

NRCFCPP

NATIONAL RESOURCE CENTER FOR FOSTER CARE & PERMANENCY PLANNING

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EFFECTIVENESS OF FOSTER PARENT TRAINING ANNOTATED BIBLIOGRAPHY

- Boyd, L.H., & Remy, L.L. (1978). "Is Foster-Parent Training Worthwhile?" Social Service Review, 52, 275-296. In a carefully controlled study, it was found that foster parent training helped to reduce the incidence of children having to leave foster homes, made it more likely for children to have a good outcome in the foster home, and caused foster parents to be more likely to continue in the job. The article discusses how these findings can affect work with high-risk children and children in short-term, long-term, and recurrent placements.
- Chamberlain, P., Moreland, S., & Reid, K. (1992). "Enhanced Service and Stipends for Foster Parents: Effects on Retention Rates and Outcomes for Children." Child Welfare, 71, 387-401. This study shows that of three groups of foster parents (those given extra money and extra training, those given extra money, and those given normal amounts of money and training), the ones who received both extra money and extra training were much less likely to leave the system. Parents who received extra training also got additional support from the agency.
- Jacobs, M. (1980). "Foster Parent Training: an Opportunity for Skills Enrichment and Empowerment." Child Welfare, 59, 614-624. Describes a foster parent training model that addresses the isolation and powerlessness many foster parents feel by stressing foster parent empowerment. This is taught in addition to the usual foster parent training, which stresses building knowledge and skills.
- Lee, J.H., & Holland, T.P. (1991). "Evaluating the Effectiveness of Foster Parent Training." Research on Social Work Practice, 1, 162-174. Evaluates a specially designed foster parent training program and finds no difference between foster parents who went through this program and a control group. This is at odds with earlier studies; reasons are offered based on the design and other details of the study, and on the training program itself.
- Noble, L.S., & Euster, S.D. (1981). "Foster Parent Input: a Crucial Element in Training." Child Welfare, 60, 35-42. Through input from foster parents, a foster parent training curriculum and the agency's teaching methods were tested and revised. The study finds that foster parent involvement in designing the training program is crucial if it is to be effective.
- Norgard, K.E., & Mayhall, P.D. (1982). "Everybody Counts: the Foster Family Institute." Child Welfare, 61, (23) 9-246. Describes one program that consulted foster parents in developing a training program for them, with special attention to cultural differences. A wide range of services and trainings were then offered to foster families, which the agency found to be both cost-effective and successful at engaging and educating foster families.
- Runyan, A., & Fullerton, S. (1981). "Foster Care Provider Training: a Preventive Program." Children and Youth Services Review, 3, 127-141. This study finds that foster parent training is effective in improving foster parents' attitudes toward children, children's behavior, and the relationship between the foster parents and the agency.

- Simon, R.D., & Simon, D.K. (1982). "The Effect of Foster Parent Selection and Training on Service Delivery." Child Welfare, 61, 515-524. Contrary to the fear that more training would discourage potential foster parents, it was found that the number of licensed foster homes increased when more training was offered. Training also increased the foster parents' workload and caused them to be matched with more difficult children, as well as ensuring a lower rate of placement disruption.
- Treacy, E.C., & Fisher, C.B. (1993). "Foster Parenting the Sexually Abused: A Family Life Education Program." Journal of Child Sexual Abuse, 2, 47-63. (Compiled for the National Resource Center for Permanency Planning by Annie Avery, August 1995). Shows that special training helps parents feel more competent and be more at ease with children's sexual development and sexualized behavior.

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