behavior problems (e.g., defiance, stealing, lying) were at low risk of disruption; whereas, foster children with six or more behavior problems were at higher risk of disruption (Chamberlain et al., 2006). Chamberlain et al.'s findings aligned with Fisher et al. (2011), who conducted a study on placement disruptions among foster parents (N = 117) caring for foster preschoolers in regular foster care (n = 60) and in treatment foster care (n = 57) settings using the PDR to measure behavior problems (e.g., defiance, stealing, lying). Fisher et al. concluded that the children in regular foster care setting were at high risk for a placement disruption because they had over five problem behaviors. However, in the regular foster care setting, there was a 10% increase of placement disruption as the behavior problems increased (Fisher et al., 2011). Hurlburt et al. (2010) reported results consistent with Chamberlain et al. and Fisher et al. studies.

Utilizing a logistic regression approach, Hurlburt et al. examined whether the PDR improved prediction of placement outcomes. The sample consisted of foster parents (N = 700) of 5- to 12-year-old children under an intervention (n = 359) and in a control group (n = 341). The researchers concluded that elevated PDR counts of behaviors were a predictor of placement disruptions (Hurlburt et al., 2010). The results of these studies indicated that placement disruptions were related to elevated foster children's behavior problems (Hurlburt et al., 2010). Children's behaviors are not the only reasons that have been examined that disrupt placement. For example, Orme and Buehler (2001) found foster parents level of education and ethnicity appear to have an effect in foster children's problem behaviors; and Leathers (2006) found foster child's gender had a negative outcome on placement. Whereas, Chamberlain et al. found foster child's gender and age, and foster parent's ethnicity at baseline were not linearly related to risk of placement disruption. Therefore, foster agency caseworkers working with foster parents could provide trainings to foster parents geared towards identifying children's negative behaviors and effectively learn how to manage children's behavior challenges to improve placement stability. Moreover, foster agency caseworkers should consider other factors that could impact placement disruption when making placement decisions by understanding how child's and foster parent's gender, ethnicity, and level of education might impact placement stability.

The role of foster parents' attachment style was examined to explain the association between foster children's negative behaviors and placement disruption. Collins and Read (1990) and Van IJzendoorn (1995) reported foster parents who have a

secure attachment style might influence the foster children to respond favorably (e.g., good behavior) towards the parent-child relationship and increase placement stability; whereas, foster parents who have an insecure attachment style might hinder the relationship as this might influence foster children to respond unfavorably (e.g., behavior problems) and increase the likelihood of a placement disruption. Hence, foster children who are at an increased risk for behavior problems, another separation because of placement disruption, might affect the relationship with new foster parents. For this reason, it is important to understand whether the association between foster children's negative behaviors and placement disruption was moderated by foster parents' attachment styles which might provide insight to placement stability in middle childhood. The investigation of the association between foster children's negative behaviors and placement disruption during middle childhood, and whether this association varied as a function of the attachment style of the foster parents provided information about the gap that exists. Foster parents with a secure attachment style are expected to meet the needs of a foster child who is displaying negative behaviors; thus, the association between negative behaviors and placement disruption will be decreased. Foster parents with an insecure attachment style (i.e., anxious-ambivalent or avoidant) might be unable to meet the needs of a foster child who is displaying negative behaviors; thus, the association between negative behaviors and placement disruption will be increased. The results of the current study might help foster agency caseworkers provide trainings to foster parents geared toward effective interventions to understand how to deal with foster children's behaviors to prevent placement disruptions based on their attachment style.

Summary

In this literature review, I examined numerous articles and research studies that provided an understanding of child maltreatment and its impact on the quality of attachment among foster parents and foster children. The development of an attachment relationship between the foster parents and foster children in middle childhood is necessary during the early stage of foster placement because it might result in a successful placement (Allen, 2011; Oosterman & Schuengel, 2008). In addition, in this chapter I showed foster parents' attachment style may affect the child-foster parent relationship causing distress to the child whom elicits behavior disturbance leading to a placement disruption (Dozier et al., 2009). Attachment theory is an influential and widely used framework within the field of psychology when viewing attachment relations with the caregiver (Bernier & Meins, 2008). Researchers have examined several adult attachment styles in an effort to understand attachment relations with foster children (Ainsworth & Bowlby, 1991; Allen, 2011; Bartholomew & Horowitz, 1991; Bartholomew & Shaver, 1998; Mennen & O'Keefe, 2005; Oosterman & Schuengel, 2008; Smyke et al., 2010; Stovall-McClough & Dozier, 2004; Van IJzendoorn, 1995). Thus, understanding the link between foster children's negative behaviors and placement disruption, and whether it was moderated by foster parent attachment styles will give insight into placement stability.

In this literature review, I identified several studies that examined attachment as a factor for foster children's behaviors and placement disruption (Dozier et al., 2009; McWey, 2004; Oosterman & Schuengel, 2008; Palmer, 1996; Whelan, 2003). However,

the gap in this literature indicated that few studies have examined the association between foster children's negative behaviors and placement disruption during middle childhood, and whether this association varied as a function of the attachment style of the foster parent (Allen, 2011; Oosterman & Schuengel, 2008). For that reason, the results of this study will help to fill the gap that exists in placement disruption in middle childhood based on foster children's negative behaviors and foster parents' attachment styles.

In Chapter 3, I will present the quantitative methodology that I used to examine the research questions and hypotheses. In the chapter, I will discuss the questionnaire, surveys, and analyses that were used to examine the association between foster children's negative behaviors, placement disruption, and foster parents' attachment style in middle childhood. Chapter 3 will also include a description of the sample population, variables in the study, ethical considerations, and data analysis.

Chapter 3: Research Methodology

Introduction

Few studies have examined the association between foster children's negative behaviors and placement disruption in children between the ages of 6 and 11 (Allen, 2011) and whether this association varied as a function of the attachment of the foster parents. By providing this information, the results of this study may help to attend to the gap that exists regarding the association between foster children's negative behaviors and placement disruption during middle childhood and whether this association varied as a function of the attachment style of the foster parents. In this chapter, I will describe the research design of the study along with the rationale for its use, sampling and population procedures, instrumentation, research questions and hypotheses, data collection and analyses, threats to validity, protection of human participants, ethical procedures, and conclude with a summary of the study. The Walden Institutional Review Board (IRB) approved this study with the approval number 04-23-15-0173304, and the IRB application that was approved to collect data expired on April 22, 2016.

Research Design and Rationale

In this study, I employed a quantitative approach to test the hypotheses. In particular, a cross-sectional method (at two points in time) was used via the administration of paper-and-pencil survey instruments and a follow-up phone call to foster parent participants. The cross-sectional method was an appropriate choice for this study because it is the most widely-used design by researchers to gather quantitative data

(Dessell, 2005). There were no time or resource constraints as the data were collected at two specific points in time.

Researchers have used survey methods to collect data in their investigations of children's behaviors, placement disruptions, and adult attachment styles (Allen, 2011; Cardalda et al. 2012; Collins, 1990; Collins & Read, 1996; McClendon et al., 2011; McIntosh et al., 2009; Van IJzendoorn, 1995; Wolfe-Christensen et al., 2009). There are several advantages to using surveys and questionnaires in research. According to Creswell (2009), these advantages are that they are inexpensive and easy to administer, and the results from a group of individuals are easy to interpret. Survey research provides a description of attitudes or opinions of a population by studying the sample (Creswell, 2009). Gable (1994) reported that survey methods could be used to analyze the data collected to examine associations among variables to generalize statements about the study. Bryman (1984) suggested that in surveys, item concepts can be operationalized and objectivity maintained. Finally, many respondents can be assessed at the same time when a survey method is used.

Mitchell and Jolley (2013) suggested that, to create a successful survey, a researcher must follow three objectives: (a) know the research hypotheses, (b) know the construct what the study wants to measure, and (c) know that the results generalize to a specific population. They stated that if the researcher fails to meet these objectives, the survey research will be flawed. An advantage of using survey methods is that statistical inferences can be made about the larger population and can aim for groups that have similar characteristics to the larger population (Mitchell & Jolley, 2013).

In this study, I was present while foster parent participants completed the demographic questionnaire (see Appendix B) and two surveys, the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) and the Revised AAS (Collins, 1996). Mitchell and Jolley (2013) stated the presence of the researcher is an advantage when conducting research because he or she is able to clarify questions and encourage participants to complete surveys and questionnaires. Tourangeau and Yang (2007) noted that the presence of a researcher does not have an effect on the participant's responses. On the other hand, Nichols and Maner (2008) noted that participants might respond: (a) as a "good subject," (b) less favorably, or (c) naturally based on their attitudes towards the survey questions (p. 152). Furthermore, disadvantages to using surveys are that participants' answers might not suggest the truth and might be inaccurate because they: (a) did not ever know the information, (b) do not remember the information needed, (c) do not yet know the information, and/or (d) might know the answer but do not want to give the information (Mitchell & Jolley, 2013).

In this study, I collected children's demographic information such as age, gender, and level of education from the BASC-2 PRS-C (Reynolds & Kamphaus, 2004). Additional demographic information such as ethnicity, length at current placement, number of previous placement disruptions, and number of times in foster care was collected from the demographic questionnaire (see Appendix B). Also, foster parents' demographic information such as age, gender, marital status, ethnicity, and level of education was collected from the demographic questionnaire as well (see Appendix B).

Overall, I used a quantitative approach to collect the data about the variables. The dependent variable examined was placement disruption. The independent variable was children's negative behaviors. The moderator variable was foster parents' attachment style. In addition, the control variables I examined were foster mother's age and foster mother's level of education. To test whether there was an association between foster children's negative behaviors and placement disruption in foster children between the ages of 6 and 11, a binary logistic regression analysis was conducted. However, foster parents' attachment style was not examined as a moderating variable to determine if attachment style moderated an association between foster children's negative behaviors and placement disruption due to not having any variability in the data between secure (n = 23) and insecure (n = 1) attachment style. A survey method allowed me to collect the data using questionnaires that have acceptable reliability to measure the variables in the study. In the next section, I will discuss the sampling and sampling procedures used in this study.

Sampling and Sampling Procedures

My data collection for this study began in May 2015 and ended in February 2016. The study participants were obtained from two foster care organizations in the state of Texas. In the following subsection, I will present the calculation of sample size using a statistical power analysis. The second subsection will cover the population of interest for this study that was drawn from two different foster care organizations.

Calculation of Sample Size

I used a statistical power analysis to obtain the study's sample size using the G Power software 3.1 (Faul, Erdfelder, Lang, & Buchner, 2007). Faul et al. (2007) indicated that the G Power 3.1 provides an effect size calculator that offers the use of different statistical power analysis, for instance, a priori power analysis, to calculate the sample size before the proposed study takes place. Sun, Pan, and Wang (2010) and Cohen (1992a) encouraged researchers to estimate power, alpha level, and effect size before conducting a study as they provide the degree to which sample size needs to be adequate for statistical results to avoid a Type II error (failing to detect a difference when there is one). The importance of power analysis derives from the probability that a statistical test will reject the null hypothesis when it is false, and the power analysis can be used to estimate sample size based on the observed effect sizes to determine the practical and theoretical importance of an effect in estimating the appropriate sample size (Cohen, 1992b; Fritz, Morris, & Richler, 2012). The power analysis was a useful tool before undertaking my study because it projected the sample size, based on the observed effect sizes, necessary to answer the research questions of the study.

In research, effect size estimates the degree of the association between two or more variables (Ferguson, 2009). Ferguson (2009) reported that effect sizes are considered only estimates and are resistant to the influence of sample size, which instead provides a true measure of effect among the variables being studied. Cohen (1992a) reported that each statistical test have their own effect size. For example, the conventional effect size for *t* test and chi-square include: (a) small effect = .10, (b)

medium effect = .20, and (c) large effect = .30 (Cohen, 1992a). However, for various statistical tests, Cohen and Faul et al. (2009) defined effect size as: (a) small effect = .02, (b) medium effect = .15, and (c) large effect = .35. Moreover, Cohen (1992b) reported that statistical power level of .80 is adequate when conducting research because it is probable to make a false positive claim (Type I error) than a false negative (Type II error) as it reduces the probability of failing to reject a false null hypothesis. For this study, I used a statistical test to examine both of the research questions to determine the association between the dependent variable (placement disruption),the independent variable (children's negative behaviors) with one scale, and the moderator variable (foster parents' attachment style). Cohen (1992a) suggested that psychological research using a correlation analysis with two independent variables, a medium effect size of .15, and a power level of .80 would require a sample size of 67 participants. To confirm the sample size and the statistical power analysis for this study, I used G Power to determine the sample size using a priori power analysis test. Specifically, I used an alpha level of .05, a medium effect size of .15, and a power level of .80, and the priori power revealed that the study would require a sample size of at least 67 foster parent participants (Faul et al., 2009).

Population

The population of interest for this study was currently-licensed foster parents with children under their care between the ages of 6 and 11 years. The sample was drawn from two different foster care organizations in the state of Texas. Licensed foster care parents in the state of Texas must: (a) attend an information meeting; (b) be at least 21 years of

age, financially stable, and a responsible adult; (c) complete an application; (d) provide relative and nonrelative references; (e) provide information about their background and lifestyle; (f) show proof of marriage/divorce (if applicable); (g) agree to a home study with all household members; (h) allow staff to complete a criminal history background and an abuse/neglect check on all adults (above 15 years old) in household; (i) attend free training about issues of abused and neglected children; (j) have adequate sleeping place; (k) have no more than six children in the home; (l) have a nonphysical discipline policy; (m) obtain a fire, health, and safety inspection permit; (n) vaccinate any pets; (o) attend trainings for PRIDE (35 hours), universal precautions, psychotropic, and certification in first aid/cardiopulmonary resuscitation for infant/child/adult; (p) tuberculosis tests for household members; and (q) attend 20 hours or more of yearly training (The Interstate Compact on the Placement of Children, 2012).

I used a convenience sample that included foster parent participants who met the following inclusion criteria: (a) care for one or more current foster children between the ages of 6 and 11, (b) be between the ages of 18 and 64, and (c) able to read English or Spanish. A total of 16 foster care organizations were contacted to participate in the study. Of the 16 foster care organizations contacted, two agreed to participate in the study. Of the two participating foster care organizations, one did not provide further permission to collect data from other suboffices located in the state of Texas to increase the sample size. Also, foster parent participation was limited since some foster parents declined to participate as they gave conflicts with dates, times, and the amount of distance between their home and the foster care agency as reasons. Although the power analysis revealed

that the study would require a sample size of at least 67 foster parent participants, I invited 46 male and female foster parents who met inclusion criteria to participate in the study.

Participants

Of the 46 foster parents I invited to participate, 24 foster mothers completed the study. Foster parents who declined to participate gave conflict with dates and the time of the data collection and the long distance from their home and foster agency as the reasons. All together, 24 foster mothers reported on 36 foster children (18 males and 18 females), bringing the total number of foster parent-child dyads examined to 36. Of the 24 foster mothers, one foster parent reported for four foster children, nine foster parents reported for two foster children, and 14 foster parents reported for one child under their care. Foster parents were recruited from six different counties in the state of Texas.

In sum, I obtained the sample for this study from two foster care organizations in the state of Texas. Participants consisted of current licensed foster parents who reported on the behaviors of children in their care between the ages of 6 to 11. About half of all who were invited to participate took part in the study. Thirty-six foster parent-child dyads were formed reducing the power of the statistical analysis. Due to the small sample size of the study, I conducted a post hoc power analysis to determine power due to statistically nonsignificance. Aktas and Keskin (2013) reported that a post hoc power analysis is conducted after the data has been analyzed and the null hypothesis has been retained. The purpose of a post hoc power analysis is to determine the probability that a Type II error occurred, especially if the results are insignificant (Aktas & Keskin, 2013). According to

Ellis (2010) an adequate post hoc power indicates that the results are negative (as cited in Aktas & Keskin, 2013). I conducted a post hoc power analysis using the G Power 3.1 software to calculate the statistical power for the study using a $p < .05$, sample size of 36, and a medium effect size of .15 (Faul et al., 2007). The post hoc power analysis revealed that the statistical power for this study was .49, revealing low power for the detection of a medium effect size; consequently, the study did not have enough power to detect an association due to an insufficient sample size. In the following section, I will describe the procedures for the study.

Procedures

I sent several direct contacts and e-mails from May 2014 to December 2015 to 16 foster care organizations and a letter of permission to conduct research (see Appendix J) was provided. Additional contacts (i.e., in person, telephone, or e-mail) with foster care agency directors were also made. A total of 16 foster care organizations were contacted. Of the 16 foster care organizations contacted, two agreed to participate in the study. The participating foster care organizations each had three suboffices statewide totaling six suboffices located in the state of Texas.

Permission to recruit participants was obtained via e-mail from the two foster care organization corporate directors (see Appendix F) and six letters of cooperation were obtained from each of the suboffice area directors (see Appendix G). Data were collected from the two foster care organizations after approval was obtained from Walden University IRB. Once the study was approved by the IRB, foster care suboffice area directors were contacted and provided copies of the invitation to participate (see

Appendix E) in research to be placed in their reception and conference room where foster parents met for trainings or meetings.

Potential foster parent participants were provided with the session dates and times to participate in one of the three sessions (10:00–10:30 am; 11:00 am–11:30 pm, and 12:00–12:30) offered daily. There was a 1-week period from when the foster care agency directors were provided with the invitations for the foster parent participants to the day of the data collection. The purpose of the study was explained and the informed consent was reviewed with the foster parent participants, those who agreed to participate signed the consent form before beginning the surveys and were provided with a number-coded packet that contained the demographic questionnaire (see Appendix B), the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and the Revised AAS (see Appendix A; Collins, 1996) per child. There were no incentives given to participants. The study took place at the conference area of each of the six foster care agencies. This medium was a convenient and familiar setting for the foster parents. The conference area was suited to a large group of foster parent participants, and they were seated at a distance from each other for privacy purposes for the duration of their participation. Most of the foster mother participants completed the surveys within 30 minutes, which was sufficient time to complete the demographic questionnaire (see Appendix B), the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and the Revised AAS (Appendix A; Collins, 1996). Finally, a brief 5-minute telephone interview call 1-month postbaseline was conducted to inquire whether the child remained under the care of participant foster mothers (see

Appendix C). The procedure allowed to collect placement disruption data from all of the foster mother participants.

Data Collection

As noted above, data were gathered from foster mothers who consented to be in the study in two stages. In Stage 1, foster mother participants completed the demographic questionnaire (see Appendix B), the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and the Revised AAS (Appendix A; Collins, 1996); and in Stage 2, the foster mother participants received a brief 5-minute telephone interview call 1-month postbaseline (see Appendix C). On the day of Stage 1, the study was briefly discussed with the group of foster mother participants and informed consent was obtained from those who agreed to participate. Foster mother participants were also informed that the study was voluntary and they could exit the conference area at any time. Foster mother participants also were informed they were going to receive a brief 5-minute telephone interview call (i.e., second contact) to inquire if the child remained under their care within a month (see Appendix C). After reviewing the informed consent, those foster mother participants who consented to participate were provided with a number-coded packet, to complete per child under their care, that contained the demographic questionnaire (see Appendix B), the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and the Revised AAS (Appendix A; Collins, 1996) to respond to questions about themselves (i.e., attachment style and demographic information) and about the children (i.e., children's behaviors and placement disruption) that were under their care. Foster mother participants were allowed to choose which language they preferred to complete the forms (English or Spanish).

Foster mother participants were given 30 minutes to complete the demographic questionnaire (see Appendix B), the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and the Revised AAS (Appendix A; Collins, 1996) which was sufficient time to complete, and the number-coded packets were collected upon completion. Participant's telephone number was collected during Stage 1 as the participant provided their telephone number on the demographic questionnaire (see Appendix B). For the purpose of the study, a 1-month brief telephone interview call (see Appendix C) was conducted. To obtain placement disruption information about the foster child, researchers have reported on average, a child experiences from one to 15 placement disruptions after entering the foster care system, where the length of stay can vary from 1 day to 169 days on a case-to-case basis (Newton et al., 2000). Therefore, this time frame was reasonable to gather data about the dependent variable.

Number-coding each participant packet to avoid identifying assured the confidentiality of foster parent participants. Since I was present, I was available to answer questions or concerns from the foster mother participants throughout each session of the data collection. Once foster mother participants completed the demographic questionnaire (see Appendix B), the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and the Revised AAS (Appendix A; Collins, 1996), they were provided with refreshments and sweet bread in appreciation of their participation. No additional incentives (e.g., gift card) were provided to foster mother participants. A copy of the summary of the results of the research study will be available to the foster agency director once the study has been completed.

Instrumentation

Three instruments, the demographic questionnaire (see Appendix B), the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and the Revised AAS (Appendix A; Collins, 1996) were used for this study. Foster mothers who met the inclusion criteria of caring for one or more current foster children between the ages of 6 and 11 completed one packet per child. In the current study, 36 foster parent-child dyads (n = 24 foster parents and foster parents report on n = 36 foster children) were examined to assess the association between children's negative behaviors and foster parents' attachment style with a placement disruption.

Demographic questionnaire. Due to the possibility that foster mother participants could be bilingual, an English and Spanish demographic information questionnaire (see Appendix B) was used to obtain the basic information from the foster mother participants and about the foster children in their care. For the purpose of this study, information about disruption was obtained from a brief 5-minute telephone interview call questionnaire (see Appendix C). The telephone interview call was made at 1-month postbaseline to inquire if the child remained in the current placement (*yes* and *no*) as a dichotomous variable was created and no reliability and validity information that measures placement disruption is available. This construct was utilized as a unitary construct, and to my knowledge, there are no available scales that measure placement disruption. In fact, researchers have obtained the number of placement disruptions through the child welfare system case files (Fisher et al., 2011).

BASC-2 PRS-C. The Behavior Assessment System for Children was developed in 1985 and published by Reynolds and Kamphaus in 1992; and, the second edition, BASC-2, was published in 2004 (Reynolds & Kamphaus, 2004). The BASC-2 (Reynolds & Kamphaus, 2004) is a multimethod system used to evaluate behavior and self-perception of children and young adults (ages 2- to 25-years) which is composed of five main measures: (a) two rating scales (Teacher [TRS] and Parent [PRS]) divided into three age appropriate levels (preschool 2-5 years; child 6-11 years; and adolescent 12-21 years); (b) one self-report divided into three age-appropriate levels (child 8-11 years; adolescent 12-21 years; and college 18-25 years); (c) one structural Developmental History; and (d) one Student Observation System form. The measurement form that was used in this study was the BASC-2 Parent Rating Scales – Child (PRS-C) that foster parent participants completed for children ages 6 to 11 to rate children's behaviors.

The BASC-2 (Reynolds & Kamphaus, 2004) was selected due to its most recent revision, psychometric properties, and updated representative normative group (Tan, 2007). The BASC-2 PRS-C is designed to measure both adaptive and behavior problems in the home and community setting; in addition, due to copyright laws, the full BASC-2 PRS-C is not printed in the study (Reynolds & Kamphaus, 2004). The BASC-2 PRS-C (Reynolds & Kamphaus, 2004) consists of 160 items, and uses a four-choice (Likert-type scale) response format (never, sometimes, often, almost always). Reynolds and Kamphaus (2004) estimate the time to complete the BASC-2 PRS-C to be 10 to 20 minutes. The BASC-2 ASSIST Plus computer software was used to score the results and

allows for the researcher to score an unlimited number of test forms without additional costs.

According to Wolfe-Christensen, Mullins, Stinnett, Carpentier, and Fedele (2009), the BASC-2 PRS (Reynolds & Kamphaus, 2004) can yield eight clinical subscales, four adaptive scales, and four composite scales that are rated by foster parent participants. In addition, Myers, Bour, Sidebottom, and Murphy (2010) indicated that the BASC-2 PRS (Reynolds & Kamphaus, 2004) provides T-scores for the four composite scales that foster parent participants rate the child on (e.g., externalizing problems, internalizing problems, adaptive skills, and behavior symptom index; BSI; Reynolds & Kamphaus, 2004). The foster mother participants completed the BASC-2 PRS-C in its entirety; and of the four composite scales, only the externalizing problems composite scale T-score was analyzed to investigate children's behavior problems.

Tan (2007) stated that the BASC-2 PRS (Reynolds & Kamphaus, 2004) has good reliability with internal consistency measured by coefficient alpha estimates in the middle .80 to middle .90 for the externalizing problems composite scale. The test-retest reliabilities range in the low .90s. The author indicated that interrater reliability can be obtained by having the child rated with a period of administration ranging from 0 to 70 days by different parent or caregiver on the BASC-2 PRS-C (Reynolds & Kamphaus, 2004). According to Reynolds and Kamphaus (2004), the standard error of measurement (SEM) takes the average by which observed and true scores differ. Thus, the SEM for child in the combined and general norm sample has a median of 4.0 T-score points (Reynolds & Kamphaus, 2004). Tan indicated that there are three validity scores to

measure consistent negative bias: (a) F index (faking bad), (b) Consistency Index (random responding), and (c) Response Pattern Index (valid responses). Tan (2007) stated that construct validity was estimated for the BASC-2 PRS having moderate to high levels of correlations. Moreover, the BASC-2 PRS scale was compared with three behavior rating scales in which the BASC-2 PRS scale correlated in the .70s and .80s with the three rating scales (Tan, 2007). Thus, Reynolds and Kamphaus reported that the externalizing problems composite scale is highly correlated indicating that the BASC-2 PRS measures what it is intended to measure. The BASC-2 PRS-C is reportedly written at a fourth-grade level, is available in English and Spanish, and both are scored by entering foster mother participant responses in the BASC-2 ASSIST Plus computerized scoring software (Reynolds &Kamphaus, 2004).

In order to obtain a valid profile, the foster mother participants completed the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) in its entirety. The externalizing problems composite scale that measures disruptive behaviors consists of the following subscales: hyperactivity, aggression, and conduct problems (Reynolds & Kamphaus, 2004). The test-retest reliabilities for the three subscales range in the high .70s to low .80s (Reynolds & Kamphaus, 2004). The highest interrater reliability with internal consistency was for hyperactivity at .73, followed by conduct problems at .61, and the lowest being aggression was at .53 (Reynolds & Kamphaus, 2004). In addition, the alpha for hyperactivity and aggression was .89 and conduct problems was .90 (Reynolds & Kamphaus, 2004).

Once foster mother participant responses of children's behaviors were entered into the BASC-2 ASSIST Plus computer software, several T-scores were generated (e.g., externalizing problems, internalizing problems, adaptive skills, and BSI). For this study, only the externalizing problems composite scale, which measures overall children's behaviors, was included in the statistical analysis when analyzing the results. To further explore Research Question 1, a separate statistical analysis was performed on each of the externalizing problems subscales (i.e., hyperactivity, aggression, and conduct problems). The composite scale T-score ranges for externalizing problems scale and its subscales are represented by five distinct classifications (*clinically significant* = > 70, *at risk* = 60 – 69, *average* = 41 – 59, *low* = 31 – 40, *very low* = < 30). These classification ranges are described as follows: (a) clinically significant identifies with high levels of maladaptive behavior, (b) at risk identifies with the presence of a significant problem, and (c) average, low, and very low identify with typical behaviors (Reynolds & Kamphaus, 2004).

The BASC-2 PRS-C (Reynolds & Kamphaus, 2004) English and Spanish forms were purchased from Pearson Assessments. Individuals using and purchasing these forms are expected to have appropriate training in administration, scoring, and interpretation of behavior rating scales with such instrument (Reynolds & Kamphaus, 2004). As a courtesy, an email was sent to Pearson Assessments to obtain permission to use the BASC-2 PRS-C (Reynolds & Kamphaus, 2004). Permission was obtained from Pearson Assessments (see Appendix J) to use the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) and permission was not granted to include the BASC-2 PRS-C in a dissertation appendix. For the purpose of the study only the parent rating scales-child form (BASC-2 PRS-C;

Reynolds & Kamphaus, 2004) was administered to foster parents to rate children's behaviors of ages 6 to 11.

Revised Adult Attachment Scale (AAS). The adult attachment style (AAS) was developed by Collins and Read (1990); and, a revised version of the AAS was later developed by Collins (1996). The Revised AAS (Collins, 1996) is a free self-report instrument that can be used in research because it is in the public domain. Collins (see Appendix I) website indicates that users are free to use the Revised AAS, and, if needed, to translate into a different language as long as a copy is provided to the author (Collins, 1996). As a courtesy, the author of the Revised AAS (Collins, 1996) was contacted via e-mail to obtain permission to use the English forms and to request permission to translate the Revised AAS into Spanish. The Revised AAS (Collins, 1996) was back-translated into Spanish following the criteria suggested by Brislin (1970). I translated the scale into Spanish as I am bilingual. Then a bilingual collaborator with a background in mental health translated the scale back into English using face validity. After that, I revised both versions of the scale to maintain the conceptual meaning of the 18 items.

The Revised AAS (Collins, 1996) was used to measure foster mothers' attachment style. It was built on the earlier work of the original three prototypical descriptions of Hazan and Shaver (1987). The revised scale consists of 18 items scored on a 5-point Likert-type scale and contains three subscales to measure attachment styles: (a) close, (b) depend, and (c) anxiety subscales (Collins, 1996). Foster mothers were asked to use a scale by placing a number between 1 and 5 to the right of each statement that will describe their general feelings in different relations (*1 = not at all characteristic*

of me to *5 = very characteristic of me*). The Revised AAS (Collins, 1996) survey was hand scored by obtaining the mean from the six items that compose each subscale (e.g., close, depend, and anxiety). The average for the six items that correspond to each subscale was calculated. Before computing the close subscale average, three of the six items (6, 13, and 17) were reverse scored (1 = 5, 4 = 2, etc.). Then before computing the depend subscale average, four of the six items (2, 7, 14, and 18) were also reverse scored. The anxiety subscale was calculated by averaging the ratings for the six items.

The first subscale, close, measured how comfortable with closeness and intimacy a person is with someone. The second subscale, depend, measured the degree of dependence on others and the belief that people can be relied on when needed. The third subscale, anxiety, measured the amount of concern of being rejected and abandoned (Collins, 1996). Collins and Read (1990) created and defined the attachment style score profile, as follows: (a) close subscale measures how an individual is comfortable with closeness and intimacy, (b) anxiety subscale measures how an individual worries about being rejected and abandoned by others, and (c) depend subscale measures how an individual depends and relies on others. The Revised AAS (Collins, 1996) scale identifies insecure attachments that are either anxious (anxious-ambivalent) or avoidant. These were the first identified three categories of attachment style presented by Ainsworth and Bowlby (1991). For the purpose of this study, the secure attachment style score was obtained from high scores (> 3) on the close and depend subscales and a low score (< 3) on the anxiety subscale. The anxious-ambivalent style (i.e., insecure) was obtained from high score on the anxiety subscale, and moderate scores (3) on the close and depend

subscale. The avoidant attachment style (i.e., insecure) was obtained from low scores (< 3) on all three subscales.

The Revised AAS (Collins, 1996) reported Cronbach's alpha level for each subscale in three samples of undergraduates as follows: (a) .81 for close, .78 for depend, and .85 for anxiety (N = 173); (b) .80 for close, .78 for depend, and .85 for anxiety (N = 130); and (c) .82 for close, .80 for depend subscale, and .83 for anxiety. The psychometric properties of the Spanish translated Revised AAS (Collins, 1996) are not available to Hispanic/Latino populations in the United States, and it has not been researched to obtain reliability and validity among this population. To my knowledge, there is a Spanish version of the Revised AAS (Collins, 1996) but the psychometric properties are acceptable only for the Chilean population (Fernandez & Dufey, 2015). Of the 36 foster parent-child dyads that completed the Revised AAS (Collins, 1996), 19 were administered in English and 17 were administered in Spanish.

Data Analyses

All data collected from the demographic questionnaire (see Appendix B), the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and the Revised AAS (Appendix A; Collins, 1996) were entered, stored, and analyzed using the IBM Statistical Package for the Social Sciences (SPSS) statistical version 21.0 software and stored in an external universal serial bus (USB). Responses to the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) were entered using the BASC-2 (Reynolds & Kamphaus, 2004) ASSIST Plus computer software that scored and interpreted foster mother participants' responses to generate a report of the results that are reported by percentiles and T-scores. The norm-

group mean have a mean of 50 and standard deviation of 10 that are linear transformations of the raw scores (Reynolds & Kamphaus, 2004). T-scores for the composite scales are classified into five distinct classifications based on the T-score range: (a) clinically significant identifies a high level of maladaptive behavior, (b) at-risk identifies the presence of a significant problem, (c) average identifies typical behaviors displayed by average children of this age, (d) low identifies with typical behaviors displayed by average child of this age, and (e) very low identifies with typical behaviors displayed by average child of this age. In addition, the Revised AAS (Collins, 1996) was hand scored to obtain the type of attachment styles (secure, anxious, avoidant) of the foster parents. The majority of foster mothers reported secure (n = 23) and one foster mother reported having an avoidant (i.e., insecure) attachment style; there were no foster mothers who reported an anxious attachment styles. The total scores for each dimension of secure and avoidant attachment were entered into SPSS. The dependent variable was obtained from the telephone postbaseline call (see Appendix C) to measure placement disruption from the current foster home (*yes* and *no*) and was also be entered into SPSS for analysis.

For the purpose of this study, the demographic questionnaire (see Appendix B) that contained the demographic, descriptive, and control variables, the Brief Telephone Interview Call (see Appendix C) that contained the dependent variable, the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) that contained the independent variable (children's negative behaviors) with one composite scale and its three subscales, and the

Revised AAS (Appendix A; Collins, 1996) that contained the moderating variable were combined into one dataset for analysis using SPSS after data were scored.

To protect participant information, data were stored using a password-protected personal computer and a portable USB. The collected data and portable USB will be stored in a locked file using a three-key locking mechanism for five years. After that time, the raw data will be deleted per Walden University Office of Research Integrity and Compliance guidelines. In addition, access to the BASC ASSIST Plus software was password protected.

Demographic data were examined for normality to identify if additional testing was needed to determine if any of the assumptions for the binary logistic regression were met or violated. Normality was examined visually through descriptive statistics, such as means comparisons, frequency distribution, and standard deviations, which will be discussed in Chapter 4 (Gravetter & Wallnau, 2009). In addition, the strength of the association between predictor and criterion variables, and the overall significance of the tests will be presented in Chapter 4.

Research Questions and Hypotheses

Research Question 1: Is there an association between children's negative behaviors, as measured by the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and placement disruption in foster children between the ages of 6 and 11?

$H_0$1: Children's negative behaviors, as measured by the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), will have no significant association with placement disruption in foster children between the ages of 6 and 11.

$H_1$1: Children's negative behaviors, as measured by the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), will have a significant association with placement disruption in foster children between the ages of 6 and 11.

Research Question 2: Does foster parents' attachment style, as measured by the Revised AAS (Collins, 1996), moderate the association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11?

$H_0$2: Foster parents' attachment style, as measured by the Revised AAS (Collins, 1996), will not moderate the association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11.

$H_1$2: Foster parents' attachment style, as measured by the Revised AAS (Collins, 1996), will moderate the association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11.

Statistical Tests

Binary logistic regression analysis. As the dependent variable, placement disruption, was dichotomous, a binary logistic regression was used to address Research Question 1 to test whether there was an association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11. Gravetter and Wallnau (2009) described binary logistic regression as a process used in research to help acquire predictions of the dependent variable when using one or more

independent variables. Specifically, the binary logistic regression measures the dependent variable when it is dichotomous (Peng, Lee, & Ingersoll, 2002).

Hosmer, Hosmer, Cessie, and Lemeshow (1997) and Peng et al.(2002) argued that binary logistic regression analysis is highly and widely used in social sciences and in educational research to test a research hypothesis that uses a binary dependent variable; especially, when testing for an association between one or more factors to predict the outcome. According to George and Mallery (2010), a binary logistic regression analysis seeks to understand how the predictor variable is associated with the criterion variable. For example, Dozier and Lindhiem (2009) used a binary logistic regression analysis among 5-months old to 5-years old foster children and their foster parents ($N = 84$) to examine if foster parents commitment would be associated with placement stability. Results revealed that caregiver commitment was a significant predictor of placement stability (Dozier & Lindhiem, 2009).

Peng et al. (2002) reported that binary logistic regression uses the inferential Hosmer-Lemeshow test goodness-of-fit statistics to measure if data fits the model. The Hosmer-Lemeshow test was applied to test for goodness-of-fit. In addition, both Gravetter and Wallnau (2009) and Peng et al. indicated that the number of groups and expected frequencies should be at least five.

Peng et al. (2002) indicated that the null hypothesis is retained when the significance is $p > .05$. However, in situations when $p < .05$ or there are not more than five observed and expected frequencies per cell, the data does not fit the model. When the Hosmer-Lemeshow does not fit the model, Burns and Burns (n.d.) recommended that the

proportion of cases in the dependent variable that were classified correctly be reported instead.

In addition, the Wald statistic was used to test the significance of the coefficients and the strength of the association between the dependent and independent variable (Bewick, Cheek, & Ball, 2005). Burns and Burns (n.d.) indicated that the odds ratio (OR) are used to estimate the probability of group membership in the criterion group for a one unit increase in the predictors. He reported that if the odds ratio is greater than one, it will indicate that the probability of children's negative behaviors will increase a placement disruption.

Osborne and Waters (2002) reported that statistical tests rely on the assumptions about the variables being used in an analysis; therefore, if the assumptions are not met, the results could have a Type I or Type II error. In binary logistic regression analysis, assumptions were tested in several ways: (a) the dependent variable was measured as dichotomous, (b) the analysis evaluated on one or more independent variables measured as either continuous or categorical, (c) there needs to be a linear association between the independent and dependent variable, and (d) the group categories were mutually exclusive and exhaustive and independent of each other (Burns & Burns, n.d.). Hosmer et al. (1997) indicated that the above assumptions are the essential components of fit in a binary logistic regression analysis.

Moderated regression analysis (MRA). Champoux and Peters (1987) suggested that the appropriate form to analyze a moderator variable is using hierarchical multiple regression also known as a moderated regression analysis (MRA). The MRA evaluated

the association between the independent and dependent variable as well as the degree of the association as assessed by the increment in R^2 (Champoux & Peters, 1987). Frazier, Tix, and Barron (2004) reported that using hierarchical multiple regression (MRA) to examine a moderator effect is preferred due to the flexibility in options it provides for coding categorical variables. Additionally, statisticians highly encourage the use of MRA when comparing correlations when the group variable is naturally categorical. Thus, MRA was an appropriate method to test the theoretical assumption that foster parents' attachment style may correlate with placement disruption. However, Frazier et al. (2004) indicated several factors to take into consideration with predictor, moderator, and outcome variables, which can either increase or decrease the power of interaction in a study. Furthermore, Frazier et al. suggested that having low power to detect interaction effects in nonexperimental studies could pose a problem. In addition, having an unequal sample size could decrease power (Frazier et al., 2004); for example, with two groups (e.g., secure/insecure), power can decrease as the sample size proportions varies (e.g., 95.8% secure and 4.2% insecure), which indicates no variability in the data to find results.

Threats to Validity

External Validity Threat

Creswell (2009, p. 162) defined external validity threat "when experimenters draw incorrect inferences from the sample data to other persons, other settings, and past or future situations." In this study, data were obtained from respondents caring for foster children between the ages of 6 and 11 years in which this limits the generalizability of the

results to other age groups. A noted external validity threat could be that the sample was not randomly selected because it was a convenience sample (Calder, Phillips, & Tybout, 1982). Having a small sample size posed a threat to external validity as it limits the generalizability of the results to foster children of all ages. Additionally, an external validity threat while conducting the study was that my presence could have affected how the participant's answered the questionnaires. Because the study limits the representation of foster parents, it was anticipated that the results of the study could be not be generalized to adoptive and non-adoptive parents of children who are not in foster care in the similar age group

Internal Validity Threat

Internal validity threat is described as "experimental procedures, treatments, or experiences of the participants that threaten the researcher's ability to draw correct inferences from the data about the population" (Creswell, 2009, p. 162). Another internal validity threat could be that foster parent participants could have previously completed the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) in other settings. Research biases poses an interval validity threat. Biases that I was aware of are as follows: (a) provided counseling services to foster children as a licensed professional counselor in private practice in one suboffice, (b) provided services to foster children of the chosen foster agency from 2009 to 2013 in one suboffice, and (c) provided a home as a foster parent for a year and a half to two foster children. To address these biases in the study, the foster mother participants received a number-coded packet that did not ask for any identifying information from the foster mothers or the children; therefore, the foster mothers who

participated remained anonymous and I did not know if I came across a foster mother or child I provided services to in the past. Moreover, it has been three years since any contact with the foster agency or the foster mothers; thus, I was not aware if any of the surveyed foster mothers and foster children were people I provided services to in the past.

Construct Validity Threat

Construct validity threat is referred by Creswell (2009) "when investigators use inadequate definitions and measures of variables" (p. 164) in research. As indicated by McClendon et al. (2011) psychometric qualities of a psychological tool are for the outcome to measure valid and reliable information. The researchers' indicated that the BASC-2 (Reynolds & Kamphaus, 2004) could be used as a valid outcome measure especially because the psychometric properties have improved from the original BASC (McClendon et al., 2011). In the study, the construct of placement disruption was measured with one single item found in the telephone interview call questionnaire (see Appendix C) to obtain the placement disruption of current home rather than with a validated placement disruption scale. Previous research measured placement disruption by reviewing case files or using telephone calls (between baseline and postbaseline) and determine the length of stay differently (Chamberlain et al., 2006; Fisher et al., 2011; Hurlburt et al., 2010; Leathers, 2006). Hence, I was cautious when analyzing and interpreting the results since the follow-up call was restricted to 1-month and the disruption rates might change over time not only due to foster mother characteristics (e.g. parenting strategies, temperament, gender) but also children's behaviors (e.g. aggression, conduct problems, disruptive).

In the study there were several threats to validity such as external, internal, and construct validity. Thus, caution was used when analyzing and interpreting the results of the study to minimize, if any, the threats. In the following section, I will describe the ethical procedures for this study.

Ethical Procedures

Before the data were obtained from the foster children's foster care agency, approval from the IRB from Walden University was acquired. A letter for Permission to Conduct Research Study (see Appendix J) was provided to the foster care agency program director. Upon IRB approval, the foster parents were provided with a letter of Invitation to Participate (see Appendix E) in the study, and during one of six sessions each foster mother was provided with a number-coded packet, to complete per child under their care, to protect their identity and keep confidentiality. During the session, the purpose of the study was explained, and foster mother participants were allowed to choose which language they were comfortable answering the questionnaires. In addition, the informed consent was reviewed and it was explained that participation in the study was voluntary, and foster mother participants who consented to participate were provided with a number-coded packet, to complete per child under their care, that contained the three instruments with an assigned number to keep their anonymity and confidentiality.

Protection of Human Subjects

Foster parents are considered a vulnerable group because participants might be less than fluent in English. To protect their vulnerability in research, foster mother participants were able to choose the language they prefer to answer the questionnaires.

Since the letter of invitation to participate (see Appendix E) in the study, the informed consent, the demographic questionnaire (see Appendix B), and the Revised AAS (Collins, 1996) were translated to Spanish to protect those foster mother participants that might be less fluent in English. To protect the privacy of the respondents foster mothers' names or foster child's name were coded. An identification number was assigned to the packets that contain the three instruments prior to distributing the packet to the foster mothers once they choose which language they prefer (English or Spanish) to complete in one of six sessions available; therefore, foster mother participants remained anonymous. Additionally, collected data will be stored in a password-protected PC hard drive and a portable USB for 5 years and deleted per Walden University Office of Research Integrity and Compliance guidelines. A copy of the summary of the results of the research study will be available to the foster agency director after completion of the study.

Ethical Considerations

The informed consent was dispersed among all foster mother participants. It explained that participation in the study was voluntary and that confidentiality would be maintained. The risks and benefits of participating in the study, and how to contact me with questions were explained; moreover, a summary of the results of the study was going to be available to the foster agency director. In order to protect foster mother participants, foster mother participants were informed that they could withdraw from the study at any time, and it would not affect their relationship with the foster agency. No physical risks or benefits of participation in the study were described as there were not believed to be any. In addition, foster mother participants were informed that they are

under no obligation to answer questions they feel uncomfortable answering. Signed informed consents were obtained from the foster mother participants who indicated they understood and agreed to participate in the study. Because foster mother participants did not provide any identifiable information, no violation of the Health Insurance Portability and Accountability Act was expected. The information gathered will be kept private, secure, and anonymous. As an incentive, all who took part in the study received sweet bread and refreshment in appreciation upon completing the questionnaires. There were no other incentives for participation (e.g., gift card). I did not foresee an ethical dilemma if foster mothers whom she provided professional services to in the past would poses a risk because the packets were number-coded; therefore, avoiding names during the data collection provided protection to their identity.

To protect anonymity and prohibit any researcher bias in scoring, an identification number-code was assigned to each packet prior to distributing the packets to those who agreed to participate. These packets contained one demographic questionnaire and two surveys. This procedure was necessary to avoid asking for the names of foster mothers or foster children in order to protect the foster mother participants' identity.

Before data were collected approval from Walden University IRB was obtained as well as permission to conduct research from two foster care agencies. During data collection, informed consent was obtained from foster mothers who agreed to participate in the study. Privacy of the foster mothers who agreed to participate in the study was protected using an identification number assigned to the number-coded packet (to protect anonymity) that each foster mother completed. Lastly, the data collected will be stored

for 5 years, per Walden University Office of Research Integrity and Compliance guidelines, and then the data will be deleted. In the following section, I provide a summary of the chapter.

Summary

This study used a quantitative cross-sectional method. For the purpose of this study, I examined the association between children's negative behaviors, placement disruption in foster children during middle childhood, and foster parents' attachment style. To address the research question and hypothesis one, the results were analyzed using a binary logistic. The moderated regression analyses was not conducted to determine if foster parents' attachment style moderated an association between children's negative behaviors and placement disruption, as there were not enough participants in the different attachment style categories to run the analysis. The results of the study will be presented in Chapter 4.

Chapter 4: Results

Introduction

The purpose of this study was to examine the association between foster parents' attachment style, foster children's negative behaviors as reported by foster parents, and foster care placement disruptions. In this chapter, I will discuss the data collection, data analysis, and results. A summary of the descriptive statistics will be presented along with the results of the statistical analyses performed to answer both research questions. The chapter will conclude with a summary of the findings.

Data Collection

During the course of May 2014 to December 2015, I made several face-to-face contacts and sent e-mails to 16 private foster care organizations that were searched via internet in Texas. Letters of permission to conduct research were provided to area directors of foster care agencies (see Appendix J) in Texas. I made additional follow-up contact attempts to these same foster care organizations at least once, and in several cases several times, via in person, telephone, and/or e-mail. In one county, nine foster organizations were contacted at least 17 times in person, at least 19 times via telephone, and at least 23 times via e-mail. In another county, one foster organization was contacted at least two times via telephone and at least three times via e-mail. In a third county, one foster organization was contacted at least three times via telephone and at least twice via e-mail. In a fourth county, seven foster organizations were contacted at least seven times in person, at least 18 times via telephone, and at least six times via e-mail. In a fifth county, two foster organizations were contacted at least twice via telephone and at least

three times via e-mail. In the sixth county, one foster organization was contacted at least once via telephone and three times via e-mail. On several occasions, the same foster organizations were contacted in different counties.

Of the 16 foster care organizations that were contacted, only two agreed to participate in the study and 14 declined to participate (see Appendix D). The two participating foster care organizations each have three suboffices statewide, totaling six suboffices, and are located in the different counties of the state of Texas .

Once approval was granted, I contacted foster care suboffice directors to coordinate dates and times to provide the letter of invitation to potential participants (see Appendix E) which was placed in their reception and conference room. Potential foster parents were able to sign up to one of the three daily sessions offered in the conference room of their respective foster agency and a total of 39 sessions were offered during 13 different days throughout data collection. The letter of invitation included a description of the study and information about when the sessions were going to be offered.

I collected data in two stages between May 2015 and February 2016. Although both male and female foster parents were invited to participate in the study, no foster fathers agreed to participate. In Stage 1, 24 female foster mothers reported on 36 foster children's behaviors. Of the 24 female foster mothers, one foster mother reported for four foster children, nine foster mothers reported for two foster children, and 14 foster mothers reported for one child under their care, bringing the total number of 36 foster parent-child dyads examined. Of the 36 foster parent-child dyads, 19 number-coded packets completed were in English and 17 number-coded packets completed were in

Spanish. To overcome instrument or response bias, I allowed foster mothers that reported on more than one child were allowed to complete the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) in any order as the child's name came in mind to avoid or at least minimize these types of biases. As foster mothers are trained to do daily notes for the foster care organization about each child individually, it was assumed that reporter bias during data collection was avoided or minimized.

Once the foster mothers consented to participate, they completed the demographic questionnaire (see Appendix B), the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) and the Revised AAS (Appendix A; Collins, 1996). After participation in the study, I provided foster mothers with refreshments and sweet bread in appreciation of their participation. No other incentives for participation were provided. Although, the statistical power analysis revealed that the study would require a sample size of 67 foster parent participants, the final sample consisted of 36 different foster parent-child dyads from two different foster care organizations. Sixteen foster care organizations were contacted to participate in the study. One of the two participating foster care organizations did not provide further permission to collect data from their other suboffices located in the state of Texas to increase the sample size. In addition, foster parent participation was limited as some of the foster parents declined to participate due to conflicts with their schedules and living at a long distance from the foster care agency

In Stage 2, I conducted a brief 5-minute telephone interview call with foster mother participants 1-month postbaseline to inquire whether the child being fostered remained under their care (see Appendix C). All foster mothers were available during the

telephone follow-up call; hence, there were no missing data. The total time required of participants to complete both phases was approximately 35 minutes. After data collection was complete, I scored the data. The independent variable (children's negative behaviors) which contained one scale (i.e., externalizing problems), the dependent variable (placement disruption), and moderating variable (foster parent attachment style) were analyzed using SPSS Version 21.0 software.

Study Variables

I manually entered data from the BASC-2 PRS-C into the BASC-2 ASSIST Plus scoring and reporting system software. Based on participant responses, the BASC-2 ASSIST Plus computer software generated the externalizing problem composite scale on the BASC-2 PRS-C as the independent variable (children's negative behaviors) which contained three subscales. Initially the BSI T-score was going to be analyzed to obtain foster children's negative behaviors; however, the foster mothers completed the BASC-2 PRS-C in its entirety, and of the four composite scales derived from the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), only one (i.e., externalizing problems) was analyzed to test whether there was an association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11 using a binary logistic regression analysis. The externalizing problems composite scale provides a more accurate description of behavior problem compared to the BSI which only provides information about an overall level of behavior problems (Reynolds & Kamphaus, 2004). To further investigate Research Question 1, I performed an additional binary logistic regression analysis on each of the externalizing problems subscales (i.e., hyperactivity,

aggression and conduct problems) to test whether there was an association between each of the subscales and the dependent variable as the scale measures disruptive behaviors in children. The externalizing problems subscales T-score ranges are represented by five distinct classifications (clinically significant = > 70, at risk = 60–69, average = 41–59, low = 31–40, very low = < 30).

I recoded the dependent variable (placement disruption), considered a nominal categorical variable, as a numeric variable (i.e., 1 = Yes and 2 = No) to perform statistical analyses. After scoring the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), the independent variable (children's behaviors), an ordinal categorical variable, was recoded as a numeric variable (i.e., 1 = *clinically significant* = > 70, 2 = *at risk* = 60–69, 3 = *average* = 41–59, 4 = *low* = 31–40, 5 = *very low* = < 30) in order to perform a statistical analysis. Then after scoring the Revised AAS (Collins, 1996), I recoded the moderator variable (foster parents' attachment), considered nominal categorical variable, as a numeric variable (i.e., 1 = secure and 2 = insecure) to perform a statistical analysis. The control variables (i.e., foster parent's age and foster parent's education) were obtained based on participant responses from the information questionnaire (see Appendix B). Foster parent's age, an ordinal categorical variable, was recoded as numeric variable (i.e., 1 = *18–25 years*, 2 = *26–35 years*, 3 = *36–45 years*, 4 = *46–55 years*, 5 = *56–64 years*, 6 = *65 years or older*) to perform the statistical analysis. Foster parent's education, an ordinal categorical variable, was recoded as a numeric variable (i.e., 1 = *grammar*, 2 = *high school/GED*, 3 = *some college*, 4 = *associate's degree*, 5 = *bachelor's degree*, 6 = *master's degree*, 7 = *doctoral degree*) to perform a statistical analysis. Additionally, I

calculated the mean and standard deviation for foster parent's age manually by using Microsoft Excel to obtain the midpoint for each age group. Once the midpoint for each age group was obtained, the mean and standard deviation for foster parent's age were calculated. This method was used because the exact age or date of birth was not obtained from the information questionnaire; instead, respondents were asked to place a check mark on the age group their age belonged.

In this section, I discussed the recruitment procedures, data collection, and variables of the study. In the following section, I will discuss the descriptive statistics for the predictor variables and the dependent variable. I will also discuss the demographic characteristics of the sample, including sex ethnicity, age, marital status, and level of education for foster mother participants.

Descriptive Analyses

I calculated descriptive statistics for the predictor variables (foster parents' attachment style and children's behavior problem) and the dependent variable (placement disruption) to describe the data in the study and to examine if the assumptions for the binary logistic regression analyses were met or violated. Although 46 foster parents, both males and females, were invited to participate, no male foster parents participated in the study. All together, foster parent participants included 24 female foster mothers who reported on 36 foster children's (18 males and 18 females) behaviors, bringing the total number to 36 foster parent-child dyads examined in the study. Foster mothers reported on foster children's behaviors using the BASC-2 PRS-C (Reynolds & Kamphaus, 2004) and

placement disruption using a brief 5-minute telephone interview call (see Appendix C) at 1-month postbaseline.

Of the 24 foster mothers, 23 foster mother participants identified as secure, one foster mother participant identified as avoidant (insecure), and no foster mother participant was identified as an anxious-ambivalent (insecure). For this reason, I did not conduct the moderating regression analysis for Research Question 2 due to the low number of respondents in the different attachment styles categories. Therefore, foster parents' attachment style as a moderator was not tested to determine if an association between children's negative behavior and placement disruption in foster children between the ages of 6 to 11 exists.

Demographics

Foster mothers. Of the 24 foster mothers, 19 (79.2%) identified as Hispanic/Latino, four (16.7%) identified as Caucasian, and one (4.1%) identified as African American. With regards to foster mothers' attachment style, 23 (95.8%) identified as secure, and one (4.2%) identified as avoidant (i.e., insecure). The most frequently classified age range was 46–55 years (54.3%). The most frequently classified marital status was married (70.8%) and several of foster parent participants (45.8%) reported having a high school/GED education. Demographic information is presented in Table 1.

Table 1

Foster Mother Demographics (n = 24)

Variable	*n*	Percent
Sex		
Men	0	0
Women	24	100
Ethnicity		
African American	1	4.1
Asian American	0	0
Caucasian	4	16.7
Hispanic/Latino	19	79.2
Age		
26–35 years	2	8.3
36–45 years	5	20.8
46–55 years	13	54.3
56–64 years	2	8.3
65 years or older	2	8.3
Marital status		
Single	3	12.5
Married	17	70.8
Common- Law	1	4.2
Divorced	3	12.5
Level of education		
Grammar	3	12.5
High school/GED	11	45.8
Some college	4	16.7
Associate's degree	3	12.5
Bachelor's degree	2	8.3
Master's degree	1	4.2

Foster children. Foster mothers reported on 18 (50%) male foster children and 18 (50%) female foster children. Of the 36 foster children that foster mothers reported on, 27 (75.0%) identified as Hispanic/Latino, seven (19.4%) identified as Caucasian, one (2.8%) identified as African American, and one (2.8%) identified as Other. With regards

to foster children length of current placement, 12 (33.3%) were identified with placement length of 3–6 months, nine (25.0%) were identified with placement length of 0–2 months, seven (19.4%) were identified with placement length of 1–3 years, six (16.7%) were identified with placement length of 6–12 months, one (2.8%) was identified with placement length of 4–6 years, and one (2.8%) was identified with placement length of 7–9 years. The most frequently classified previous placement disruptions of foster children was two times (25.0%) and several foster children (*n* = 17, or 47.2%) were identified as this being their first time in foster care; whereas, one (2.8%) foster child had been in foster care over five times. The foster children's demographic information is presented in Table 2.

Table 2

Foster Children Demographics (n = 36)

Variable	*n*	Percent
Sex		
Men	18	50
Women	18	50
Ethnicity		
African American	1	2.8
Asian American	0	0
Caucasian	7	19.4
Hispanic/Latino	27	75.0
Other	1	2.8
Age		
6 years	9	25.0
7 years	4	11.1
8 years	3	8.3
9 years	6	16.7
10 years	6	16.7
11 years	8	22.2

(Table Continues)

Variable	*n*	Percent
Level of education		
Pre-Kinder	1	2.8
Kindergarten	4	11.1
First	6	16.7
Second	3	8.3
Third	7	19.4
Fourth	4	11.1
Fifth	9	25.0
Sixth	2	5.6
Length of current placement		
0 – 2 months	9	25.0
3 – 6 months	12	33.3
6 – 12 months	6	16.7
1 – 3 years	7	19.4
4 – 6 years	1	2.8
7 – 9 years	1	2.8
Number of previous disruptions		
0	8	22.2
1	5	13.9
2	9	25.0
3	2	5.6
> 4	6	16.7
Number of times in foster care		
1	17	47.2
2	9	25.0
3	1	2.8
4	3	8.3
> 5	1	2.8
Unknown	5	13.9

Descriptive Statistics of Variables

Means and standard deviations. The means and standard deviations of the independent variable (externalizing problems) were as follows: $M = 1.97$, $SD = .94$. Furthermore, means and standard deviations were performed for hyperactivity, aggression, and conduct problems subscales to determine possible associations between

each of the subscales and placement disruption. In Table 3, I will present the means and standard deviations.

Table 3

Means and Standard Deviations of Externalizing Problems Subscales

Variable	Range	Minimum	Maximum	*M*	*SD*
Hyperactivity	3.00	1.00	4.00	2.19	.95
Clinically significant				1.90	.32
At risk				1.75	.45
Average				2.00	.000
Low				2.00	.000
Very low				0	0
Aggression	3.00	1.00	4.00	2.06	1.07
Clinically significant				1.73	.46
At risk				2.00	.000
Average				2.00	.000
Low				2.00	.000
Very low				0	0
Conduct problem	3.00	1.00	4.00	1.92	.94
Clinically significant				1.75	.45
At risk				2.00	.000
Average				2.00	.000
Low				2.00	.000
Very low				0	0

Foster children's behaviors. Foster children's negative behaviors were also measured using the BASC-2 PRS-C questionnaire (Reynolds & Kamphaus, 2004). The externalizing problems composite scale was analyzed to obtain behavior problem information. There were no missing cases from the children's negative behaviors variable. Of the surveyed foster parent–child dyads, 15 (41.4%) identified in the *clinically significant* range (i.e. high levels of maladaptive behavior) with T-score of > 70, 8 (22.2%) identified in the *at risk* range (i.e. presence of a significant problem) with

T-score of 60–69, 12 (33.3%) identified in the *average* range (i.e. typical behaviors) with T-score of 41–59, one (2.8%) identified in the *low range* (i.e. typical behaviors) with T-score of 31–40, and none identified in the *very low* range (i.e. typical behaviors). Presented in Table 4 are the externalizing problems scale and its three subscales.

Table 4

Frequency Externalizing Problems Scale and Subscales (n = 36)

Variable	*n*	Percent
Externalizing problems scale		
Clinically significant	15	41.7
At risk	8	22.2
Average	12	33.3
Low	1	2.8
Very low	0	0
Hyperactivity Subscale		
Clinically significant	10	27.8
At risk	12	33.3
Average	11	30.6
Low	3	8.3
Very low	0	0
Aggression Subscale		
Clinically significant	15	41.7
At risk	8	22.2
Average	9	25.0
Low	4	11.1
Very low	0	0
Conduct Problems Subscale		
Clinically significant	16	44.4
At risk	8	22.2
Average	11	30.6
Low	1	2.8
Very low	0	0

Foster mother-child dyads' attachment style. Foster mother-child dyads' attachment style was measured using the Revised AAS (Collins, 1996). In this study, 35

(97.2%) foster parent-child dyads identified with secure attachment style. While one (2.8%) foster parent-child dyad identified with an insecure (avoidant) attachment style.

Placement disruption. Placement disruption was measured using the 1-month postbaseline telephone interview call. Of the surveyed foster mothers, 24 (100.00%) answered the brief telephone interview call that asked if the foster child remained under their care. With regards to the 36 foster children that foster mothers reported on, 32 (88.9%) identified as no placement disruption, and four (11.1%) identified as having a placement disruption.

Histograms. After manually entering data from the BASC-2 PRS-C into the BASC-2 ASSIST Plus computer software, the raw scores were converted to T-scores which were charted to show a visual profile. The histograms are used as a visual representation of the frequency of the independent variable and dependent variable. These are presented using histograms for the externalizing problems scale and its three subscales are seen below in Figure 1 to Figure 4.

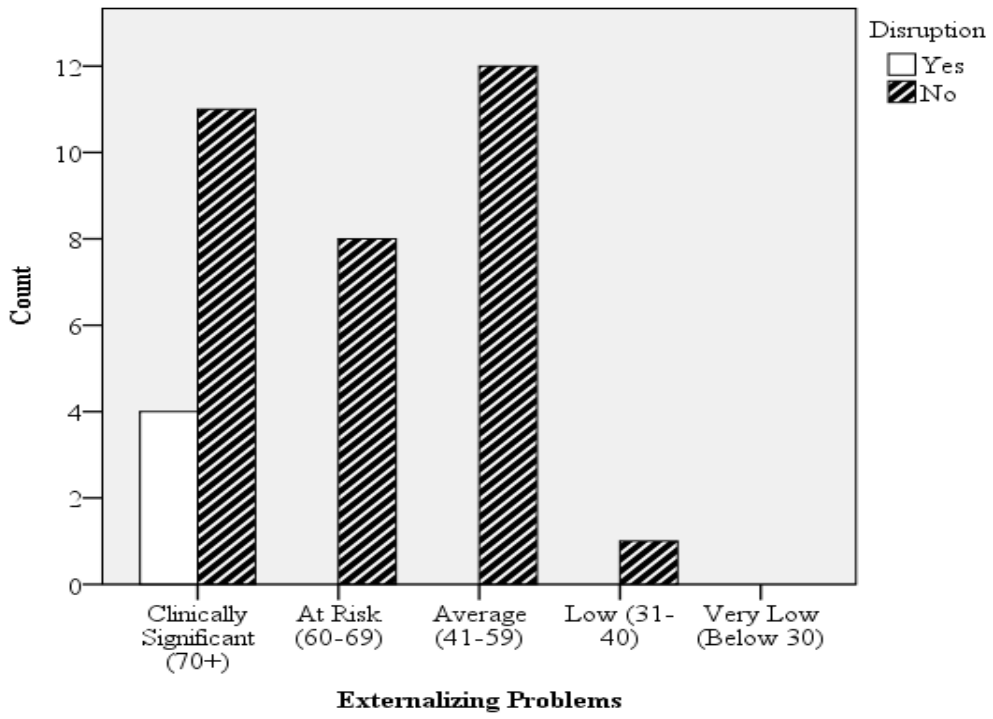


Figure *1*. Histogram for placement disruption and externalizing problems scale (*N* = 36)

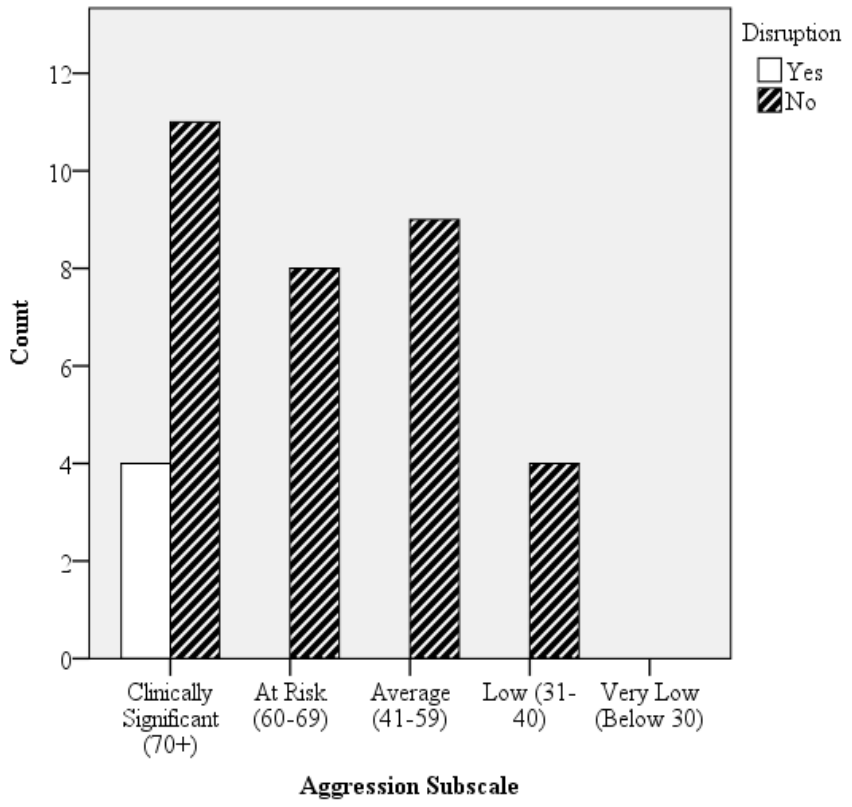


Figure *2.* Histogram for placement disruption and aggression subscale of the externalizing problems scale (*N* = 36)

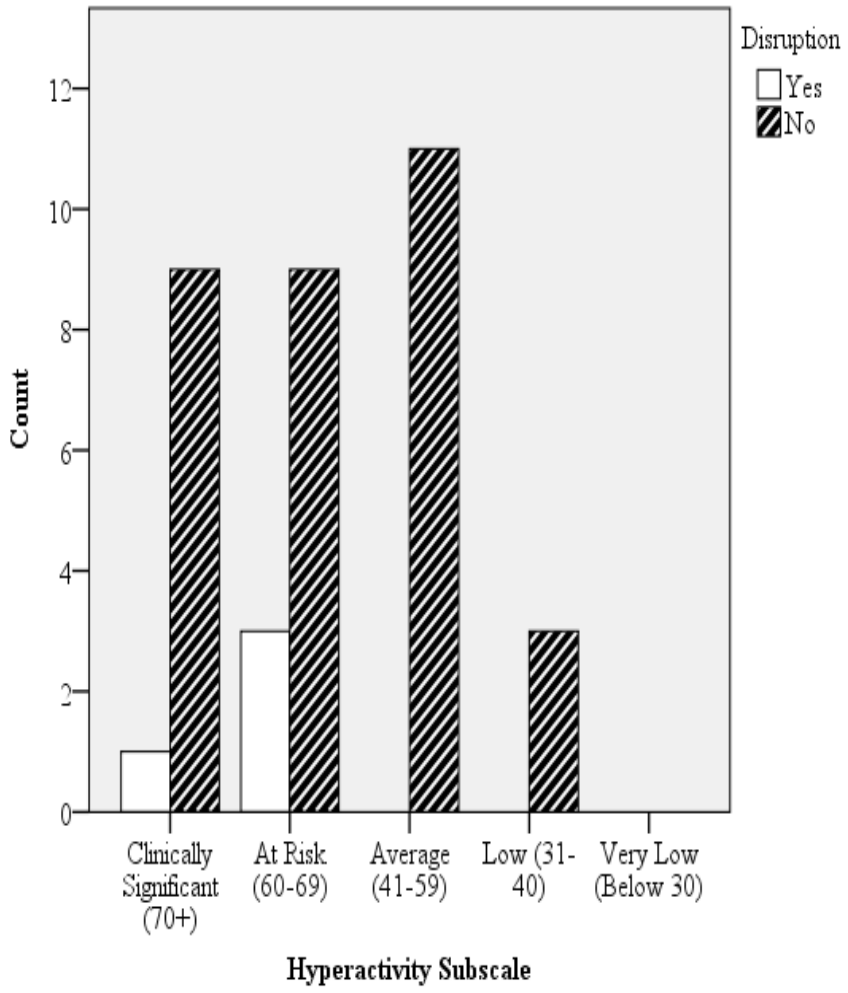


Figure *3.* Histogram for placement disruption and hyperactivity subscale of the externalizing problems scale (*N* = 36)

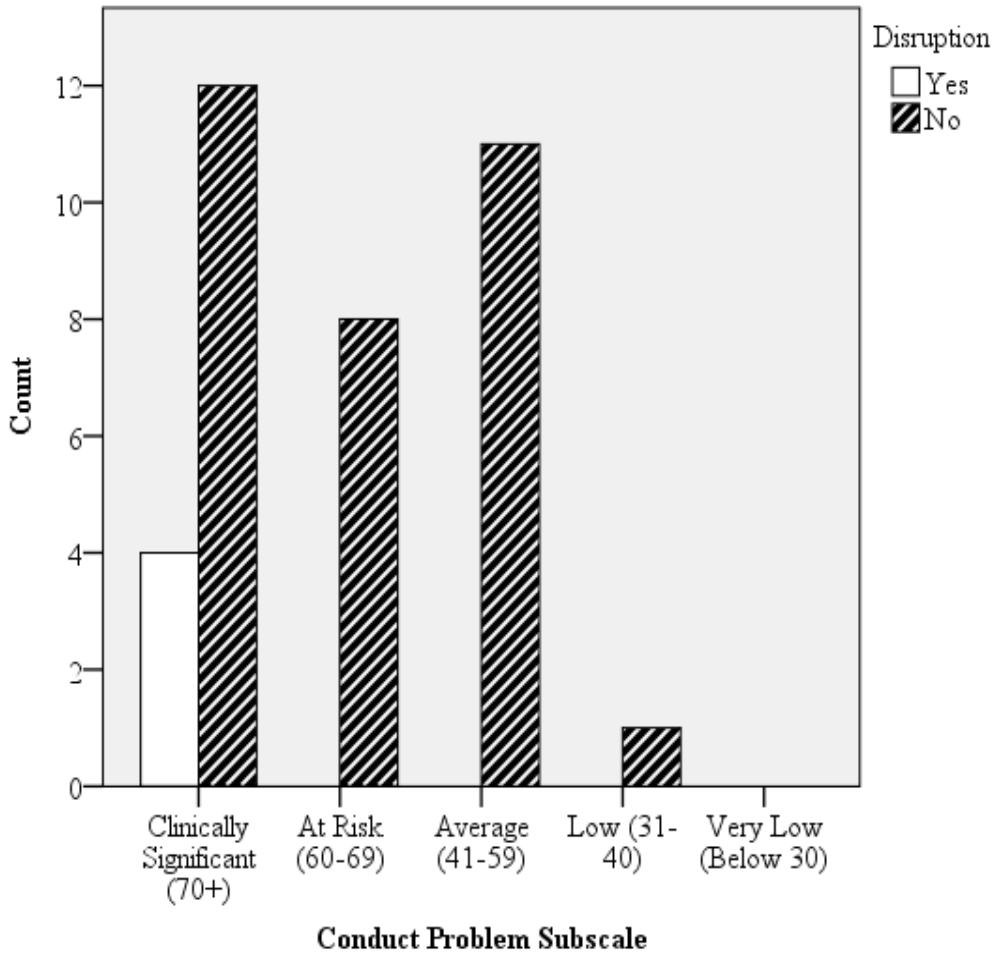


Figure *4.* Histogram for placement disruption and conduct problem subscale of the externalizing problems scale (N = 36)

In this section, I provided a discussion of the descriptive statistics for the predictor variables such as foster parents' attachment style, children's negative behavior, and the dependent variable, placement disruption. I also provided a discussion of the demographics for both foster mothers and foster children. In the following section, I provide a discussion of the results of the study.

Results

Research Question 1

Research Question 1: Is there an association between children's negative behaviors, as measured by the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), and placement disruption in foster children between the ages of 6 and 11?

$H_0$1: Children's negative behaviors, as measured by the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), will have no significant association with placement disruption in foster children between the ages of 6 and 11.

$H_1$1: Children's negative behaviors, as measured by the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), will have a significant association with placement disruption in foster children between the ages of 6 and 11.

To address Research Question 1, I conducted a binary logistic regression analysis to predict if an association exists between foster children's negative behaviors and placement disruption reported by foster mothers. Demographic data that included foster mother's age and foster mother's level of education were used as control variables known to be associated with placement disruption. Atinc, Simmering, and Kroll (2012) recommended entering the control variables (that is, foster mother's age and foster mother's level of education) into the analysis first, followed by the other independent variable (i.e. externalizing problems) and by placement disruption (*yes* and *no*) as the dependent variable. These variables were entered into the analysis to examine the association between them. After controlling for foster mother's age and foster mother's level of education, the results indicated that they were not significant to predict a

placement disruption. The dependent variable (placement disruption) was correctly predicted at 88.9% of the cases.

To ensure that the analysis was suitable to explain the association between externalizing problems and placement disruption, the Hosmer and Lemeshow test for goodness-of-fit was conducted with results of .938 which were not significant, indicating that the model was a good fit at $p > .05$. Hosmer and Lemeshow proposed that in a chi-square like goodness-of-fit to use fixed groups to estimate probabilities of the observed and expected frequencies in each group consisting of 10 deciles of risk per group, and this study had seven groups (Hosmer et al., 1997). Gravetter and Wallnau (2009) and Peng et al. (2002) suggested that the number of groups and expected frequencies in each cell should exceed five. Moreover, Beewick, Cheek, and Ball (2005) indicated that the observations are portioned into groups based on the predicted probabilities. In this study, the number of groups was seven (df = g - 2) indicating that the conditions were met for reporting the Hosmer and Lemeshow test. However, Beewick et al. suggested that the Hosmer and Lemeshow test has low power when using a small sample size and should be used with caution. Additionally, to test for goodness-of-fit, the Likelihood Ratio Chi-square for logistic regression was examined, and it was statistically significant, X^2 (1, N = 36) = 13.44, p = .004, indicating a good fit.

The Nagelkerke R-square is used to explain the proportion of the variance in the dependent variable that can be explained by the independent variable (Peng et al., 2002). The Nagelkerke R-square was used to predict the association between children's negative behaviors and a placement disruption. According to Beewick et al. (2005), the

Nagelkerke R-square does not necessarily measure the goodness-of-fit model; instead, it indicates the usefulness of the independent variable in predicting the dependent variable. The coefficient of determination of the Nagelkerke R-square is referred as a measure of effect size (Beewick et al., 2005). In this study, the Nagelkerke R-square explained 62.0% of the variance in placement disruption that can be accounted for by children's negative behaviors.

Additionally, the Wald test is used to determine statistical significance for each independent variable (Peng et al., 2002); however, it did not demonstrate a statistically significant association between externalizing problems and placement disruption. The Wald test demonstrated that it is unlikely to have an association between externalizing problems and placement disruption, $p = .997$. The results are presented in Table 5.

Table 5

Binary Logistic Regression Analysis for Externalizing Problems Scale (N = 36)

Predictor	B	OR	95% CI	Wald	*p*
Foster Parent's Age	-2.400	.091	[.005, 1.720]	2.556	.110
Foster Parent's Education	-1.260	.284	[.042, 1.913]	1.674	.196
Externalizing problems	20.651	929953989.04	[.000, .]	.000	.997

The OR generated by the binary logistic regression analysis were above 1.0. For this reason, the Wilson Score method was utilized, as an alternative method to the Wald method, to calculate the OR and CI since the Wald method was giving high OR and a degenerate 95% CI [.000, .]; specifically, the Wilson Score method correctly estimates the CI around *p* value (Dunnigan, 2008). The OR is used to explain the odds that placement disruption will occur in the presence of externalizing problems to represent the probability of placement disruption occurring (Scott, Goldberg, & Mayo, 1997). OR

higher than 1.0 indicate an increase in odds of placement disruption occurring and in values less than 1.0 indicate lower odds for placement disruption in the presence of externalizing problems (Scott et al., 1997; Szumilas, 2010). In research, the 95% confidence interval (CI) estimates the precision of OR and CI and not necessarily statistical significance (Szumilas, 2010). High CI values indicate a lower level of precision of the OR; whereas, small CI values indicate higher level of precision of the OR. Thus, the Wilson Score method is also used in situations where the 95% CI cannot be less than 95%. In this study, the 95% CI included values less than 1.0. The Wilson Score method results indicate that the 95% CI had a value less than 1.0 for the OR for externalizing problems (lower level of externalizing problems). At a $p < .05$, the results indicate that externalizing problems is associated with lower odds for a placement disruption to take place.

To further investigate Research Question 1, a separate binary logistic regression analysis was performed on each of the externalizing problems subscales to determine for a likelihood of an association between each of the subscales and placement disruption. Also foster mother's age and foster mother's level of education were entered as control variables. All three subscales, hyperactivity, aggression, and conduct problems, outcome scores that were generated from the BASC-2 ASSIST PLUS software were entered in a separate binary logistic analysis as predictors followed by placement disruption (*yes* and *no*) as the dependent variable. According to Atinc et al., (2012), control variables are typically entered into the analysis before other independent variables to determine an alternative explanation for the findings. First, using SPSS, placement disruption was

entered in the dependent box, then the foster mother's age, foster mother's level of education, hyperactivity subscale, aggression subscale, and conduct problems subscales were entered. Thus, foster mother's age and foster mothers' level of education were entered as covariates first, and then the other variables were entered in no specific order or preference. These variables were entered into the analysis individually at the same time to examine the association between them by running one binary logistic regression analysis to test whether there was an association between each of the externalizing problems subscales and the dependent variable (placement disruption). After controlling for foster mother's age and foster mother's level of education, the results indicated that they were not significant to predict a placement disruption. The dependent variable (placement disruption) correctly classified 91.7% of cases.

The Hosmer and Lemeshow test for goodness-of-fit was conducted with result of .745 which were not significant, indicating that the model was a good fit at $p > .05$. The Likelihood Ratio Chi-square for logistic regression was also examined to test for goodness-of-fit, and it was statistically significant, X^2 (5, N = 36) = 16.22, p = .006, indicating a good fit. The Nagelkerke R-square explained 72.0% of the variance in placement disruption that can be accounted for by each of the three subscales. These findings are similar to Fisher et al. (2011) who found that foster children's negative behavior (e.g., aggression such as arguing) had a low risk for a placement disruption.

Additionally, the Wald test was used to determine statistical significance for each of the independent variables (Peng et al., 2002). The Wald test did not demonstrate a statistically significant association between any of the three subscales and placement

disruption. The Wald test demonstrated that it is unlikely to have an association between hyperactivity (p = .334), aggression (p = .997), and conduct problems (p = .996) subscales to placement disruption. The results of the binary logistic regression analysis for hyperactivity, aggression, and conduct problems subscales are found in Table 6. Overall, no significant association was found between externalizing problems scale, hyperactivity subscale, aggression subscale, and conduct problems subscale to placement disruption.

Table 6

Binary Logistic Regression Analysis for Externalizing Problems Subscales (N = 36)

Predictor	B	OR	95% CI	Wald	*p*
Foster Parent's Age	-1.163	.313	[.018, 5.350]	.644	.422
Foster Parent's Education	-1.800	.165	[.013, 2.174]	1.875	.171
Hyperactivity	-2.278	.102	[.001, 10.425]	.933	.334
Aggression	16.763	19061439.536	[.000, .]	.000	.997
Conduct Problems	18.894	160575092.122	[.000, .]	.000	.996

The Wilson Score method was also utilized to calculate the OR and CI as the Wald method was giving high OR and a degenerate 95% CI for the additional binary logistic regression analysis for Research Question 1(He & Wu, 2009). As shown in table 7, the Wilson Score method results indicate that the 95% CI had a value less than 1.0 for the OR for the three externalizing problems subscales. Therefore, at a p <.05, the results indicate that hyperactivity, aggression, and conduct problems subscales were associated with lower odds for a placement disruption. Thus, the null hypothesis was retained.

Table 7

Odds Ratio of Placement Disruption Associated with Externalizing Problems Subscales

Variable	OR	95% CI
Hyperactivity	.029	[.005, .165]
Aggression	.125	[.046, .339]
Conduct Problems	.125	[.046, .339]

Exploratory analysis

An exploratory analysis was conducted by using the Pearson correlation coefficient analysis to examine the potential correlation between the variables of interest (i.e., foster parents' age, foster parent's education, externalizing problems, hyperactivity, aggression, conduct problems, and placement disruption). A Pearson correlation coefficient analysis was conducted to measure the strength of the linear association between two variables, which can have values of -1.0 to +1.0 (Bolboaca & Jantschi, 2006). To evaluate the strength of the association between the variables, where Pearson correlation coefficients between .10 to .30 represent a small association, coefficients between .30 to .50 represent a medium association, and coefficients between .50 to 1.0 represent a large association (Sedlmeier & Gigerenzer, 1989). Additionally, the two-tailed T-test was analyzed to test for the possibility of positive or negative correlation at *p*-values between 0.05 and 0.10. However, a Pearson correlation analysis does not determine cause and effect associations.

The predictors, foster parent's education and externalizing problems, were tested for multi-collinearity as they were correlated with each other at $p = .000$ in the binary logistic regression analysis. O'Brien (2007) suggested that a variance inflation factor

(VIF) above 4 demonstrate serious multi-collinearity. In this study, the VIF for externalizing problems and foster parent's education had a score of 1.001, indicating that multi-collinearity is not a problem among the predictor variables.

The exploratory analysis revealed there was a medium, positive correlation ($p <$ .01) between the following variables: (a) placement disruption and externalizing problems (r = .371, p = .026); (b) placement disruption and aggression (r = .355, p = .034); and placement disruption and conduct problems (r = .351, p = 0.36), which all were statistically significant. There was a small, positive correlation between placement disruption and hyperactivity (r = .168, p = .329), which was not significant. Foster parent's age and foster parent's education were entered in the analysis as potential control variables to examine the degree to which these variables may contribute to placement disruption. The results indicated there was a weak, negative correlation between placement disruption with foster parent's age (r = -.085, p = .621) and foster parent's education (r = -.149, p .386), which were not significant.

These findings suggested there was a statistically significant correlation between the dependent variable and independent variables. Specifically, there was a correlation between the independent variables (i.e., externalizing problems, aggression, and conduct problems) and the dependent variable (placement disruption). However, the binary logistic regression analysis did not support an association between the dependent variable with the independent variables. Additionally, a post hoc power analysis that tested the non-significance of the results revealed that the study did not have sufficient power to detect an association between the dependent variable and independent variable due to a

small sample size (N = 36). The results of the correlational analysis for the variables of interest are presented in Table .

Table 8

Correlations and Descriptive Statistics (N = 36)

	1	2	3	4	5	6	7
Foster Parent's Age	-						
Foster Parent's Education[a]	-.434**	-					
Externalizing Problems	.253	-.032	-				
Hyperactivity	.307	.044	.837**	-			
Aggression	.165	-.056	.884**	.749**	-		
Conduct Problems	.268	.108	.872**	.756**	.776**	-	
Placement Disruption	-.085	-.149	.371*	.168	.355*	.351*	-
Mean	48.06	2.75	1.97	2.19	2.06	1.92	1.89
Standard Deviation	10.64	1.20	.94	.95	1.07	.94	.32
Range	2-6	1-6	1-4	1-4	1-4	1-4	1-2

Note. [a]Foster Parent's Education: 1 = *Grammar*, 2 = *High School/GED*, 3 = *Some College*, 4 = *Associate's Degree*, 5 = *Bachelor's Degree*, 6 = *Master's Degree*.
**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Research Question 2

Research Question 2: Does foster parents' attachment style, as measured by the Revised AAS (Collins, 1996), moderate the association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11?

$H_0$2: Foster parents' attachment style, as measured by the Revised AAS (Collins, 1996), will not moderate the association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11.

$H_1$2: Foster parents' attachment style, as measured by the Revised AAS (Collins, 1996), will moderate the association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11.

Research Question 2 was not investigated. Research Question 2 could not be analyzed due to the low number of respondents in the different types of attachment styles. The majority of the foster mothers reported a secure attachment style (n = 23), one of the 24 foster mothers reported an avoidant attachment style (i.e., insecure), and none of the foster mothers reported on anxious-ambivalent attachment style (i.e., insecure). Therefore, attachment style as a moderating variable was not tested to determine if it moderated an association between children's negative behaviors and placement disruption.

The above section provided a description of the results of the current study. Included in this section were the results for Research Question 1 that used a binary logistic regression analysis. For Research Question 2, the moderated regression analysis was not analyzed due to the low number of respondents in the different attachment styles. What follows is a summary of the results of the study.

Summary

The purpose of this study was to examine the association between foster children's negative behaviors and placement disruption during middle childhood reported by foster mothers, and whether this association varied as a function of the attachment style, developed in infancy, of the foster mothers. The association of each foster parent-

child dyad was examined on foster mothers who reported on one and more than one foster child. The data were analyzed using SPSS software version 21.0. A binary logistic regression analysis was used to examine the association between the dependent variable (placement disruption) and the independent variable (children's negative behaviors) with one composite scale and its three subscales after controlling for both foster mother's age and level of education. Hayward and DePanfilis (2007) indicated that binary logistic regression analysis is an appropriate analysis to describe and test hypothesis about associations between categorical outcome variables and one or more categorical or continuous predictor variables.

The results of the first hypothesis revealed foster children's negative behaviors, specifically externalizing problems scale, was not significantly associated with placement disruption. To further investigate which of the three subscales (i.e. hyperactivity, aggression, or conduct problems) of the externalizing problems composite scale had a more direct association with placement disruption, I performed a separate binary logistic regression analysis. As a result, the analysis did not find a statistically association between any of the three subscales with a placement disruption. Moreover, when predictor variables were paired together, the results suggested they are not contributing factors to placement disruption.

Gravetter and Wallnau (2009) and Peng et al. (2002) indicated that the purpose of binary logistic regression analysis is used to test hypotheses about associations between categorical (dependent) variables and one or more predictor variables. Although, the results for the binary logistic regression analyses did not demonstrate a significant

association between children's negative behaviors and placement disruption, the sample was small for the reported placement disruptions at 1-month postbaseline. Thus, results need to be taken with caution. The second hypothesis was not investigated to analyze if foster parents' attachment style would have a moderating effect on the association between children's negative behaviors and placement disruption.

For the first hypothesis, results demonstrated children's negative behaviors do not have a statistically significant association with placement disruption in foster children between the ages of 6 and 11; therefore, the null hypothesis was retained. Chapter 5 will include a summary and interpretation of the study's findings, limitations of the study, recommendations, a discussion on the implications for social change, and my recommendations for future research in the foster care setting.

Chapter 5: Discussion

Introduction

Few studies have examined the association between foster parents' attachment style to the children they foster and placement disruption in children aged 6 to 11 (Allen, 2011). Chamberlain et al. (2006) conducted a multivariate analysis study and found 5- to 12-year-old foster children with six or higher behavior problems (e.g., arguing, sadness, hitting others, interrupting, and short attention span) were at a risk of a placement disruption. In addition, limited studies have examined the link between the report of foster parents about children's negative behaviors and placement disruption is moderated by foster parents' attachment style in middle childhood as existing research has focused on infants, toddlerhood, and early childhood (Allen, 2011; Colle & Del Guidice, 2011; Kerns et al., 2000). Furthermore, Stovall-McClough and Dozier (2004) found that foster parents with secure attachment style predicted good behavior and increased the likelihood of a stable placement in children of ages 5 to 21 months old. In this study, I examined the gap that existed regarding the association between foster parents' attachment style, foster children's negative behaviors as reported by foster parents, and placement disruption in foster children of ages 6 to 11. The results may provide useful information to foster care agencies to use proper tools to identify and screen foster parents who plan to care for foster children.

The null hypotheses under investigation in this study were: (a) children's negative behaviors, as measured by the BASC-2 PRS-C (Reynolds & Kamphaus, 2004), will have no significant association with placement disruption in foster children between the ages

of 6 and 11; and (b) foster parents' attachment style, as measured by the Revised AAS (Collins, 1996), will not moderate the association between children's negative behaviors and placement disruption in foster children between the ages of 6 and 11. Cohen (1992) indicated that a small sample size increases the possibility of Type I error, which refers to the inability to detect a difference when there actually is one. In this study, the small sample size reduced the power of the study, which increased the possibility of Type I error. Therefore, the results of this study should be interpreted with caution.

Guided by the first hypothesis, I examined the association between foster children's negative behaviors and placement disruption, and the findings suggest that foster children's negative behaviors, such as externalizing problems, were not statistically significantly associated to placement disruption. To further investigate the first hypothesis, I performed a separate analysis for each of the three externalizing problems subscales to examine the association between each of the subscales and placement disruption. The findings from these analyzes suggest that none of the three subscale were statistically significantly associated to a placement disruption. Therefore, the results for the first hypothesis revealed that independent variables (i.e., foster children's negative behavior), such as the externalizing problems scale, hyperactivity subscale, aggression subscale, and conduct problems subscale, were not statistically significantly associated with a placement disruption after controlling for foster mother's age and foster mother's level of education.

I did not analyze the second hypothesis because the participants were not evenly distributed in the attachment style categories. The majority of foster mothers identified in

the secure category (97.2%), with only one foster mother identifying in the avoidant (i.e. insecure) category (2.8%); there were no participants reporting on the anxious-ambivalent (i.e., insecure) category. Therefore, foster parents' attachment style as a moderator variable was not analyzed in the study. In the following section, I will provide an interpretation of the research findings. In addition, this chapter will include limitations, recommendations, implications for social change, and a conclusion.

Interpretation of Findings

The findings of this study indicate that there was not a statistically significant association between children's negative behaviors and placement disruption in foster children between the ages of 6 to 11 in this sample; therefore, the first null hypothesis was retained. Previously examining children's negative behaviors and placement disruption, Chamberlain et al. (2006) found a low association between foster children's with five or less behavior problems and a placement disruption. Similarly, Fisher et al. (2011) and Hurlburt et al. (2010), using the PDR to measure behavior problems, found foster children with five or less behavior problems had a lower risk for a placement disruption. It appears that foster children with few reported behavior problems were at lower risk for a placement disruption.

The results of the current study tentatively indicate that children's negative behaviors were not statistically significantly associated with placement disruption. Moreover, foster parents' attachment style as a moderator variable was not tested to determine if foster parents' attachment style had a moderating effect on the association between children's negative behaviors and placement disruption in foster children

between the ages of 6 to 11. However, these findings should be interpreted with caution due to the small sample size of the study.

In this study, of the 36 foster mother-child dyads, the majority reported a secure attachment style (n = 35). Foster mothers in this study appeared to have developed a stable internal working model that made them responsive to foster children's needs and that may explain placement stability in this sample. The internal working models, beginning during infancy and continuing throughout adulthood, are influenced by the availability and responsiveness of adults (Bowlbly, 1969/1982). Thus, an adult's internal working model is formed from healthy early childhood experiences. Stovall-McClough and Dozier (2004) reported that foster parents with stable internal working models have a secure attachment style that allows foster children to feel secure, exhibit good behaviors, and increase placement stability. Furthermore, researchers have indicated that a foster parent with secure attachment style is a strong predictor for placement stability among foster children (McWey, 2004, Mennen & O'Keefe, 2005; Whelan, 2003; Zeanah et al., 2011). For this reason, attachment theory helps explain the relationship between a child and his or her caregiver which is a significant factor during the child's development (Bowlby, 1969, 1977). Adults with a secure attachment style tend to meet the needs of foster children and influence children's behaviors to prevent a placement disruption.

The findings of this study did not demonstrate a significant association between foster children's negative behaviors and placement disruption. This seems to be consistent with findings in other studies that suggest that foster children placed with secure foster parents tend to have less behavior problems, which may have decreased the

risk for a placement disruption (Oosterman & Schuengel, 2008; Stovall-McClough & Dozier, 2004). Furthermore, I was unable to test the second hypothesis as there were not enough participants in each of the different attachment style categories to examine the proposed moderating effect of foster mothers' attachment style on the association between children's negative behavior and placement disruption.

Previous researchers have found an association between children's behavior problems and placement disruption (Chamberlain et al., 2006; Fisher et al., 2011; Hurlburt et al., 2010); whereas, McWey (2004), Mennen and O'Keefe (2005), and Whelan (2003) have found a low association between attachment, children's behaviors, and placement disruption. Similarly, in this study, I found no statistically significant difference between children's negative behaviors and placement disruption. Specifically, externalizing problems, hyperactivity, aggression, and conduct problems were associated with lower odds for a placement disruption. A Pearson correlation revealed there was a small correlation between the independent variables (i.e., externalizing problems, aggression, and conduct problems) and the dependent variable (i.e., placement disruption). However, the binary logistic regression did not support an association between dependent and independent variables. Furthermore, most of the foster mothers endorsed a secure attachment style; consequently, there was no variability in foster mothers' attachment style to determine if it moderated an association between children's negative behaviors and placement disruption. Additionally, a post hoc power analysis revealed that the statistical power for this study was .49 indicating low power; thus, the study did not have enough power to detect an association due to an insufficient sample

size. The small sample size with little variability might have affected the ability of the analyses in the study to detect an association between the variables. In the following section, I will provide a discussion of the limitations of the study.

Limitations of the Study

It should be noted that I identified several limitations in this study. The first limitation of this study was my use of a small sample size comprised of only female foster parent participants, which limited the generalizability of the results. The estimated sample size was 67 and the final sample size resulted with 36 different foster parent-child dyads. The small sample size reduced the power of the study and in turn, the probability of finding a statistical significant result. This limitation was particularly relevant to the second hypothesis on foster parent attachment style. Therefore, the results of this study need to be taken with caution.

Additionally, the convenience sampling method used and the voluntary nature of the study may have lead to biased results (Creswell, 2009). Another limitation was my difficulty in obtaining a larger sample size due to 14 of the 16 contacted foster care organizations declining to participate in the study, and only two providing permission to collect data during one or two different days. Moreover, one foster care organization did not give further permission to gather additional data from other suboffices, which would have increased the sample size, as they had already given permission to collect data from three different suboffices. This limited the data available to be obtained from other foster care organizations. Also, foster parent participation was limited since some of the foster

parents were unavailable to attend due to their work schedules. These issues limit the generalizability of the findings to a wider population.

Self-report bias was also a limitation. The research instruments I used in this study are and have been widely used in research; however, answers to these survey instruments have drawbacks as they rely on assumed honest responses to sensitive questions that result in self-report bias in the presence of the researcher (Collins, 1996). Also, several foster mothers reported on more than one child, increasing the possibility of self-report bias by answering questions in relation to their own attitudes held toward each child under their care. Similarly, self-report bias in this study was possibly increased since foster mothers who reported on more than one child were not queried if the children under their care were siblings. Answering the survey questions in my study with a predetermined attitude about how foster children under their care compare with others could have also influenced their responses.

Furthermore, the participation of foster mothers with mostly secure attachment style might have been the result of self-selection bias. Shaver et al. (2009) reported that a secure attachment style develops from consistent caregiving in childhood that persists into adulthood. As adults, these individuals project security and openness to communication, which makes them available to respond to a child's needs (Bartholomew & Horowitz, 1991). Hence, the foster mother participants were willing to participate in the study in order to advocate for the foster child's needs under their care.

In addition to the above limitations, at the time of the study, the Spanish version of the Revised AAS (Collins, 1996) was unavailable in the United States. Instead, I

administered a back-translation of the Revised AAS (Collins, 1996) into Spanish as suggested by Brislin (1970) to Spanish speaking foster mothers. The Spanish version of the Revised AAS (Collins, 1996) that I used may not be a valid representation of attachment styles or representative of the population.

The methodology and data collection for this study were limited as the sample focused primarily on foster mothers caring for foster children between the ages of 6 to 11 and was obtained during a certain time frame. Although in this study, I did not conduct the moderating regression analysis due to the low number of respondents of insecure attachment style, the majority of foster mothers identified with a secure attachment style, which may have promoted placement stability. In addition, I measured placement disruption using one question and not with a validated placement disruption scale; instead, it was treated as a unitary factor during the analysis. Also, the study was limited by my use of a 1-month postbaseline follow-up telephone interview call to inquire whether the foster child remained under the foster mother's care, which responses could have varied to if the follow-up telephone interview call was conducted after a longer time frame. Possibilities for addressing these limitations in future research should be considered.

Recommendations

The purpose of the study was to examine the association between foster children's negative behaviors and placement disruption in middle childhood and to determine if foster parents' attachment style moderated this association. The findings of the first research question indicated there was not a statistically significant association between

children's negative behaviors and placement disruption in foster children between the ages of 6 to 11, as supported in previous research (Chamberlain et al., 2006; Fisher et al., 2011; Hurlburt et al., 2010; Newton et al., 2000; Price et al., 2008). Nevertheless, the results of the study cannot be generalized to other populations since I focused on foster children between the ages of 6 to 11. I recommend that future research on this topic include foster parents who care for foster children of ages 2 to 17, as children age out from the foster care system by age 18 (Kirk & Day, 2011).

The results of the study indicated that placement disruption is associated with children's negative behaviors, which is similar to studies conducted by Chamberlain et al. (2006), Fisher et al. (2011), Hurlburt et al. (2010), Newton et al. (2000), and Price et al (2008). Also, the foster parent participants in this study were women. Future research is recommended to explore how attachment style might be different in men compared to women as it relates to a placement disruption among children with negative behaviors. These studies might include an analysis to examine for gender differences in attachment style and how it relates to children's negative behavior and placement disruption. Further investigation is recommended in foster parents who are of different ethnic backrounds for the continuity of this topic.

The foster parent participants in this study were obtained from one state in six counties. It is recommended that future studies obtain a larger sample size of foster parents nationwide to provide futher insight of a more representative sample. It is recommended that quantitative research be conducted by using multiple administration methods (e.g., online surveys, mailed surveys) to examine foster parents' attachment

style and its associaton with foster children's negative behaviors and a placement disruption. In addition, foster parent's age and foster parent's education were obtained by asking foster parents to place a check mark on their age group and education group. Therefore, it is recommended that future studies obtain the actual age and actual education to determine if significant associations exist. To examine this association, researchers are encouraged to use valid measures to assess for children's behavior problems and to assess for adult attachent style. Children's behavior measures may include: (a) BASC-2 PRS-C (Reynolds & Kamphaus, 2004); (b) Child Behavior Check List (Achenback, as cited in Newton et al., 2000); and Parent Daily Report Checklist (as cited in Fisher et al., 2011) which is a practical approach to assess the risk for a placement disruption measure of child behavior problems. Adult attachment style measures may include: (a) the Revised Adult Attachment Style (Collins, 1996), and (b) the Adult Attachment Interview (as cited in Stovall-McClough & Dozier, 2004). Placement disruption could be assessed as a unitary question that could be followed up via e-mail or with a brief 5-minute telephone interview call at least at 3 to 6 months or more at postbaseline. Using multiple methods of data collection (e.g., online surveys, mailed surveys) may increase the validity and reliability of the study, increase power, and generalize results to the population. It is recommended for a study to be conducted in the United States by translating into Spanish the Revised AAS (Collins, 1996) and applying the Spanish version among the Hispanic/Latino population (e.g., Mexican, Puerto Rican, Cuban, Central American) to obtain psychometric properties. As discussed, several

recommendations were made for future research regarding the current study. In the next section, I will describe the implications for social change.

Implications for Social Change

The results of this study are important to foster care organizations as they have the opportunity to identify factors related to placement disruption before they become an issue. Mennen and O'Keefe (2005); Stovall-McClough and Dozier (2004); and Van IJzendoorn (1995) found that a secure attachment style reduces the likelihood of a placement disruption. Thus, it appears that a secure attachment among prospective foster parents is crucial since they are able to respond to a child's need promptly and project security to the child. Therefore, knowing the type of attachment style is critical in understanding the foster parent-child relationship because it may be associated with the foster child's behaviors and avoid a placement disruption. The results of this study indicated that children's negative behaviors are not statistically significant to placement disruption. As such, foster care organizations can benefit from these findings to enhance training programs for foster parents that are geared to understand the impact of secure adult attachment style and children's behaviors.

Providing foster care agency caseworkers with continuing education training about Ainsworth and Bowlby's attachment theory, and how to use and interpret simple questionnaires to assess attachment styles, may encourage them to improve their placement decisions to match the foster child and foster parent to avoid a placement disruption. Also, foster parents should be encouraged to participate in trainings about the different attachment styles to better understand the connection between their own

attachment style and probable effects on foster children's behaviors in order to promote placement stability. Each state utilizes training programs to train foster parents. In the state of Texas, licensed foster care parents must attend trainings about: (a) issues of abuse and neglected children; (b) 35 hours PRIDE (competency-based model to prepare and train foster parents to care for foster children); and (c) 20 hours or more yearly of additional training (The Interstate Compact on the Placement of Children, 2012). These trainings are not specifically geared towards identification of disruptive behaviors. By recommending foster care organizations to provide foster parents with trainings and support programs that focus on the identification of disruptive behaviors in children, it may help foster parents recognize behavior problems to improve their fostering skills to reduce child behavior problems. For example, researchers (Hurlburt et al., 2010) have recommended for child welfare agencies to use programs, such as KEEP, to provide foster parents with the necessary skills to address issues related to foster care children with negative behaviors. Although, the findings of the study suggest that there is not a statistically significant association between disruptive behaviors and placement disruption, the utilization of KEEP program would be helpful in decreasing placement disruptions by providing foster parents with a training program that is geared towards identifying disruptive behaviors in foster children as well as matching foster children with foster parents with a secure attachment style.

By providing foster care caseworkers with the knowledge about adult attachment styles and children's behaviors, they may help foster parents understand foster children's behavior problems to improve their fostering skills. Moreover, foster care caseworkers

may create an approach to match the foster child's characteristics with the foster parents' attachment style when making placement decisions, which may help with placement stability. When children feel safe with a foster parent with a secure attachment style, they develop secure behaviors, and a positive self-esteem (Stovall-McClough & Dozier, 2004). Lastly, society benefits from children being placed with foster parents with secure attachment style as this can minimize multiple placement disruptions. Foster parents would benefit from trainings that focus on attachment style and how to identify and respond to negative behaviors in children. This may help foster parents understand the connection between attachment style and children's behaviors, which may decrease placement disruption.

Recommendations for Practice

The findings of the study encourage foster care caseworkers to assess foster parents' attachment style and the behavioral changes of foster children under their care to promote placement stability among foster children. Previous work indicated that it is important for foster care caseworkers understand and use attachment theory in making placement decisions and assist foster parents understand types of attachment styles to develop positive relationships with foster children and promote stability. Additionally, foster care caseworkers are encouraged to identify children's negative behaviors that might hinder placement stability among foster children who might be at risk of a placement change. As foster care caseworkers understand the association of foster children's behaviors, placement disruption, and foster parents' attachment style, foster

care caseworkers can use the attachment theory approach during the time of matching the child with foster parent hoping that this might contribute to placement stability.

Researchers indicated that adults with secure attachment style project security to children and indirectly shape the children's behaviors (Bartholomew & Horowitz, 1991; Van IJzendoorn, 1995). Foster parents with a secure attachment style have developed a secure internal working model that determines their responsiveness to a foster child, which allows the foster child to develop trust and form health attachment (Stovall-McClough & Dozier, 2004). Hence, foster parents are readily available when the foster child is in distress. In this study, the majority of foster parent-child dyads reported a secure attachment style (n = 35). It is possible that foster parents with a secure attachment style may not only improve foster children's negative behaviors, but also may contribute to a placement success. Although a causal association cannot be demonstrated with this data, it is possible that due to the low number of placement disruptions (n = 4) reported at one-month postbaseline, may have contributed to no statistical significance among children's negative behaviors and placement disruption. Consequently, it is strongly recommended that further research be conducted in this area. In this section, I discussed implications for social change along with recommendations for future practice. In the following section, I will provide the conclusion the current study.

Conclusion

Children's behavior problems have been linked with placement disruption among foster care children (Fisher et al., 2011; Hurlburt et al., 2010; Leathers, 2006). Few research studies have examined the association between children's negative behaviors

and placement disruption in foster children aged 6 to 11 (Allen, 2011). The purpose of this study was to address the gap in research by investigating the association of foster children's negative behaviors and placement disruption reported by foster parents, and to analyze if foster parents' attachment style affected this association among foster children of ages 6 to 11.

In this study, I found that after controlling for foster mothers' age and foster mother's level of education there was not a statistically significant association between children's negative behaviors and placement disruption in foster children between the ages of 6 to 11. Although these findings should be interpreted with caution, other researchers have found similar results (Chamberlain et al., 2006; Fisher et al., 2011; Hurlburt et al., 2010). The second hypothesis was not tested, due to the low number of participants in the different attachment style categories, to determine if foster parents' attachment style moderated the association between foster children's negative behaviors and a placement disruption among foster children aged 6 to 11. The results of the study may be useful in future research efforts to evaluate the association between foster children's negative behaviors and placement disruption, and whether foster parents' attachment style moderates this association. It is hoped that through continued research foster care caseworkers understand foster parents' attachment style of this underresearched population and how children's behaviors contributes to placement disruption.

References

Administration on Children, Youth, & Families. (2013). *Recent demographic trends in foster care.* Retrieved from http://www.acf.hhs.gov/sites/default/files/cb/data_brief_foster_care_trends1.pdf

Ainsworth, M. D. (1985). Patterns of infant-mother attachments: antecedents and effects on development. *Bulletin of the New York Academy of Medicine, 61*(9), 771.

Ainsworth, M. D. S. (1989). Attachments beyond infancy. *American Psychologist, 44*(4), 709–716. doi:10.1037//0003-066.x.44.4.709

Ainsworth, M. D. S., & Bowlby, J. (1991). An ethological approach to personality development. *American Psychologist, 46*(4), 333–341. doi:10.1037//0003-066x.46.4.333

Aktas, A. & Keskin, B. (2013). Statistical power analysis. Retrieved from http://msed.vse.cz/files/2013/224-Keskin-Burak-paper.pdf.

Allen, B. (2011). The use and abuse of attachment theory in clinical practice with maltreatd children, Part I: Diagnosis and assessment. *Trauma, Violence, & Abuse, 12*(1), 3–12. doi:10.1177/1524838010386811

Ammaniti, M., Van IJzendoorn, M. H., Speranza, A. M., & Tambelli, R. (2000). Internal working models of attachment during late childhood and early adolescence: An exploration of stability and change. *Attachment & Human Development, 2*(3), 328–346. doi:10.1080/14616730010001587

Atinc, G., Simmering, M. J., & Kroll, M. J. (2012). Control variable use and reporting in macro and micro management research. *Organizational Research Methods, 15*(1),

57–74. doi:10.1177/1094428110397773

Barth, R. P., Crea, T. M., John, K., Thoburns, J., & Quinton, D. (2005). Beyond attachment theory and therapy: towards sensitive and evidence-based interventions with foster and adoptive families in distress. *Child and Family Social Work, 10*(4), 257–268. doi:10.1111/j.1365-2206.2005.00380.x

Bartholomew, K., & Horowitz, L. M. (1991). Attachment styles among young adults: A test of a four-category model. *Journal of Personality and Social Psychology, 61*(2), 226–244. doi:10.1037//0022-3514.61.2.226

Bartholomew, K., & Shaver, P. R. (1998). Methods of assessing adult attachment. In Attachment *theory and close relationships* (pp. 25–45). Guilford Press, NY: Guilford Publications, Inc. Retrieved from http://moemesto.ru/rorschach_club/file/14257751/display/bartholomew98.pdf

Bernier, A., & Meins, E. (2008). A threshold approach to understanding the origins of attachment disorganization. *Developmental Psychology, 44*(4), 969–982. doi:10.1037/0012-1649.44.4.969

Bewick, V., Cheek, L., & Ball, J. (2005). Statistics review 14: Logistic regression. *Critical Care, 9*(1), 112–118. doi:10.1189/cc3045

Bolboaca, S. D., & Jantschi, L. (2006). Person versus spearman, Kendall's tau correlation analysis on structure-activity relationships of biologic active compounds. *Leonardo Journal of Sciences, 5*(9), 179–200. Retrieved from http://ljs.academicdirect.org/A09/179_200.htm

Bowlby, J. (1952). *Maternal care and mental health.* Geneva, Switzerland: World Health

Organization.

Bowlby, J. (1969). *Attachment and loss*. New York, NY: Basic Books.

Bowlby, J. (1969/1982). *Attachment* (Vol.1; 2nd ed.). New York, NY: Basic Books.

Bowlby, J. (1977). The making and breaking of affectional bonds. I. Aetiology and psychopathology in the light of attachment theory. *British Journal of Psychiatry, 130*(3), 201–210. doi:10.1192/bjp.130.3.201

Bragg, H. L. (2003). *Child protection practices with families experiencing domestic violence.*Washington, DC: National Clearinghouse on Child Abuse and Neglect Information. Retrieved from http://nccanch.acf.hhs.gov/profess/tools/usermanual.cfm

Bretherton, I. (1992). The origins of attachment theory: John Bowlby and Mary Ainsworth. *Developmental Psychology, 28*(5), 759–775. doi:10.1037/0012-1649.28.5.759

Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology, 9*(3), 185–216. doi:10.1177/135910457000100301

Bryman, A. (1984). The debate about quantitative and qualitative research: A question of method or epistemology? *British Journal of Sociology, 35*(1), 75–92. doi:10.2307/590553

Buehler, C., Rhodes, K. W., Orme, J. G., & Cuddeback, G. (2006). The potential for successful family foster care: Conceptualizing competency domains for foster parents. *Child Welfare League of America, LXXXV*(3), 523–558.

Burns, R. B., & Burns, R. A. (n.d). Chapter 24 logistic regression. In Business Research

Methods and Statistics Using SPSS. Retrieved from http://studysites.uk.sagepub.com/burns/website%20material/Chapter%2024%20-%20Logistic%20regression.pdf

Calder, B. J., Phillips, L. W., & Tybout, A. M. (1982). The concept of external validity. *Journal of Consumer Research, 9*(3), 240–244. doi:10.1086/208920

Cardalda, E. B., Costantino, G., Martinez, J. V., Ortiz-Vargas, N., & Leon-Velazquez, M. (2012). Gender differences in Hispanic children evaluated with the TEMAS and BASC tests. *Revista Puertorriqueña de Psicologia, 23,* 31–56.

Centers for Disease Control & Prevention. (2013). Child maltreatment: Facts at a glance. Retrieved from http://www.cdc.gov/violenceprevention/pdf/cm-data-sheet--2013.pdf

Chamberlain, P., Price, J. M., Reid, J. B., Landsverk, J., Fisher, P. A., & Soolmiller, M. (2006). Who disrupts from placement in foster and kinship care? *Child Abuse & Neglect, 30*(4), 409–424. doi:10.1016/j.chiabu.2005.11.004

Champoux, J. E., & Peters, W. S. (1987). Form, effect size and power in moderated regression analysis. *Journal of Occupational Psychology, 60*(3), 243–255. doi:10.1111/j.2044-8325.1987.tb00257.x

Child Welfare Information Gateway. (2013). *How the child welfare system works.* Washigton, DC: U.S. Department of Health and Human Services, Children's Bureau. Retrieved from https://www.childwelfare.gov/pubs/factsheets/cpswork.cfm.

Children’s Bureau. (2015). The AFCARS report: Preliminary FY 2014 estimates of July

2015, No.22. Retrieved from http://www.acf.hhs.gov/sites/default/files/cb/afcarsreport22.pdf

Cohen, J. (1992a). A power premier. *Psychological Bulletin, 112*(1), 155–159. doi:10.1037/0033-2909.112.1.155

Cohen, J. (1992b). Statistical power analysis. *Current Directions in Psychological Science, 1*(3), 98–101. doi:10.1111/1467-8721.ep10768783

Cole, S. A. (2005). Infants in foster care: Relational and environmental factors affecting attachment. *Journal of Reproductive and Infant Psychology, 23*(1), 43–61. doi:10.1080/02646830512331330947

Colle, L., & Del Guidice, M. (2011). Patterns of attachment and emotional competence in middle childhood. *Social Development, 20*(1), 51–72. doi:10.1111/j.1467-9507.2010.00576.x

Collins, N. L. (1996). Working models of attachment: Implicatons for explanation, emotion, and behavior. *Journal of Personality and Social Psychology, 71*(4), 810–832. doi:10.1037//0022-3514.71.4.810

Collins, N. L., & Read, S. J. (1990). Adult attachment, working models, and relationship quality in dating couples. *Journal of Personality and Social Psychology, 58*(4), 644–663. doi:10.1037//0022-3514.58.4.644

Creswell, J. W. (2009). *Quantitative methods. In reserch design: qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

DePanfilis, D., & Salus, M. K. (2003). *Child protective services theory and practice. In*

child protective services: a guide for caseworkers. Washington, DC: National Clearinghouse on Child Abuse and Neglect Information. Retrieved from www.calib.com/nccanch/pubs/usermanual.cfm

Dessell, S. P. (2005). Construction, implementation, and analysis of summated rating attitude scales. *American Journal of Pharmaceutical Education, 69*(5), 1–11.doi.org/10.5688/aj690597

Dozier, M., & Lindhiem, O. (2006). This is my child: Difference among foster parents in commitment to their young children. *Child Maltreatment, 11*(4), 338–345. doi:10.1177/1077559506291263

Dozier, M., Lindhiem, O., Lewis, E., Bick, J., Bernard, K., & Peloso, E. (2009). Effects of foster parent training program on young children's attachment behaviors: Preliminary evidence from a randomized clinical trial. *Child and Adolescent Social Work Journal, 26*(4), 321–332. doi:10.1007/s10560-009-0165-1

Dozier, M., Stovall, K. C., Albus, K. E., & Bates, B. (2001). Attachment for infants in foster care: The role of caregiver state of mind. *Child Development, 72*(5), 1467–1477. doi:10.1111/1467-8624.00360

Dunnigan, K. (2008). Confidence interval calculation for binomial proportions. Retrieved from http://www.mwsug.org/proceedings/2008/pharma/MWSUG-2008-P08.pdf.

Eccles, J. S. (1999). The development of children ages 6 to 14. *Future of Children, 9*(2), 30–44. doi:10.2307/1602703

Faul, F., Erdfelder, E., Buchner, A., & Lang, A-G. (2009). Statistical power analyses using G*Power 3.1: Tests for correlation and regression analyses. *Behavior*

Research Methods, 41(4), 1149–1160. doi:10.3758/brm..41.4.1149

Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods, 39*(2), 175–191. doi:10.3758/bf03193146

Ferguson, C. J. (2009). An effect size primer: a guid for clincians and researchers. *Professional Psychology Research and Practice, 40*(5), 532–538. doi:10.1037/a0015808

Fernandez, A. M., & Dufey, M. (2015). Adaptation of Collins' revised adult attachment dimensional scale to the Chilean context. *Psicologia Reflexao e Critica, 28*(2), 242–252. doi:10.1590/1678-7153.201528204

Findlater, J. E., & Kelly, S. (1999). Child protective services and domestic violence. *Future of Children, 9*(3), 84–96. doi:10.2307/1602783

Fisher, P. A., Stoolmiller, M., Mannering, A. M., Takahashi, A., & Chamberlain, P. (2011). Foster placement disruptions associated with problem behavior: Mitigating a threshold effect. *Journal of Consulting and Clinical Psychology, 79*(4), 481–487. doi:10.1037/a0024313

Frazier, P. A., Tix, A. P., & Barron, K. E. (2004). Testing moderator and mediator effects in counseling psychology research. *Journal of Counseling Psychology, 51*(1), 115–134. doi:10.1037/0022-0167.51.1.115

Fritz, C. O., Morris, P. E., & Richler, J. J. (2012). Effect size estimates: Current use, calculations, and interpretation. *Journal of Experimental Psychology: General, 141*(1), 2–18. doi:10.1037/a0024338

Gable, G. G. (1994). Integrating case study and survey research methods: An example in information systems. *European Journal of Information Systems, 3*(2), 112–126. doi:10.1057/ejis.1994.12

George, D., & Mallery, P. (2010). *SPSS for windows: Step by step* (10th ed.). Boston, MA: Alyn & Bacon.

Gravetter, F. J., & Wallnau, L. B. (2009). *Statistics for the behavioral sciences* (8th ed.). Belmont, CA: Wadsworth Cengage Learning.

Hacsi, T. (1995). From indenture to family foster care: A brief history of child placing. *Child Welfare, 74*(1), 162–180.

Harden, B. J. (2004). Safety and stability for foster children: A developmental perspective. *Future of Children, 14*(1), 30–47. doi:10.2307/1602753

Havinghurst, R. (n.d.). Developmental theorist. Retrived from http://ezranasumekto.files.wordpress.com/2011/07/robert-havighurst.pdf

Hayward, R. A., & DePanfilis, D. (2007). Foster children with an incarcerated parent: Predictors of reunification. *Children and Youth Services Review, 29*(10), 1320–1334. doi:10.1016/j.childyouth.2007.05.005

Hazan, C., & Shaver, P. (1987). Romantic love conceptualized as an attachment process. *Journal or Personality and Social Psychology, 52*(3), 511–524. doi:10.1037/0022-3514.52.3.511

He, X, & Wu, S.-J. (2009). Confidence intervals for the binomial proportion with zero frequency. *Communications for Statistical Applications and Methods, 16*(3), 501–509. doi:10.5351/CKSS.2009.16.3.501

Holland, P., & Gorey, K. M. (2004). Historical, developmental, and behavioral factors associated with foster care challenges. *Child and Adolescent Social Work Journal, 21*(2), 117–135. doi:10.1023/b:casw.0000022727.40123.95

Hosmer, D. Q., Hosmer, T., Cessie, S. L., & Lemeshow, S. (1997). A comparison of goodness-of-fit tests for the logistic regression model. *Statistics in Medicine, 16*(9), 965–980. doi:10.1002/(SICI)1097-0258(19970515)16:9<965::AID-SIM509>3.0.CO;2-O

Hurlburt, M. S., Chamberlain, P., DeGarmo, D., Zhang, J., & Price, J. M. (2010). Advancing prediction of foster placement disruption using brief behavioral screening. *Child Abuse & Neglect, 34*(12), 917–926. doi:10.1016/j.chiabu.2010.07.003

James, S., Landsverk, J., & Slymen, D. J. (2004). Placement movement in out-of-home care: patterns and predictors. *Children and Youth Services Review, 26*(2), 185–206. doi:10.1016/j.childyouth.2004.01.008

Kerns, K. A., Tomich, P. L., Aspelmeier, J. E., & Contreras, J. M. (2000). Attachment-based assessments of parent-child relationships in middle childhood. *Developmental Psychology, 36*(5), 614-626. doi: 10.1037//0012-1649.36.5.614

Kirk, R., & Day, A. (2011). Increasing college access for youth aging out of foster care: Evaluation of a summer camp program for foster youth transitioning from high school to college. *Children and Youth Services Review, 33*(7), 1173–1180. doi:10.1016/j.childyouth.2011.02.018

LaLiberte, T., & Snyder, E. (2010). Promoting placement stability. Retrieved from

http://cascw.umn.edu/wp-content/uploads/2013/12/CW360_2010.pdf'

Leathers, S. J. (2006). Placement disruption and negative placement outcomes among adolescents in long-term foster care: The role of behavior problems. *Child Abuse & Neglect, 30*(3), 307–324. doi:10.1016/j.chiabu.2005.09.003

Lewis, C. (2011). Providing therapy to children and families in foster care: A systemetic-relational approach. *Family Process, 50*(4), 436–452. doi:10.1111/j.1545-5300.2011.01370.x

Lewis, E. E., Dozier, M., Ackerman, J., & Sepulveda-Kozakowski, S. (2007). The effect of placement instability on adopted children's inhibitory control abilities and oppositional behavior. *Developmental Psychology, 43*(6), 1415–1427. doi:10.1037/0012-1649.43.6.1415

Madigan, S., Atkinson, L., Laurin, K., & Benoit, D. (2013). Attachment and internalizing behavior in early childhood: A meta-analysis. *Developmental Psychology, 49*(4), 672–689. doi:10.1037/a0028793

McClendon, D. T., Warren, J. S., Green, K. M., Burlingame, G. M., Eggett, D. L., & McClendon, R. J. (2011). Sensitivity to change of youth treatment outcome measures: A comparison of the CBCL, BASC-2, and Y-OQ. *Journal of Clinical Psychology, 67*(1), 111–125. doi:10.1002/jclp.20746

McIntosh, K., Kauffman, A. L., Carter, D., Dickey, C. R., & Horner, R. H. (2009). Differential effects of a direct behavior rating intervention based on function of problem behavior. *Journal of Positive Behavior Interventions, 11*(2), 1–15. doi:10.1177/1098300708319127

McWey, L. M. (2004). Predictors of attachment styles of children in foster care: An attachment theory model for working with families. *Journal of Marital and Family Therapy, 30*(4), 439–452. doi:10.1111/j.1752-0606.2004.tb01254.x

Mennen, F. E., & O'Keefe, M. (2005). Informed decisions in child welfare: The use of attachment theroy. *Children and Youth Services Review, 27*(6), 577–593. doi:10.1016/j.childyouth.2004.11.011

Mikulincer, M., & Florian, V. (1998). The relationship between adult attachment styles and emotional and cognitive reactions to stressful events. *In Attachment theory and close relationships* (pp. 143–165). New York, NY: The Guilford Press. Retrieved from http://books.google.com

Mitchell, M. L., & Jolley, J. M. (2013). Survey research. In *Research Design Explained* (8th ed., pp. 275–329).Belmont, CA: Wadsworth. Retrieved from http://books.google.com

Myers, J. E. (2008). A short history of child protection in America. *Family Law Quarterly, 42*(3), 449–463.

Myers, C. L., Bour, J. L., Sidebottom, K. J., & Murphy, S. B. (2010). Same constructs, different results: Examining the consistency of two behavior-rating scales with referred preschoolers. *Psychology in the Schools*, *47*(3), 205–216. doi:10.1002/pits.20465

Newton, R. R., Litrownik, A. J., & Landsverk, J. A. (2000). Children and youth in foster care: Disentangling the relationship between problem behaviors and number of placements. *Child Abuse & Neglect*, *24*(10), 1363–1374. doi:10.1016/s0145-

2134(00)00189-7

Nichols, A. L. & Maner, J. K. (2008). The good-subject effect: investigating participant demand characteristics. *Journal of General Psychology, 135*(2), 151–165. doi:10.1037/e633982013-320

O'Brien, R. (2007). A caution regarding rules of thumb for variance inflation factors. *Quality & Quantity*, 41(5), 673–690. doi:10.1007/s11135-006-9018-6.

Ohio Child Welfare Training Program (2010). Caseworker core competencies. Retrieved from http://www.ocwtp.net/PDFs/Competencies/Caseworker%20Core%20Competencies.pdf

Oosterman, M., & Schuengel, C. (2008). Attachment in foster children associated with caregivers' sensitivity and behavioral problems. *Infant Mental Health Journal, 29*(6), 609–623. doi:10.1002/imhj.20198

Oosterman, M., Schuengel, C., Slot, N. W., Bullens, R. A., & Doreleijers, T. A. (2007). Disruptions in foster care: A review and meta-analysis. *Children and Youth Services Review, 29*(1), 53–76. doi:10.1016/j.childyouth.2006.07.003

Orme, J. G., & Buehler, C. (2001). Foster family characteristics and behavioral emotional problems of foster children: A narrative review. *Family Relations, 50*(1), 3–15. doi:10.1111/j.1741-3729.2001.00003x.

Osborne J. W., & Waters, E. (2002). Four assumptions of multiple regression that resaerchers should always test. *Practical Assessment, Resaerche, and Evaluation, 8*(2), 1–9. Retrieved from www.ericae.net/pare/getvn.asp?v=8&n=2

Palmer, S. E. (1996). Placement stability and inclusive practice in foster care: An empirical study. *Children and Youth Services Review, 18*(7), 589–601. doi:10.1016/0190-7409(96)00025-4

Pecora, P. J., Whittaker, J. K., Maluccio, A. N., Barth, R. P., & DePanfilis, D. (2010). A conceptual framework for child and family-centered services. In *The child welfare challenge: Policy, practice, and research* (3rd Ed.; pp. 63–87). New Brunswick, NJ: Transaction Publishers. Retrieved from http://books.google.com/books

Peng, C. J., Lee, K. L, & Ingersoll, G. M. (2002). An introduction to logistic regression analysis and reporting. *Journal of Education Research, 96*(1), 3–14. doi:10.1080/00220670209598786

Price, J. M., Chamberlain, P., Landsverk, J., Reid, J., Leve, L., & Laurent, H. (2008). Effects of foster parent training intervention on placement changes of children in foster care. *Child Maltreatment, 13*(1), 64–75. doi:10.1177/1077559507310612

Reynolds, C. R., & Kamphaus, R. W. (2004). *BASC-2 behavior assessment system for children.* (2nd, ed.) Circle Pines, MN: AGS Publishing.

Rholes, W. S., Simpson, J. A., & Blakely, B. S. (1995). Adult attachment styles and mothers' relationships with their young children. *Personal Relationships, 2*(1), 35–54. doi:10.1111/j. 1475-6811.1995.tb00076.x

Rubin, D. M., O'Reilly, A. L. R., Luan, X., & Localio, A. R. (2007). The impact of placement stability on behavioral well-being for children in foster care. *Pediatrics, 119*(2), 336–344. doi :10.1542/peds.2006-1995

Scharfe, E., & Bartholomew, K. (1994). Reliability and stability of adult attachment

patterns. *Personal Relationships, 1*(1), 23–43. doi:10.1111/j.1475-6811.1994.tb00053.x

Schene, P. A. (1998). Past, present, and future roles of child protective services. *Future of Children, 8*(1), 23–38. doi:10.2307/1602626

Scott, S. C., Goldberg, M. S., & Mayo, N. E. (1997). Statistical assessment of ordinal outcomes in comparative studies. *Journal of Clinical Epidemiology, 50*(1), 45–55. doi:10.1016/S0895-4356(96)00312-5

Sedlmeier, P., & Gigerenzer, G. (1989). Do studies of statistical power have an effect on the power of studies? *Psychological Bulletin, 105*(2), 309–316. doi:10.1037//0033-2909.105.2.309

Shaver, P. R., Mikulincer, M., & Feeney, B. C. (2009). What's love got to do with it? Insecurity and anger in attachment relationships. *Virginia Journal of Social Policy & the Law, 16*(2), 491–513.

Smyke, A. T., Zeanah, C. H., Fox, N. A., Nelson, C. A., & Guthrie, D. (2010). Placement in foster care enhances quality of attachment among young institutionalized children. *Child Development, 81*(1), 212–223. doi:10.1111/j.1467-8624.2009.01390.x

Social Security Administration. (2008). Fostering connections to success and increasing adoptions act of 2008, Vol. 154. Retrieved from https://ssa.gov/OP_Home/comp2/F110-351.html

Sperling, M. B., Foelsch, P., & Grace, C. (1996). Measuring adult attachment: Are self-report instruments congruent? *Journal of Personality Assessment, 67*(1), 37–51.

doi:10.1207/s15327752jpa6701_3

Stovall, K. C., & Dozier, M. (1998). Infants in foster care: An attachment theory perspective. *Adoption Quarterly, 2*(1), 55–88. doi:10.1300/J145v02n01_05

Stovall-McClough, K. C., & Dozier, M. (2004). Forming attachments in foster care: Infant attachment behaviors during the first 2 months of placement. *Development and Psychopathology, 16*(2), 253–271. doi:10.1017/s0954579404044505

Strijker, J., van Oijen, S., & Knot-Dickscheit, J. (2011). Assessment of problem behavior by foster parents and their foster children. *Child & Family Social Work, 16*(1), 93–100. doi:10.1111/j.1365-2206.2010.00717.x

Sun, S., Pan, W., & Wang, L. L. (2010). A comprehensive review of effect size reporting and interpreting practices in academic journals in education and psychology. *Journal of Educational Psychology, 102*(4), 989–1004. doi:10.1037/a0019507

Szumilas, M. (2010). Expaining odds ratio. *Journal of Canadian Academy of Child and Adolescent Psychiatry*, 19(3), 227–229. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.687.1963&rep=rep1&type=pdflower odds for a placement disruption.

Tan, C. S. (2007). Test review: Reynolds, C.R., & Kamphaus, R.W. (2004). Behavior assessment system for children (2nd ed.). *Assessment for Effective Intervention, 32*(2), 121–124. doi:10.1177/15345084070320020301

Texas Department of Family and Protective Services. (2013). The state of Texas 2013 Title IV-B annual progress and services report. Retrieved from http://www.dfps.state.tx.us/About_DFPS/Title_IV-

B_State_Plan/2013_Progress_Report/IV_Program-Support.pdf

The Interstate Compact on the Placement of Children (2012). Texas foster care. Retrieved from http://icpcstatepages.org/texas/foster-care/

Thomas, R. M. (2003). *Blending qualitative & quantitative research methods in theses and dissertations.* Thousands Oaks, CA: Corwin Press, Inc.

Tourangeau, R., & Yan, T. (2007). Sensitive questions in surveys. *Psychological Bulletin, 133*(5), 859–883. doi:10.1037/0033-2909.133.5.859

UC Davis Extension Center for Human Services. (2008). Placement stability in child welfare services: Issue, concerns, outcomes and future directions literature review. Retrieved from http://www.dss.cahwnet.gov/cfsweb/res/pdf/PlacementStability.pdf

Van IJzendoorn, M. H. (1995). Adult attachment representations, parental responsiveness, and infant attachment: A meta-analysis on the predictive validity of the adult attachment interview. *Psychological Bulletin, 117*(3), 387–403. doi:10.1037//0033-2909.117.3.387

Whelan, D. J. (2003). Using attachment theory when placing siblings in foster care. *Child and Adolescent Social Work Journal, 20*(1), 21–36. doi:10.1023/a:1021463302680

Wolfe-Christensen, C., Mullins, L. L., Stinnett, T. A., Carpentier, M. Y., & Fedele, D. A. (2009). Use of the behavioral assessment system for children 2nd edition: Parent report scale in pediatric cancer populations. *Journal of Clinical Psychology in Medical Settings, 16*(4), 322–330. doi:10.1007/s10880-009-9174-7

Zeanah, C. H., Berlin, L. J., & Boris, N. W. (2011). Practitioner review: Clinical applications of attachment theory and research for infants and young children. *Journal of Child Psychology and Psychiatry, 52*(8), 819–833. doi:10.1111/j.1469-7610.2011.02399x

Appendix A: Revised Adult Attachment Scale (Collins, 1996)-Close Relationships Version

The following version of the scale has revised instructions and slightly reworded items to refer to "close" relationships rather than "romantic" relationships.
The scoring for this scale is the same as the scoring on p.5

The following questions concern how you ***generally*** feel in ***important close relationships in your life***. Think about your past and present relationships with people who have been especially important to you, such as family members, romantic partners, and close friends. Respond to each statement in terms of how you ***generally*** feel in these relationships.

Please use the scale below by placing a number between 1 and 5 in the space provided to the right of each statement.

1----------2----------3----------4----------5
Not at all characteristic of me — **Very characteristic of me**

1) I find it relatively easy to get close to people. _____
2) I find it difficult to allow myself to depend on others. _____
3) I often worry that other people don't really love me. _____
4) I find that others are reluctant to get as close as I would like. _____
5) I am comfortable depending on others. _____
6) I don't worry about people getting too close to me. _____
7) I find that people are never there when you need them. _____
8) I am somewhat uncomfortable being close to others. _____
9) I often worry that other people won't want to stay with me. _____
10) When I show my feelings for others, I'm afraid they will not feel the same about me. _____
11) I often wonder whether other people really care about me. _____
12) I am comfortable developing close relationships with others. _____
13) I am uncomfortable when anyone gets too emotionally close to me. _____
14) I know that people will be there when I need them. _____
15) I want to get close to people, but I worry about being hurt. _____
16) I find it difficult to trust others completely. _____
17) People often want me to be emotionally closer than I feel comfortable being. _____
18) I am not sure that I can always depend on people to be there when I need them. _____

Escala Del Apego Para Adultos - Revisada (Collins, 1996) - Versión De Relaciones Cercanas

La siguiente versión de la escala ha revisado las instrucciones y reformulado ligeramente las declaraciones para referirse a relaciones "cercanas" en lugar de relaciones "románticas".
La puntuación para ésta escala es la misma que la puntuación en la página 5.

Las siguientes preguntas se refieren a cómo usted ***generalmente se*** siente en ***relaciones cercanas importantes en su vida***. Piense en sus relaciones pasadas y presentes con las personas que han sido especialmente importantes para usted, tales como miembros de la familia, parejas románticas y sentimentales, y amigos cercanos. Por favor responda a cada declaración en términos de cómo se siente ***generalmente*** en estas relaciones.

Por favor utilice la siguiente escala abajo colocando un número entre 1 y 5 en los espacios indicados a la derecha de cada declaración.

1----------2----------3----------4----------5
No es nada característico de mí — **Muy característico de mi**

1) Me es relativamente fácil acercarme a la gente. _____
2) Me es difícil permitirme a mí mismo depender en otros. _____
3) A menudo me preocupa que otras personas realmente no me aman. _____
4) Me parece que otros son renuentes a acercarse a mí como me gustaría. _____
5) Me siento cómodo dependiendo de los demás. _____
6) No me preocupa que la gente se acerque demasiado a mí. _____
7) Me parece que la gente nunca está ahí cuando los necesito. _____
8) En cierto modo me siento incómodo el estar cerca de los demás. _____
9) A menudo me preocupa que otras personas no quieran quedarse conmigo. _____
10) Cuando demuestro mis sentimientos hacia otros, temo que ellos no sienten lo mismo por mí. _____
11) A menudo me pregunto si otras personas realmente se preocupan por mí. _____
12) Yo me siento cómodo desarrollando relaciones cercanas con los demás. _____
13) Me siento incómodo cuando alguien se acerca demasiado emocionalmente a mí. _____
14) Sé que la gente va a estar ahí cuando los necesite. _____
15) Quiero acercarme a la gente, pero me preocupa que me hagan daño. _____
16) Me resulta difícil confiar en otros completamente. _____
17) A menudo las personas quieren que sea emocionalmente más cercano de lo que me siento cómodo siendo. _____
18) No estoy seguro de que siempre pueda depender en la gente que vaya a estar ahí cuando los necesite _____

Appendix B: Information Questionnaire

Please **DO NOT** put your name on this form.

Please put a check mark and write in your response for a few items.

Foster Child's Information:

1. a. Ethnicity:
   □African American □Asian American □Caucasian □Hispanic/Latino □Other: _____

   b. Length of current placement:
   □ 0–2 months □3–6 months □6–12 months □1–3 years □4–6 years □7–9 years □ 10 years or more

   c. Number of previous placement disruptions:
   □ 0 □1 □2 □3 □> 4□ unknown□ specify ___

   d. Number of times in foster care:
   □1 □2 □3 □4 □> 5□ unknown□ specify ___

Foster Parent's Information:

2. a. Gender:
   □Male □Female

   b. Age:
   □18–25 years □26–35 years □36–45 years □ 46–55 years □ 56–64 years □ 65 years or older

   c. Marital status:
   □Single □Married □Unmarried common-law □Divorced □Separated □Widow

   d. Ethnicity:
   □African American □Asian American □Caucasian □Hispanic/Latino □Other: _____

   e. Highest Level of Education:
   □Grammar □High School/GED □ Some College □Associates Degree
   □Bachelor's Degree □Master's Degree □Doctoral Degree

   f. Your Telephone Number (s): _____

Cuestionario de Información

Por favor, **NO PONGA** su nombre en esta forma.

Por favor, ponga una marca de verificación a las siguientes preguntas.

Información del Niño:

1. a. Origen étnico:
   □Afro Americano □Asiático Americano □ Caucásico □Hispano/Latino □Otro: _____

   b. Tiempo en su hogar:
   □ 0 a 2 meses □3 a 6 meses □6 a 12 meses □1a 3 años □4 a 6 años □7 a 9 años □ 10 años o más

   c. Número de interrupciones de la colocación anterior:
   □ 0 □1 □2 □3 □> 4□ desconocido□ especifiqué ___

   d. Número de veces en cuidado de temporal:
   □1 □2 □3 □4 □ > 5□ desconocido□ especifiqué ___

Información de los Padres Temporales:

2. a. Género:
   □Masculino □Femenino

   b. Edad:
   □ 18 a 25 años □26 a 35 años □36 a 45 años □ 46 a 55 años □56 a 64 años □65 años o mas

   c. Estado civil:
   □Soltero(a) □Casado(a) □Soltero(a) viviendo en ley común □Divorciado(a) □Separado(a) □Viudo(a)

   d. Origen étnico:
   □Afro Americano □Asiático Americano □Caucásico □Hispano/Latino □Otro: _____

   e. Nivel de Educación:
   □Primaria □Preparatoria/GED □Alguna educación superior □Educación Técnica □Licenciatura □Maestría □Doctorado

   f. Su número de teléfono (s): _____

Appendix C: Brief Telephone Interview Call

To be completed by the Researcher:

1. Over the last month, does the foster child remain under your care? Yes/No
2. If no, reason for the placement disruption:

□ returned to his/her biological parents
□ returned to be in the home of a relative
□ moved to be with sibling(s)
□ adopted
□ moved to another foster home
□ moved because of mismatch with foster family characteristics
□ moved psychiatric center
□ moved juvenile detention center
□ runaway
□ other reason, please specify: _____

Solamente Para el Investigador:

1. Durante el último mes, sigue el niño o niña bajo su tutela? Si/No
2. Si no, razón por interrupción de la colocación :

□ regreso con su padres biológicos
□ regreso a case de un pariente
□ colocación con hermano(os)
□ adoptado(a)
□ colocación en otra casa de padres temporales
□ no hubo apegó por las características de los padres temporales y niño(a)
□ colocación en centro psiciatrico
□ colocación en centro juvenil
□ huillo
□ otra razón, por favor especifique: _____

Appendix D: Foster Agency Recruitment List

	Date of Contact	Agency	Location - County	Agreed to Participate (Y/N)
1	5/13/14	A	1	Y - Contacted the District Director via telephone/e-mail and met with local Regional Director [via telephone/ e-mail]. E-mailed letter to conduct research [multiple follow-up/e-mails: 5/2014, 8/2014, 10/2014, 3/2015, 4/2015, 5/2015, 6/2015]
2	6/12/15	A	2	Y - Contacted the District Director via telephone/e-mail and local Regional Director via telephone, e-mail, and in person. E-mailed letter to conduct research [multiple follow-up/e-mail: 6/2015, 7/2015]
3	6/12/15	A	3	Y - Contacted the District Director via telephone/e-mail and local Regional Director via telephone, e-mail, and in person. E-mailed letter to conduct research [multiple follow-up/e-mail: 6/2015, 7/2015]
4	9/21/15	B	1	N- Met with Director in person, telephone, via e-mail; left letter to conduct research [multiple follow-up- foster parents not interested – 9/21/2015, 10/19/2015]
5	9/21/15	C	1	N –Met with local Licensing Specialist and contacted Director via telephone/e-mail. Left letter to conduct research [multiple follow-up calls: 9/2015, 10/2015]
6	9/21/15	D	1	N - Left letter to conduct research with receptionist and on several occasions spoke to Director via telephone/e-mail[multiple follow-up: 9/2015, 10/2015]
7	9/21/15	E	1	N – Met with receptionist by leaving a letter to conduct research. Later contacted Program Director via email. [multiple follow up telephone/e-mail: 9/2015]
8	9/21/15	F	1	N –Met with Foster Care Supervisor and Foster Care Case Manager to explain purpose of research study and left letter to conduct research. Then followed up with telephone calls/e-mails [multiple follow-up/e-mail foster parents didn't feel comfortable: 9/2015, 10/2015]
9	9/22/15	G	1	N – Met with Family Specialist explaining purpose of research study and left letter to conduct research [multiple follow-up telephone/e-mail: 9/2015, 10/2015]
10	9/25/15	H	4	N –Met with Case Manager explained the purpose of research study and left letter to conduct research [multiple follow-up telephone/e-mail: 9/2015, 10/2015]
11	9/25/15	I	4	N –Met with Case Manager explained purpose of the research study and left letter to conduct research[multiple follow-up telephone/e-mail/person: 9/2015, 10/2015]
12	9/25/15	J	4	Y -Spoke with Administrator Director [branch office] via telephone about research study and met with local Program Supervisor about purpose of research study and left letter to conduct research. [multiple follow-up in person/telephone/e-mail: 9/2015, 10/2015, 11/2015]
13	10/5/15	K	4	N – Sent letter to conduct research via e-mail [multiple follow up e-mails –no response: 9/2015, 10/2015]
14	10/27/15	L	1	N –Left letter to conduct research with receptionist. Later contacted Director via telephone. [multiple follow up telephone/e-mails: 10/2015, 11/2015]

15	10/27/15	M	1	N –Left letter of invitation with receptionist. Later spoke to person in charge via telephone but they foster unaccompanied children from other countries [excluded as unaccompanied children are placed temporary few weeks to 1-month with relatives/foster parents: 10/2015, 01/2016]
16	10/27/15	N	4	N –Left letter to conduct research study with receptionist. Later spoke to local Director [no response after several follow ups:10/2015, 11/2015]
17	10/27/15	O	4	N – Left letter to conduct research with receptionist as Director was out of town [multiple follow ups via telephone; no response: 10/2015, 11/2015]
18	10/27/15	P	4	N – Left letter to conduct research [multiple follow ups – no response: 10/2015, 11/2015]
19	11/30/15	J	5	Y - Spoke with Administrator Director [branch office] via telephone about research study. Spoke to local Program Supervisor via telephone about purpose of research study and emailed letter of invitation [multiple follow-up telephone/e-mail: 11/2015, 12/2015]
20	11/30/15	A	5	N -Spoke to person in charge but was no longer allowed to collect further data from other branch offices as they had already approved 3 suboffices.[multiple follow-up/e-mail:11/2015, 12/2015]
21	12/2/15	J	6	Y - Spoke with Administrator Director [branch office] via telephone about research study and spoke to local Program Supervisor about purpose of research study and e-mailed letter of invitation. [multiple follow-up in person/telephone/e-mail: 12/2015, 1/2016, 2/2016]
22	12/18/15	A	1	N –Left message to local program director to recruit additional participants; however, main district director no longer approved additional data collection. [multiple follow-up telephone/e-mails: 12/2015]

Foster Agency	County	No. Foster Parents	No. Foster Children	No. Days	No. Sessions (3/ day)
A	1:	10	14	7 days	21
A	2:	2	2	2 days	6
A	3:	3	3	1 day	3
J	4:	5	8	1 day	3
J	5:	1	2	1 day	3
J	6:	3	7	1 day	3
2 Foster Organizations (3 suboffices each) – 24 foster parents - 36 children - 13 days					39 sessions

Appendix E: Invitation to Participate

Dear Respondent,

Hello, my name is Alicia Araiza. I am conducting a research study on Foster Parents' Attachment Style as a Moderator of Children's Negative Behaviors and Placement Disruption in Middle Childhood (between the ages of 6 and 11). The study will assist me in completing my doctorate in clinical psychology from Walden University.

As a respondent, you are invited to take part in this study. You are considered an important asset in achieving this objective. To take part in the study, you must care for one or more school-age children (between the ages of 6 and 11), be 18 years old or older, and be able to read English or Spanish. Your identity and information you provide will be kept confidential.

The study is voluntary and you may chose to withdraw at any time. The study will take place this Thursday and Friday at 3 different session times (10:00 – 10:30 am; 11:00 am – 11:30 pm, and 12:00 – 12:30) at the Conference Room from your foster care agency as this will be a convenient and familiar setting for you.

During Stage 1, I will talk about the study, review the informed consent, three questionnaires, and answer any questions. The study will ask you to answer questions or items in the questionnaires, which will take about 30 minutes. During Stage 2, you will receive a brief telephone interview call to inquire if the child remains under your care within a month. Again, your privacy will remain confidential and there are no known risks to participate. A copy of the summary of the final results will be provided to the foster agency director.

To thank you for your time, during Stage 1, I will provide refreshments and sweet bread upon completion of the questionnaires for your cooperation, which will be placed near the entry/exit doors.

Please feel free to contact me if you have questions and if you are interested in participating in this study at XXXXXXXX or via e-mail at XXXXXXXXor you may contact my mentor, Dr. L. Barnes-Young, via e-mail at XXXXXXXX.

Best regards,

Alicia Araiza, M. S., LPC-S
PhD candidate Walden University

Invitación para Participar

Estimado Participante,

Hola, mi nombre es Alicia Araiza. Estoy realizando un estudio de investigación sobre el apego de los padres temporales como moderador del comportamiento en las interrupciones de la colocación en niños de edad escolar (6 a 11 años de edad). El estudio me ayudará a terminar el doctorado en psicología clínica de la Universidad de Walden.

Cordialmente, se le invita a participar en este estudio. Su participación es muy valiosa para este estudio. Para participar usted debe tener uno o más niños en edad escolar (la edad de 6 a 11 años) bajo su cuidado, tener 18 años o más de edad, y poder leer en español o ingles. Su identidad y la información que usted proporcione es confidencial.

El estudio es voluntario y usted tiene lo opción de retirarse en cualquier momento durante el estudio. El estudio será este Jueves y Viernes en tres diferente horarios de sesiones (10:00 – 10:30 am; 11:00 – 11:30 am y 12:00 – 12:30 pm) en la sala de conferencias de su agencia de servicios temporales, ya que será un entorno cómodo y familiar para usted.

Durante la primera etapa, voy a dar información sobre el estudio, el formulario de consentimiento informado, los cuestionarios de las encuestas, y responderé sus preguntas. El estudio se tomara aproximadamente 30 minutos. Durante la segunda etapa, usted recibirá una llamada breve, después de un mes, para saber si el niño(a) sigue bajo su cuidado. Una vez más, su privacidad se mantendrá en confidencialidad y no hay riesgos de participar en el estudio. Al término del estudio, una copia del resumen de los resultados finales se le proporcionara al director de la agencia.

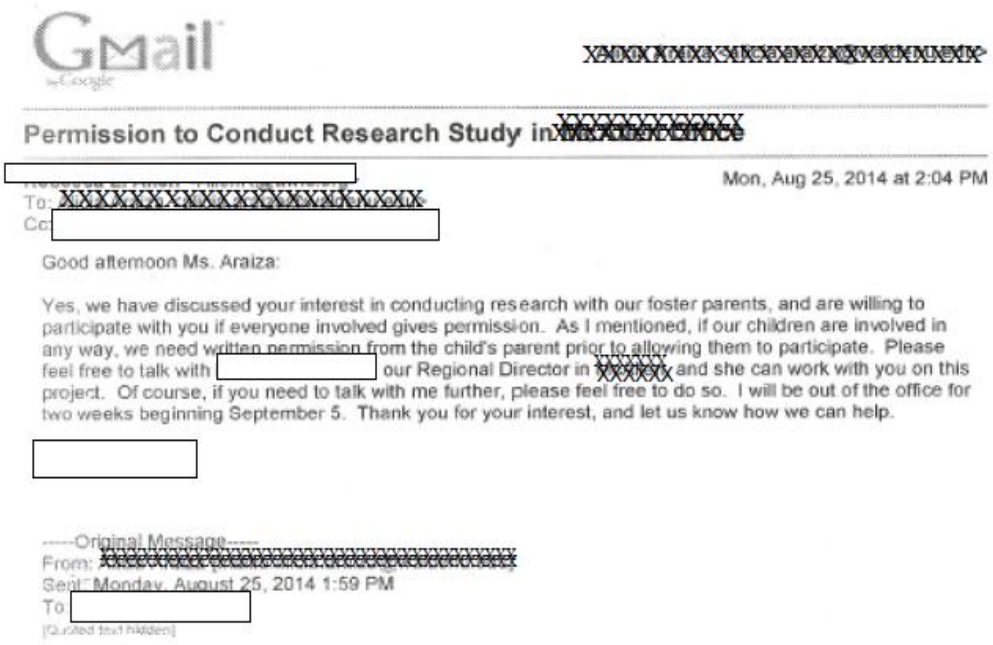
En agradecimiento por su tiempo, al completar los cuestionarios recibirán bebidas y un bocadillo, lo cuales estarán cerca de la entrada/salida.

Por favor no dude en ponerse en contacto conmigo, si usted tiene preguntas y si está interesado(a) en participar en este estudio de investigación, al XXXXXXXX o por correo electrónico a XXXXXXX o puede comunicarse con mi mentor, la Dra. L. Barnes-Young, por correo electrónico a XXXXXXXX.

Atentamente,

Alicia Araiza, MS, LPC-S
Candidata doctorado de la Universidad de Walden

Appendix F: Permission to use Foster Agency to Recruit Foster Parents



Gmail

Permission to Conduct Research Study in [redacted]

Mon, Aug 25, 2014 at 2:04 PM

To: [redacted]
Cc: [redacted]

Good afternoon Ms. Araiza:

Yes, we have discussed your interest in conducting research with our foster parents, and are willing to participate with you if everyone involved gives permission. As I mentioned, if our children are involved in any way, we need written permission from the child's parent prior to allowing them to participate. Please feel free to talk with [redacted] our Regional Director in [redacted] and she can work with you on this project. Of course, if you need to talk with me further, please feel free to do so. I will be out of the office for two weeks beginning September 5. Thank you for your interest, and let us know how we can help.

[redacted]

-----Original Message-----
From: [redacted]
Sent: Monday, August 25, 2014 1:59 PM
To: [redacted]
[Quoted text hidden]

Appendix G: Letter of Cooperation

March 24, 2015

[redacted]

[redacted]

To Whom It May Concern:

We at [redacted] give permission for Alicia Araiza to conduct the study, entitled, *Foster Parents' Attachment Style as a Moderator of Children's Negative Behaviors and Placement Disruption*. As part of the study, we authorize her to use the conference room during data collection.

I confirm that I am authorized to approve research in this office. It has further been approved by our Program Director [redacted] She is also aware of the research taking place in our office and has given Alicia Araiza her approval as well.

I understand that the data collection will remain confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB and [redacted]

[redacted]

[redacted]

July 1, 2015

[redacted]

[redacted] Tx. [redacted]

To Whom It May Concern,

We at a [redacted] give permission for Alicia Araiza to conduct the study, entitled, Foster Parents' Attachment Style as a Moderator of Children's Negative Behaviors and Placement Disruption. As part of the study, we authorize her to use the conference room at our [redacted] branch during data collection.

I confirm that I am authorized to approve research in this office. I has further been approved by Program Administrator, [redacted] She is also aware of the research taking place in our office and has given Ms. Araiza her approval as well.

I understand that the data collection will remain confidential and may not be provided to anyone outside of the research team without permission from Walden University IRB and [redacted] It is also our understanding, that no foster parents names nor any of the children we serve names will be identified in this study and that the children will not be participating in this study, only the foster parents who voluntarily consent.

[redacted]

[redacted] Texas [redacted]

June 12th, 2015

[redacted]

To Whom It May Concern,

We at [redacted] give permission for Alicia Araiza to conduct the study, entitled, Foster Parents' Attachment Style as a Moderator of Children's Negative Behaviors and Placement Disruption. As part of the study, we authorize her to use the conference room at our [redacted] branch during data collection.

I confirm that I am authorized to approve research in this office. It has further been approved by Program Administrator [redacted] She is also aware of the research taking place in our office and has given Araiza her approval as well.

I understand that the data collection will remain confidential and may not be provided to anyone outside of the research team without permission from Walden University IRB and [redacted] It is also our understanding, that no foster parents names nor any of the children we serve names will be identified in this study and that the children will not be participating in this study, only the foster parents who voluntarily consent.

[redacted]

October 30, 2015

[redacted]

To Whom It May Concern,

We at [redacted] give permission for Alicia Araiza to conduct the study, entitled, Foster Parent's Attachment Style as a Moderator of Children's Negative Behaviors and Placement Disruption. As part of the study, we authorize her to use the conference room at our [redacted] Texas branch office during data collection.

I confirm that I am authorized to approve research in this office. It has further been approved by the Program Director, [redacted] we authorize her to use the conference room in our [redacted] branch office during data collection.

I understand that the data collection will remain confidential and may not be provided to anyone outside the research team without permission from Walden University IRB and [redacted] It is also our understanding that neither foster parent's name nor any of the children's names we serve will be identified in this study and that the children will not be participating in this study, only the foster parents who voluntarily consent.

Sincerely,

[redacted]

Program Director

Dear Sirs:

The [redacted] office of [redacted] gives permission for Alicia Araiza to conduct the study entitled "Foster Parent's Attachment Style as a Moderator of Children's Negative Behaviors and Placement Disruption". She is authorized to conduct her research interviews her at our [redacted] Office, located at [redacted] Texas [redacted]

As the Program Director / Licensed Administrator for the [redacted] Office [redacted] I am able to grant this authorization.

It has been explained and understood that the data collection will remain confidential and may not be provided to anyone outside of the research team without permission from Walden University, IRB and [redacted]. In addition, the names of the foster parent or the children placed in their home will not be identified in this research study. Prior voluntary consent from the foster parent(s) must be obtained.

Sincerely,

[redacted]

Program Director - [redacted]

[redacted], TX [redacted]

We at [redacted], [redacted] give permission for Alicia Araiza to conduct the study entitled "Foster parent's attachment style as a moderator of children's negative behaviors and placement disruption." As part of the study, we authorize her to use the conference room at our [redacted] office branch office during data collection.

I confirm that I am authorized to approve research in this office. It has further been approved by the Program Director, [redacted], we authorize her to use the conference room in our [redacted] branch office during data collection.

I understand that the data collection will remain confidential and may not be provided to anyone outside the research team without permission from Walden University IRB and [redacted] It is also our understanding that neither foster parent's name nor any of the children's names we serve will be identified in this study and that the children will not be participating in this study, only the foster parents who voluntarily consent.

Please feel free to call should you have any questions. I can be reached at [redacted] Thank you in advance for your support!

Sincerely,

[redacted]

Program Director

Appendix H: E-mail Permission to use Behavior Assessment Scale for Children,

2nd Ed. Parent Rating Scale – Children (PRS-C; ages 6-11)

Gmail by Google

[redacted]

Re: Permissions Request

1 message

Licensing, - [redacted] Tue, Aug 12, 2014 at 2:54 PM

To: [redacted]

Dear Ms Araiza,

Permission to use the Behavior Assessment System for Children, Second Edition (BASC™-II) is inherent in the qualified purchase of the test materials in sufficient quantity to meet your research goals. In any event, Pearson has no objection to your use of the BASC-II in your research study in the as-published formats and you may consider this email response as formal permission.

I am required to refer you to our customer service department to qualify for and purchase the test materials you need. If you do not yet meet the purchase qualifications, your professor or faculty supervisor or school psychologist may assist you by lending their qualifications. Pearson does not permit reproduction of our test materials by any means or for any purpose. All forms must be purchased.

I also recommend you investigate Pearson's Research Assistance Program (RAP) where, if your research is approved, you may acquire test materials at a one-time 50% discount.

I have provided several links below that you may find useful.

The link to the RAP is: http://www.pearsonclinical.com/psychology/programs/rap.html

The link to the BASC-II product page in our online catalog is:
http://www.pearsonclinical.com/psychology/products/100000658/behavior-assessment-system-for-children-second-edition-basc-2.html

For Dissertation/Thesis or other Research:

Because of test security and validity concerns, permission is not granted for appending tests to theses, dissertations, or reports of any kind. You may not include any actual assessment test items,

discussion of any actual test items or inclusion of the actual assessment product in the body or appendix of your dissertation or thesis. You are only permitted to describe the test, its function and how it is administered and discuss the fact that you used the Test(s), your analysis, summary statistics, and the results.

I hope this information is helpful. Good luck with your research!

Regards,

[redacted]

Please respond only to [redacted]

On Tue, Aug 12, 2014 at 2:42 PM, [redacted] wrote:

The following is feedback submitted via the Contact Us page on:

www.[redacted]

Contact Information

Name: Alicia Araiza

Position / Title: [redacted]

Company Name:

Email Address: [redacted]

Address: [redacted]

Appendix I: E-mail Permission to use the Revised Adult Attachment Scale (AAS)

Department of Psychology **University of California Santa Barbara**

August, 2008

Dear Colleagues:

Thank you for your interest in the Adult Attachment Scale. In this document you will find a copy of the original and revised Adult Attachment Scales, along with information on scoring. You'll also find some general information about self-report measures of adult attachment style, and a list of references from our lab.

Please feel free to use the Adult Attachment Scale in your research and, if needed, to translate the scale into a different language. If you do translate the scale, I would greatly appreciate it if you could send me a copy of your translation so that I can (with your permission) make the translation available to future researchers.

Before choosing the Adult Attachment Scale for your research, please be sure to investigate other self-report measures of adult attachment. There have been many developments in the field since my original scale was published, and you may find that newer scales – such as Brennan, Clark, & Shaver's (1988) Experiences in Close Relationships scale (ECR) – are better suited to your needs. I have included some references that will help you locate information on these newer measures.

Thank you for your interest in our work, and good luck with your research.

Sincerely,

Nancy Collins

Professor, UCSB

ncollins@psych.ucsb.edu

Appendix J: Permission to Conduct Research Study

Date: August 12, 2014

Foster Agency
XXXX
XXXX

RE: Permission to Conduct Research Study

Dear XXXX,

I am writing to request permission to conduct a research study at one of your offices located in XXXX, Texas. I am currently in the process of completing my PhD in clinical psychology at Walden University in Minneapolis, MN. The study is entitled Foster Parent's Attachment Style and Placement Disruption in Middle Childhood with the purpose to examine whether an association exists between foster parent's attachment style, foster children's negative behaviors, and placement disruption.

Ms. XXXX, I am writing to request your permission to interview foster parents in your XXXX, Texas office. Upon approval from Walden University's Institutional Review Board (IRB), I will need help from the local director, XXXX office, to coordinate along with the children's caseworkers to screen out foster parents who have children aged 6 to 11 years under their care. The children's caseworkers will distribute an Invitation to Participate to foster parents who meet the study's inclusion criteria and provide me, with verbal consent from foster parents, to disclose their name and telephone number.

There are no risks to participate and the study involves for foster parents to complete one short questionnaire and two surveys. The Information Questionnaire (demographic information of the foster parent and foster child), the Behavior Assessment System for Children-2 Parent Rating Scale-Child (rating scale about children's behavior), and the revised Adult Attachment Scale (measures foster parents attachment style). The information obtained will be kept confidential and anonymous. Foster parent's names will remain confidential and children's names will not be asked.

If approval is granted, the foster parent participants will complete the surveys in the XXXX office conference room during one of six sessions offered. It should take approximately 30 minutes. Should this study be published, only pooled results will be documented. No costs will be incurred by either your office or the individual participants. A summary of the research study's results will be available to the director.

Your approval to conduct the study will be greatly appreciated: if you agree kindly sign electronically below and return via email. Alternatively, kindly submit a signed letter of cooperation on your institution's letterhead acknowledging your consent and permission for me to conduct the study at your agency. You may contact me at XXXXXXXX or via e-mail at XXXXXXXXor my mentor, Dr. L. Barnes-Young, at XXXXXXXX.

Thank you in advance for your time,

Alicia Araiza, MS, LPC-S
PhD candidate Walden University

Enclosures
cc: XXXX, Regional Director, Foster Agency

Approved by:

Print your name and title here	Signature	Date