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Impact of Group Care Living

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by

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IMPACT OF GROUP CARE LIVING

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A THESIS

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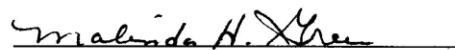
By



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Abstract

This study was designed to analyze and research the impact of group care placements on the child's development in the specific areas of educational development, relationship development, social skills development, and safety. Participants consisted of 33 (N= 33) alumni from two participating group homes in the state of Oklahoma. Requirements were that participants were 18 years or older and had been a resident at one of the participating group homes for at least one year of their childhood. A questionnaire consisting of 26 questions was completed by all participants. Respondents were asked questions regarding their perception of their educational development before and during their stay at the group home, their relationship development, their social skills development and their overall opinion of the level of safety they felt while in the group home.

A correlation matrix was performed in SPSS to analyze the degree of association among variables. Significant correlations were found between many of the variables. The strongest correlation was found between the following variables: Feeling of Encouragement and Formed Positive Relationships ($r = .804$). In order to compare the means of the independent samples, a t-test was performed using the SPSS program. The following variables had obtained significance values; Enjoyed School (.025), Grades Improved (.006), Good Grades before Group Home (.006), Recommend Group Home (.024), Friends outside Group Home (.043), and Participated in activities outside group home (.007).

CHAPTER 1

INTRODUCTION

Overview

On any given day, more than 26,000 Oklahoma children have at least one parent in an Oklahoma prison. In 2010, there were 7,248 confirmed cases of child abuse and neglect in Oklahoma (Oklahoma Institute for Child Advocacy, 2012). Due to these and many other occurrences, large numbers of children are removed from their homes in order to provide them with the safety and resources to meet their emotional and developmental needs. When reunification is not possible, agencies work to place children with families where they can lead safe, healthy lives, and maintain connections to their kin, culture, and community (Oklahoma Department of Human Services, 2012).

Placements for these children are sought at foster homes, adoptive homes, residential treatment centers, shelters, and congregate care facilities such as group homes. There are 4,376 childcare facilities that are licensed with a combined capacity for 136,816 children (Oklahoma Department of Human Services, 2011). In 2011, 7,970 children were in out of home care. According to the United State Department of Health and Human Services (2008), 20 % of child welfare placements are group settings. These numbers do not include children from private placements. A child admitted into a residential care may be coming directly from the home of biological parents, or may be placed by the Department of Human Services (DHS) after several attempts with foster or adoptive families “fail” (Kolos, 2009).

Group settings have been used to serve needy and troubled youth for more than 100 years. In recent years however, concerns over group care has increased. Group care has previously been labeled as a “placement of last resort” (Barth, 2002). Group care settings remain a common placement for some youth and therefore it is apparent that questions about the effectiveness and outcomes of congregate care services are warranted and needed.

Significance of the Study

Group care has been labeled as costly (Helgerson, Martinovich, Durkin & Lyons, 2005), overused (Lyons, Libman-Mintzer, Kisiel & Shallcross, 1998), overcrowded and overburdened (Zavlek, 2005). Due to the limited number of research on group care, outcomes of group care are often worse than other interventions and thus have led to the questioning of the necessity of group care as an effective intervention for children. The majority of the research has placed group care under the same umbrella as other programs such as inpatient treatment centers and shelters. By putting all such interventions together under congregate care the effectiveness of “Basic Residential Care” is altered by results from higher level care facilities. When group care is put under a broad label it becomes attached to programs of varying design, size, and effectiveness (Lee, Bright, Svoda, Fakunmoju, & Barth, 2011). While many youth in group care are a challenging population to serve, many youth in group care improve during care (Lee, Fakunmoju, Barth, & Walters, 2010). Residential Group Care creates relationships between children and staff providing structured routine within the facility that allow children to experience the stability and belonging that they have not yet experienced (Devine, 2004).

This study presents an analysis of the effectiveness of basic residential (congregate) care in meeting the needs of children in long term out of home placement. The researcher wants to show that residential group homes can provide the support and resources to help the child thrive.

Statement of the Problem

This study is designed to analyze and research the impact of group care placements on the child's development in the specific areas of educational development, relationship development, social skills development, and safety.

The investigator will test the following null hypotheses: Placement in a congregate care facility had no significant difference in the resident's educational development, relationship development, social skills development, and safety. The investigator will examine if any correlations exist between the variables. The investigator will also compare the means of the independent variables.

Delimitations

The study will be delimited by the following factors:

1. Participant must be 18 years of age or older.
2. Participant was a resident of a Level B or Level C facility.
3. Participant was a resident in the participating facility for a minimum of 1 year.

Assumption

The following assumption will be considered in the study:

1. Information provided for the purpose of survey completion will be truthful and accurate.

Definition of Terms

For the purpose of this study, the following definitions will be utilized:

Group Care- in this paper the term group care will be used interchangeably with residential care. A Group Care facility is a licensed childcare facility that provides an out-of-home residential placement for children, youth, and young adults. Group facilities offer mental health treatment and social services, but are less restrictive than inpatient psychiatric units (Burns, Hoagwood, and Mrazek, 1999). Group care facilities are more treatment and goal oriented and can also serve as a longer term placement than inpatient facilities.

Resident – The client being served in the group home.

Teaching Family Model – The Teaching – Family model is a behaviorally- oriented approach that also involves family style living. The residents in this type of model are taught social skills with the goal of being self-governed. The residents also live in a home with 6-8 other youth, and are monitored by houseparent's who also live in the home (Friman, 2000; Larzelere, Daly, Davis, Chmelka & Handwerk, 2004).

Ansell Casey Assessment – The Ansell Casey Assessment is an online assessment for teens preparing for independent living. Assessments are completed by the resident and can be completed online and are free. Life skill areas addressed include: career planning, communication, daily living, home life, housing and money management, self care, social relationships, work life, and work and study skills (Casey Life Skills, 2011).

Therapeutic Foster Care- As stated by the Oklahoma Department of Human Services, Therapeutic Foster Care (TFC) is “a Residential Behavioral Management service provided in foster home settings. TFC is designed to serve children ages 3 to 18 with special psychological, social, behavioral and emotional needs who can accept and respond to the close relationships within a family setting, but whose special needs require more intensive or therapeutic services than are found in traditional foster care” (Oklahoma Department of Human Services, 2012).

Level B Facility and Level C facilities- Level B and C facilities provide services for children whose needs cannot be met in the original family unit setting but do not have behaviors that warrant a higher level setting such as a Therapeutic Foster Care Setting. Level B facilities provide services for children who need basic residential care. These children are still able to attend public school settings and do not need 24-hour watch care staff or inpatient care. Level C facilities often provide on campus schooling for children and other counseling services for children that have higher needs than those in Level B. Children in Level B and Level C facilities do not exhibit extensive behavioral disturbances.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In the United States, one in 120 children will sleep in a residential placement each night (Chipenda, Dansokho, Little & Thomas, 2003). Of the over half a million youth in out-of-home placements, almost 1 in 5 live in group care settings (USDHHS, 2003). These youth represent some of the most troubled and troubling clients of public child-serving systems, including child welfare, juvenile justice and mental health (Coen, Libby, Price & Sliverman, 2003). With the growing number of children residing in a group care setting it is becoming more imperative to research the effectiveness of the programs. Group care programs have often been criticized for producing poor outcomes compared to community-based treatments such as treatment foster care. With the emergence of treatment foster care as a possible alternative to group placements, questions about the need and use of group care are growing (Barth, 2005).

In existing literature, labels to describe various group care interventions are used inconsistently (Lee, 2008). While studies have been done on the effectiveness of “group-care” settings compared to treatment foster care, community based care or least restrictive care, the “group-care” label has been used as an umbrella term including group homes, children homes, residential treatment centers, and shelters. Without clearly defining and separating these types of care, research has become conflicting and cannot be used as a representation of the outcomes of each care center individually.

Lee and Thompson (2011), suggest the possibility that

“Environments that combine the opportunity to live in family- like settings and the resources of a campus with strong educational, recreational, and vocational opportunities may be more effective than a well-run but more isolated treatment foster care.” (p.187)

In a continuum of care, group care often serves youth whose needs surpass the care of traditional foster families but are not severe enough to be placed in inpatient facilities (CWLA, 2004).

Despite questions about the effectiveness of group care, group care programs are prevalent. Much of the research regarding group care programs provides weak evidence for its effectiveness, but one model of group care, the Teaching-Family model, is an exception (Lee and Thompson, 2009). The Teaching-Family model is a behaviorally-oriented approach that also involves family style living. Youth are taught social skills and are self-governed (Friman, 2000; Larzelere, Daly, Davis, Chmelka & Handwerk, 2004). In this type of model the youth live in a home with houseparent's who live with 6-8 youth. These houseparent's provide supervision and also are able to provide a family style of living. Unlike higher level of care or inpatient facilities, these houseparent's are not shift workers, but a consistent support system for the youth. This model has been examined by over 100 studies and has been identified to have promising results (Fixsen & Blase, 2002). The Teaching-Family model is being used in a variety of environments including both high level of care centers and group home settings. Many Level B and Level C facilities are using this model or one very similar with their clients.

In a study conducted by Lee and Thompson (2008), published in the *Child Youth Service Review*, data from Girls and Boys Town were used to compare outcomes of youth in treatment foster care and group care. For this study a large sample size was utilized (N= 828) with group care participants (n=716) and treatment foster care (n=112). Eighteen background covariates were used to develop propensity scores for the likelihood of receiving treatment foster care rather than group care. An assessment was done with the youth at intake and then follow up data was collected 6 months after discharge via a telephone interview. The youth must have had a placement in Girls and Boys Town for at least 30 days and at least 8 years of age at intake. The results of the study showed that “group care youth were more likely to be favorably discharged, more likely to return home, and less likely to experience subsequent placement in the first six months after discharge” (Lee & Thompson, 2008, p.9). This study provides a large sample size and also a comparison of programs that utilize the same model (Teaching-Family model). This is notable since this feature is not found in other comparative studies in this area of research.

Based on the present research, group care is proving to be an effective resource at providing positive long-term outcomes for youth. To better understand how group care impacts its residents in specific long-term development areas the review of literature has been divided into the following sections: educational development, relationship development, social skills development, and safety.

Educational Development

According to the Oklahoma Institute for Child Advocacy, Oklahoma had 5,877 school

dropouts in the three-year time span between 2006 and 2009. At this time dropouts make up nearly half the heads of households on welfare and also commit about 75 percent of crimes. Having a quality education plays a major factor in the future of youth. Having a strong educational development nurtures the possibilities of brighter and happier futures with more opportunities and advancements. There are many obstacles that youth face in the path of increasing their knowledge and education. Poverty, crime, juvenile delinquency, and lack of support can influence a child's educational development. For the purpose of this study it was important to involve educational development as a research question so that the researcher could discover if group home settings are beneficial and promote educational development or if the group home setting causes a decline in the residents' educational development.

In a study done by Ayasee, Donahue & Berrick (2008), the process of school enrollment for youth in a new group home placement was examined. Data from 45 youth who had moved to a California group home was used and the time between initial placement and school enrollment was analyzed. On average, youth missed 14 school days between placement and enrollment. Youth who needed special education services experienced an even longer delay with an average 26-day delay. The majority of delays were due to paperwork delays and the transfer of paperwork between schools. Having such an interruption in the child's education can lead to children having a hard time adjusting to a new school environment and can also impact the child's grades especially if the move is taking place at the end of a semester. Moving to a group home can be a major stressor in the child's life on top of moving to a new school environment. A group home setting can also provide a more structured environment with more

resources to help the youth through their educational experiences. It is also noted that in regards to academic outcomes, children with stable relationships perform better academically and are less likely to repeat a grade or drop out of school (Harden, 2004).

Relationship Development

Relationships are important and essential no matter what age, gender, or background. The way in which we build relationships is influenced by our past relationships and experiences. Sadly, most youth entering group home facilities have experienced a loss in relationships or come from broken relationships. With the large number of divorces and single parent homes (U.S Census Bureau, 2007), it is important to look at the impact of relationships in regards to a youth's later outcome. In the context of youth in group care, it is necessary to analyze what impact being in a group care program had on the resident's ability to seek, maintain, and grow appropriate relationships.

In the study "Foster children: A longitudinal study of placements and family relationships", Anderson (2009) examined data on children in foster care in Sweden. The total sample size was 20 and these children experienced both a foster care placement and a placement in children's home. Children were placed in these homes prior to their 4th birthday. The research showed that foster parents who were "accepting, sensitive, and supportive facilitated the children's ability to work through their past experiences" (Anderson, 2009, pg. 21). Almost half of the children also reported that they would consider themselves to have secure relationships to their foster parents. This study demonstrates that the quality of the caregivers makes an important impact on the child.

Family Involvement is also important to address when considering children in group care. If the desired outcome of group placement is reunification with the family of origin, it is necessary to involve the family. The Family Systems Theory explains this need. The theory suggests that individuals cannot be understood in isolation from one another. Families are interconnected and can be understood as a type of mobile. When you move one part of the family, the entire family moves. Each family has their own rules and roles and in order to help one individual of the family you must address the entire family unit (Crain, 2011). Family involvement is one of the most fundamental elements in reducing recidivism. (Hair, 2005). When families are involved in residential treatment, the long term outcomes improve.

Social Skills Development

One of the most crucial areas to analyze in regards to this research study is the social skills development that the resident experienced while in group care. Social skills development is an important outcome to consider when predicting the success of the resident post discharge. Some studies indicate that residential treatment increases a client's functioning and ability to live in more independent settings post group care living (Lamond, 2010). According to the *Journal of Prevention and Intervention in the Community*, 25% of children who were formerly in the foster care system become homeless two to four years after they left foster care (Hombs, 2001). "Youth without proper training and preparation for independence experience multiple developmental challenges including but not limited to behavior issues" (McMillen & Tucker, 1999, p.341). Care must provide education in areas such as judgment, social skills, money management, and other life skills. One assessment that is being used widely in group care

settings to address a resident's current level of social skills development is the Ansell-Casey Assessment. Assessments are completed by the resident and can be completed online and are free. Life skill areas addressed include: career planning, communication, daily living, home life, housing and money management, self-care, social relationships, work life, and work and study skills. By completing this assessment caregivers can address areas in which the resident is lacking and build upon life skills that all already considered strong (Casey Life Skills, 2011).

Safety

According to the Oklahoma Department of Human Services' 2012 Annual Report, there were 9, 572 referrals accepted for assessment in regard to abuse and neglect. Safety is a priority when it comes to caring for children. Today children are experiencing mistreatment and a lack of a safe environment too often. Childcare facilities should be providing an environment that not only adheres to state licensing in regards to safety but also an environment where the resident feels safe. At this time group care facilities are licensed and monitored by numerous agencies. Group care facilities are also required to report any lack of safety or concerns of mistreatment to child advocacy organizations and Department of Human Services. In Harden's study (2004) of safety and stability in foster care, Harden examined and confirmed that providing a stable and nurturing environment plays an important role in the child's view of safety. Harden states, "A nurturing family environment can protect foster children against the negative effects of their experiences that resulted in the placement in foster care." (p.44). An area that is lacking in research is the residents input on what they feel contributes to a safe

environment and what concerns towards their safety they experienced in group care. It is the goal of this researcher for this study to address that gap in research through this study.

Summary

Current literature raises questions regarding the effectiveness of group care, but also recognizes the importance of stability and security for youth in group care settings. Literature also supports the importance of quality education and the need for youth to have access to life skills training in order to prevent homelessness and school dropouts. The majority of the reviewed literature contained studies conducted to demonstrate effectiveness of group care in comparison to other alternative interventions. While this type of study is useful in examining the most effective intervention for numerous types of needs of children, the problem occurs when group care incorporates a variety of different level of care facilities. The purpose of this study is to focus on the specific group of Basic Residential Group care facilities (Level B and Level C). This study addresses the gap of analyzing the outcomes of the residents of these facilities and their development in the areas of relationships, education, social skills (independent living), and safety.

CHAPTER III

METHODS

Introduction

This study was designed to analyze and research the impact of group care placements on the child's development in the specific areas of educational development, relationship development, social skills development, and safety. Alumni from participating Level B and Level C group homes were the focus of this study. Unlike previous studies on the effectiveness of group care facilities, this study will focus on the effectiveness of group care in producing improvements and long term outcomes in the development of education, relationships, social skills, and the participants' perception of their safety while in care. Also, this study will not be a comparison of the effectiveness of group care against other alternative care such as Treatment Foster Care or Inpatient Facilities.

Participants

Participants consisted of 33 (N=33) group home alumni from Oklahoma Baptist Homes for Children and Cookson Hills Home. Recruitment of participants was achieved after permission was obtained from the University of Central Oklahoma Institutional Review Board. (see Appendix A). Participants were recruited through each participating group care facilities alumni records. Participants received a cover letter (see Appendix B) explaining the general purpose of the study, the expected benefits of the study, the researcher's contact information, and informed consent. This cover letter accompanied the research instrument.

All potential participants were informed via the cover letter that answering the survey is strictly voluntary. Participants were also be informed that nonparticipation, or failure to complete the survey, would not result in any negative consequences. Participants were able to complete the survey at any location they choose.

Research Questions/ Instrumentation

The underlying question the researcher will explore through this study asks; Is there a significant difference shown in the participants' perspectives of their educational development, relationship development, social skills development, and safety that have resulted due to their residency in a group home facility? Data were gathered using an emailed questionnaire accompanied by an informative cover letter. The questionnaire was developed and distributed through the survey program Qualtrics. Demographics were collected using closed – ended questions. Potential participants were given 3 weeks to participate in the survey before the survey was closed for analysis. There was no time limit once the survey was begun. Respondents were asked to report their age, sex, current marital status, education, religion, and employment status. Respondents were also asked to report the time (years) as a resident in the group home and the name of the group home facility that they attended. The research questions were asked on the questionnaire using a scale and respondents were asked to rate their response according to a Likert scale: strongly agree/ agree /uncertain/ disagree/ strongly disagree. Respondents were asked questions regarding their perception of their educational development before and during their stay at the group home, their relationship development, their social skills development and their overall opinion of the level of safety they felt while in

the group home. Questions were asked in a random order and followed a progression based upon the objectives of this study (Kumar, 1996).

Data Analysis

Surveys were sent to the respondents through email. Surveys were generated using the program Qualtrics. The survey was approved by the University's Internal Review Board, and this researcher completed the training course in "Protecting Human Research Participants" (see Appendix D). The researcher excluded names or identifying information of the participants in order to protect their anonymity. All information was kept confidential. Data collected was kept on a password-protected computer operated by only the researcher. All calculations and data collection were performed by the principal investigator. Qualtrics was used to analyze some results such as response rates. SPSS was used to investigate for correlations and to analyze descriptives.

CHAPTER IV

RESULTS

Introduction

This chapter reviews the analysis of data with emphasis placed on significant correlations found between variables and difference in means of variables as they relate to the hypothesis. The purpose of this study was to analyze and research the impact of group care placements on the child's development in the specific areas of educational development, relationship development, social skills development, and safety. An emailed questionnaire was sent to participating alumni from Oklahoma Baptist Homes for Children and Cookson Hills Home.

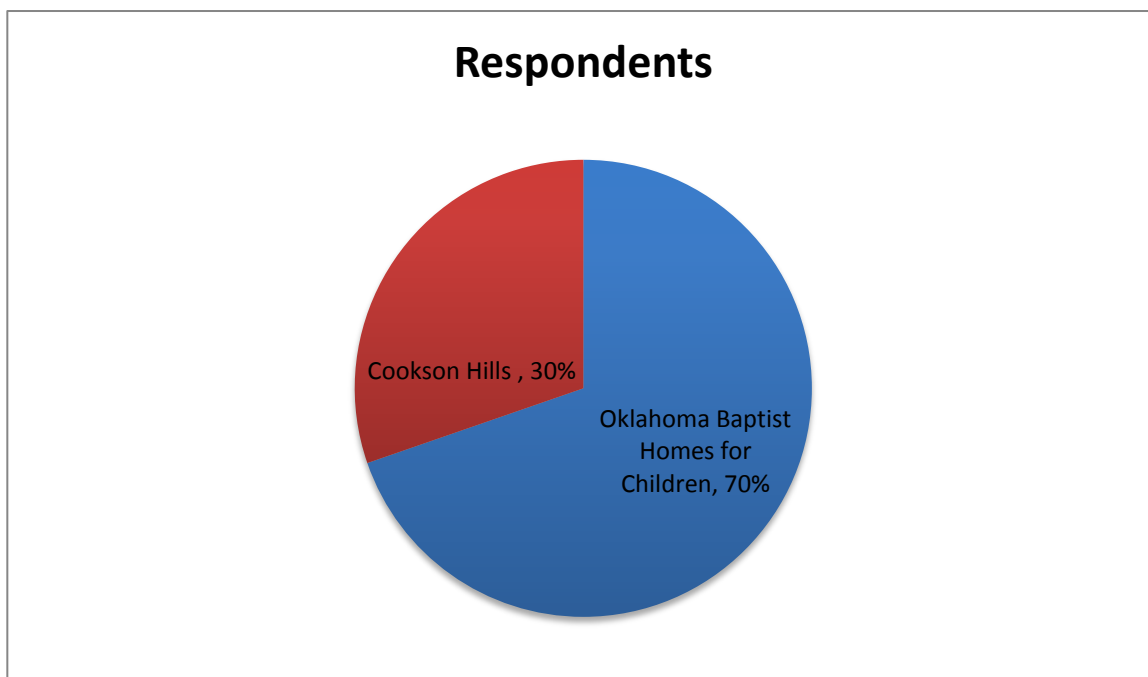
Participants were asked questions regarding their educational development before and during their stay at the group home, their relationship development, their social skills development and their overall opinion of the level of safety they felt while in the group home. Participants rated their responses on a Likert Scale. By having participants rate their responses on this scale the researcher was able to gather each participant's individual perception of their care before and during their residency at the group home. Qualtrics website distributed the surveys and analyzed some of the data such as response rates. SPSS was used to analyze correlations among variables and analysis of descriptives. Surveys were sent to the alumni email provided by the two participating group home agencies. Respondents were informed of confidentiality and their right to not participate in the study. 256 surveys were sent via

Qualtrics. Participants were given three weeks to complete the survey. A reminder email was sent to potential participants each week. 37 surveys were started with 35 of those surveys being completed. 33 of the completed surveys met the requirements to be included in the analysis of data. The two surveys that were not included were rejected due to not meeting the one-year minimum length of stay requirement and the requirement of being alumni of the participating group home.

Sample /Descriptive Data

Surveys were sent to alumni from Oklahoma Baptist Homes for Children and Cookson Hills Children Home. A total of 33 surveys were used in the analysis of the data. Seventy percent of respondents are alumni from Oklahoma Baptist Homes for Children. The remaining thirty percent are alumni from Cookson Hills. (See Figure 1.)

Figure 1. Group Home Representation



Males and females were represented well in this study with 18 male respondents and 15 female respondents. 32 respondents reported their age. The range for age was 19 to 76 years of age. The mean age for both male and female was 40.43 years. The mean age for males was 41.27 with a range of 19 to 66. The mean age for females was 39.35 with a range of 19 to 76. Respondents were also asked to report the time in years that they resided at the Group Home. The mean for residency at the Group Home among respondents was 7.19 years. The range of years spent in the group home was 1 to 17. Demographics survey information for the respondents is shown in Table 1.

Results

Participants were asked to response to the provided survey questions by choosing the following options; Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. (refer to Appendix A). Results were coded in order to run analysis to analyze the perceptions of the respondents. The value of 5 was given to Strongly Agree to represent a positive response or perception. The value of 1 was given to Strongly Disagree to represent a negative response. Table 2 shows the mean and standard deviations for each variable.

Results: Correlations

A correlation matrix was performed in SPSS to analyze the degree of association among variables. (see Table 3) Variables were considered significant at the $p < 0.05$. Significant correlations were found between many of the Variables. The strongest correlations were found between the following variables: Feeling of Encouragement and Formed Positive Relationships

($r = .804$), Improved Grades and Recommendation of Home ($r = .706$), Made Friends outside home and participated in activities outside the home ($r = .743$), Counting on Staff and forming positive relationships ($r = .765$), Enjoyed School while at home and Group Home Beneficial ($r = .739$), Forming positive relationships and Group Home Beneficial ($r = .793$), and Group Home Beneficial and Recommendation of Home ($r = .756$). These correlations produced a strong positive relationship and were significant at the .01 level showing that these variables did not occur by chance. The largest numbers of correlations were found in regards to the question of Education and the question regarding if the group home was beneficial. Negative correlations were noted in regards to the variables of Age, Number of Years in Home (Residency), Gender, and Education Earned. There were no correlations involving Employment Status or Marital Status.

In order to continue to test the null hypothesis that living in group care made no impact on a child's development in the specific areas of educational development, relationship development, social skills development, and safety, the researcher asked specific questions for each area. These questions showed the alumni's perception on their outcome from living at the group home. In regards to Education, respondents were asked if "my grades improved while living at the group home." (See Figure 2) In regards to Relationship Development, respondents were asked to rate their agreement to "I formed positive relationships while living at the Group Home." (See Figure 3). In regard to Social Skills Development, respondents were asked to rate their agreement to "I was taught social skills while living at the Group Home." (See Figure 4).

Safety was also analyzed by asking the respondents to rate their agreement to the statement “I felt safe living at the Group Home”. (See Figure 5).

Figure 2. Improved Grades






#	Answer		Response	%
1	Strongly Agree		8	24%
2	Agree		13	39%
3	Neither Agree nor Disagree		6	18%
4	Disagree		2	6%
5	Strongly Disagree		4	12%
	Total		33	100%

Figure 3. Relationship Development

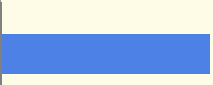



#	Answer		Response	%
1	Strongly Agree		14	44%
2	Agree		14	44%
3	Neither Agree nor Disagree		3	9%
4	Disagree		1	3%
5	Strongly Disagree		0	0%
	Total		32	100%

Figure 4. Social Skills Development

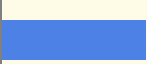
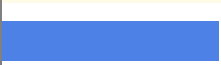







#	Answer		Response	%
1	Strongly Agree		10	30%
2	Agree		15	45%
3	Neither Agree nor Disagree		3	9%
4	Disagree		4	12%
5	Strongly Disagree		1	3%
	Total		33	100%

Figure 5 . Safety

#	Answer		Response	%
1	Strongly Agree		18	55%
2	Agree		9	27%
3	Neither Agree nor Disagree		3	9%
4	Disagree		0	0%
5	Strongly Disagree		3	9%
	Total		33	100%

Results: T-test

In order to compare the means of the independent samples, a t-test was performed using the SPSS program. This test was performed to determine which variables the genders differ significantly at a level of $\alpha < .05$. Each variable for the areas of Education, Relationships, Social Skills and Safety were examined. Results of mean, standard deviation, t-value, degrees of freedom, and probability for these variables are shown in Table 4. The larger the value of *t*, the greater the probability that a statistically significant difference exists. The following variables had obtained significance values that were smaller than the alpha value of .05; Enjoyed School (.025), Grades Improved (.006), Good Grades Before Group Home (.006), Recommend Group

Home (.024), Friends outside Group Home (.043), and Participated in activities outside group home (.007). Males scored higher in regards to Education variables. Males felt that their education was positively impacted by living in a group care facility. Therefore, the null hypothesis stating that there is no difference between the means on these variables for genders would be rejected.

Summary

This study consisted of 33 (N=33) participants that are alumni at either Oklahoma Baptist Homes for Children or Cookson Hills Group Home. Participants were recruited via an informational cover letter. Participants were asked questions through an online questionnaire regarding their educational development before and during their stay at the group home, their relationship development, their social skills development and their overall opinion of the level of safety they felt while in the group home. Once the data were collected, analysis was conducted through Qualtrics and SPSS. Qualtrics provided information regarding the demographics of the survey and response rates. The survey was completed by 18 males (N=18) and 15 females (N=15). The survey was completed by an age group ranging from 19 to 76 years of age.

In order to examine for significance in the data, a correlation matrix and t-test were conducted using SPSS. A large number of correlations were found between the variables with the strongest correlations being found between the following variables: Feeling of Encouragement and Formed Positive Relationships ,Improved Grades and Recommendation of Home , Made Friends outside home and participated in activities outside the home , Counting

on Staff and forming positive relationships , Enjoyed School while at home and Group Home Beneficial , Forming positive relationships and Group Home Beneficial ,and Group Home Beneficial and Recommendation of Home . All of these variables produced an r value of over .700 showing strong positive correlations. A t-test was selected as the appropriate test to compare the means of the independent sample. Gender was chosen as the independent variable and the participants' perceptions relating to the areas of Education, Relationships, Social Skills, and Safety were chosen as the dependent variables. The t-test revealed that there were variables in which gender differed significantly at the .05 level.

Table 1 : Demographics Survey Information

	<i>Males (N= 18)</i>	<i>Females (N=15)</i>
Age	Range = 19 to 66 M= 41.27	Range = 19 to 76 M= 39.35
Residency at Group Home (in years)	Range= 2 to 14 M= 6.55	Range= 1 to 17 M= 7.26
Marital Status		
- married	n= 9	n= 7
- single	n= 5	n= 7
- divorced	n= 0	n=1
- re-married	n= 3	n=0
Education		
- Less than high school	n= 0	n= 1
- High school or GED		
- Trade or Vocational Training	n= 5 n= 0	n = 2 n= 2
- Some College		
- College Graduate	n= 6	n=3
- Post Graduate	n= 5 n= 2	n=3 n=3
Employment		
- Employed	n= 16	n= 9
- Unemployed	n= 2	n=6
Religion		
- Christian	n= 8	n= 9
- Baptist	n= 5	n=3
- Atheist	n= 1	n=0
- LDS	n=1	n=0
- Spiritual	n=2	n= 2

Table 2: Means and Standard Deviations

	Mean	Std. Deviation	N
I enjoyed school while living at the Group Home.	3.81	1.030	32
My grades improved while living at the Group Home	3.58	1.275	33
School was considered a priority while living at the Group Home.	4.03	1.045	33
I had good grades before I lived at the Group Home.	3.18	1.158	33
I was on grade level before living at the Group Home.	2.55	1.121	33
I felt encouraged at the Group Home.	4.12	.992	33
I formed positive relationships while living at the Group Home.	4.28	.772	32
I still maintain contact with those at the Group Home.	3.91	1.128	33
My family was involved in my care while living at the Group Home.	2.85	1.460	33

IMPACT OF GROUP CARE LIVING

I would recommend living at a Group Home to those looking for help.	4.09	.843	33
I speak openly about my past living at a Group Home.	4.27	1.098	33
I made friends outside the Group Home while living there.	3.79	1.536	33
I participated in activities outside the group home.	3.55	1.227	33
I felt safe living at the Group Home.	4.18	1.211	33
Before living at the Group Home I was appropriately supervised.	3.47	1.047	32
I felt I could count on the staff for guidance and help.	3.88	1.083	33
I was taught social skills while living at the Group Home.	3.88	1.083	33
Living at a Group Home was a beneficial experience for me.	4.03	1.075	33
What is your age in years?	40.438	15.3831	32

IMPACT OF GROUP CARE LIVING

29

How long was your residency at the Group Home?	7.19	4.488	32
What is your sex?	1.45	.506	33
Which of the following best describes your current marital status?	1.72	.924	32
What is the highest education grade you finished, received credit for, or the highest degree you have?	3.97	1.470	32
What is your employment status?	1.24	.435	33

Table 3: Significant Correlations Among Study Variables

	1	2	3	4
1.Enjoyed School while at GH	X			
2.Grades improved at GH	.688**	X		
3.School priority at GH	.616**	.596**	X	
4.Good Grades before GH	.403**	.667**	.512**	X
5.At Grade Level before GH				.451**
6.Felt Encouraged at GH	.569**	.388*		
7.Formed Positive Rel. at GH	.608**	.557**	.468**	
8.Still Maintain Contact with GH				
9.Family was involved at GH				
10.Would recommend GH	.592**	.706**	.529**	.367*
11.Speak openly about past at GH	.357*		.456**	.452**
12.Made friends outside GH	.516**	.607**	.393*	.391*
13.Participated in activities outside GH	.483**	.452**		
14.Felt Safe at GH	.411*			
15.Was supervised appropriately before GH			.362*	
16.Count on staff at GH	.605**	.459**	.445**	.367*
17.Taught social skills at GH		.392		

18.GH was beneficial	.739**	.693**	.611**	.498**
19.Age				
20.Time spent at GH				
21.Gender	-.396*	-.467**		-.466**
22.Marital Status				
23.Education Earned			-.351*	
24.Current Employment				

** $p < 0.01$ level.

* $p < 0.05$ level.

	5	6	7	8
1.Enjoyed School while at GH				
2.Grades improved at GH				
3.School priority at GH				
4.Good Grades before GH				
5.At Grade Level before GH	X			
6.Felt Encouraged at GH		X		
7.Formed Positive Rel. at GH		.804**	X	
8.Still Maintain Contact with GH	.362*			X
9.Family was involved at GH		.380*		
10.Would recommend GH		.472**	.578**	.469**
11.Speak openly about past at GH				
12.Made friends outside GH		.366*	.400*	.548**
13.Participated in activities outside GH		.355*		.421*
14.Felt Safe at GH		.683**	.534**	
15.Was supervised				

appropriately before GH				
16.Count on staff at GH		.654**	.765**	
17.Taught social skills at GH		.625**	.613**	
18.GH was beneficial		.553**	.793**	.389*
19.Age		-.361*		
20.Time spent at GH				
21.Gender				
22.Marital Status				
23.Education Earned				
24.Current Employment				

** $p < 0.01$ level.

* $p < 0.05$ level.

	9	10	11	12
1.Enjoyed School while at GH				
2.Grades improved at GH				
3.School priority at GH				
4.Good Grades before GH				
5.At Grade Level before GH				
6.Felt Encouraged at GH				
7.Formed Positive Rel. at GH				
8.Still Maintain Contact with GH				
9.Family was involved at GH	X			
10.Would recommend GH		X		
11.Speak openly about past at GH		.547**	X	
12.Made friends outside GH		.546**		X
13.Participated in activities outside GH		.494**		.743**
14.Felt Safe at GH		.596**		
15.Was supervised appropriately before GH	-.397*			
16.Count on staff at GH		.526**	.397*	
17.Taught social skills at GH		.389*		

18.GH was beneficial		.756**	.602**	.477**
19.Age	-.451**			
20.Time spent at GH				
21.Gender		-.393*		-.355*
22.Marital Status				
23.Education Earned		-.433*	-.451**	
24.Current Employment				

** $p < 0.01$ level.

* $p < 0.05$ level.

	13	14	15	16
1.Enjoyed School while at GH				
2.Grades improved at GH				
3.School priority at GH				
4.Good Grades before GH				
5.At Grade Level before GH				
6.Felt Encouraged at GH				
7.Formed Positive Rel. at GH				
8.Still Maintain Contact with GH				
9.Family was involved at GH				
10.Would recommend GH				
11.Speak openly about past at GH				
12.Made friends outside GH				
13.Participated in activities outside GH	X			
14.Felt Safe at GH	.415*	X		
15.Was supervised appropriately before GH	-.445*		X	
16.Count on staff at GH		.637**		X
17.Taught social skills at GH	.404*	.566**		.520**
18.GH was beneficial	.485**	.548**		.675**
19.Age				
20.Time spent at GH				-.404*

21.Gender	-.462**			
22.Marital Status				
23.Education Earned				-.362*
24.Current Employment				

** $p < 0.01$ level.

* $p < 0.05$ level.

	17	18	19	20
1.Enjoyed School while at GH				
2.Grades improved at GH				
3.School priority at GH				
4.Good Grades before GH				
5.At Grade Level before GH				
6.Felt Encouraged at GH				
7.Formed Positive Rel. at GH				
8.Still Maintain Contact with GH				
9.Family was involved at GH				
10.Would recommend GH				
11.Speak openly about past at GH				
12.Made friends outside GH				
13.Participated in activities outside GH				
14.Felt Safe at GH				
15.Was supervised appropriately before GH				
16.Count on staff at GH				
17.Taught social skills at GH	X			
18.GH was beneficial	.594	X		
19.Age			X	
20.Time spent at GH				X
21.Gender				

22.Marital Status				
23.Education Earned	-.400	-.421		
24.Current Employment				

** $p < 0.01$ level.

* $p < 0.05$ level.

	21	22	23	24
1.Enjoyed School while at GH				
2.Grades improved at GH				
3.School priority at GH				
4.Good Grades before GH				
5.At Grade Level before GH				
6.Felt Encouraged at GH				
7.Formed Positive Rel. at GH				
8.Still Maintain Contact with GH				
9.Family was involved at GH				
10.Would recommend GH				
11.Speak openly about past at GH				
12.Made friends outside GH				
13.Participated in activities outside GH				
14.Felt Safe at GH				
15.Was supervised appropriately before GH				
16.Count on staff at GH				
17.Taught social skills at GH				
18.GH was beneficial				
19.Age				
20.Time spent at GH				
21.Gender	X			
22.Marital Status		X		
23.Education Earned			X	
24.Current Employment				X

Table 4: Results of mean, standard deviation, t-value, *df*, and probability

	Mean	Std. Deviation	t	df	p
Enjoyed School			2.364	30	.025*
Male	4.17	.707			
Female	3.36	1.216			
Grades Improved			2.940	31	.006*
Male	4.11	.758			
Female	2.93	1.486			
School Considered Priority			1.162	31	.254
Male	4.22	.647			
Female	3.80	1.373			
Good Grades before Group Home			2.931	31	.006*
Male	3.67	.970			
Female	2.60	1.121			
On Grade Level before Group Home			.992	31	.329
Male	2.72	1.227			
Female	2.33	.976			
Encouraged at Group Home			.635	31	.530
Male	4.22	.878			
Female	4.00	1.134			
Formed Positive Relationships			.427	30	.672
Male	4.33	.686			
Female	4.21	.893			
Still Maintain Contact with Group Home			1.462	31	.154
Male	4.17	1.098			
Female	3.60	1.121			

Family Involved in care at Group Home			.647	31	.522
Male	3.00	1.455			
Female	2.67	1.496			
Recommend Group Home			2.382	31	.024*
Male	4.39	.608			
Female	3.73	.961			
Speak openly about past at Group Home			.660	31	.514
Male	4.39	.979			
Female	4.13	1.246			
Made friends outside Group Home			2.113	31	.043*
Male	4.28	1.274			
Female	3.20	1.656			
Participated in activities outside Group Home			2.904	31	.007*
Male	4.06	1.056			
Female	2.93	1.163			
Felt Safe at Group Home			.783	31	.440
Male	4.33	1.085			
Female	4.00	1.363			
Appropriately Supervised Before Group Home			.010	30	.992
Male	3.47	1.125			
Female	3.47	.990			
Could count on staff			.699	31	.490
Male	4.00	.970			
Female	3.73	1.223			

Taught social skills at Group Home			.376	31	.709
Male	3.94	.938			
Female	3.80	1.265			
Living at Group Home was beneficial			1.839	31	.076
Male	4.33	.594			
Female	3.67	1.397			

*p <0.05 level.

CHAPTER V

DISCUSSION OF FINDINGS, CONCLUSIONS, AND FUTURE RECOMMENDATIONS

Introduction

The purpose of this chapter is to discuss the findings outlined in the previous chapters and to make recommendations for future research in the area of Group Home Living. The purpose of this study was to analyze and research the impact of group care placements on the child's development in the specific areas of educational development, relationship development, social skills development, and safety. An online questionnaire was used to survey alumni from the two participating Group Homes. Participants were asked questions regarding their educational development before and during their stay at the group home, their relationship development, their social skills development and their overall opinion of the level of safety they felt while in the group home. Participants rated their responses on a five point Likert Scale. The total sample size for this study was 33 participants (N=33).

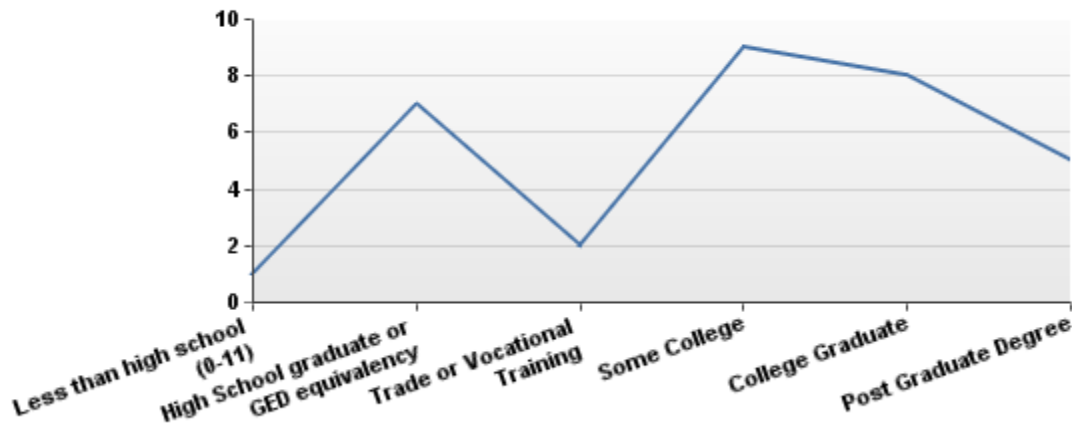
Discussion of Findings

Responses were analyzed using Qualtrics and SPSS in order to test the null hypothesis that "Placement in a congregate care facility had no significant difference in the resident's educational development, relationship development, social skills development, and safety." Data was also examined by the use of a correlation matrix and t- test.

Demographics from this study provided interesting findings. While the sample size was small compared to the number of people that have been involved in group care, an

encouraging balance was obtained in regards to age and years spend in group care. The number of female respondents was 15 (N=15) with a mean age of 39.35 and the number of male respondents was 18 (N= 18) with a mean age of 41. 27. Having this type of representation was beneficial in analyzing the affect if any that gender relates to perception of care. The range for age was 19 to 76 years of age. This was an interesting finding considering that this research was conducted using an online survey. Education also presented interesting findings. As shown in figure 6, 5 respondents had achieved postgraduate education. Considering that most of the current literature discusses how group homes can cause delays in a child’s education, this was a promising finding.

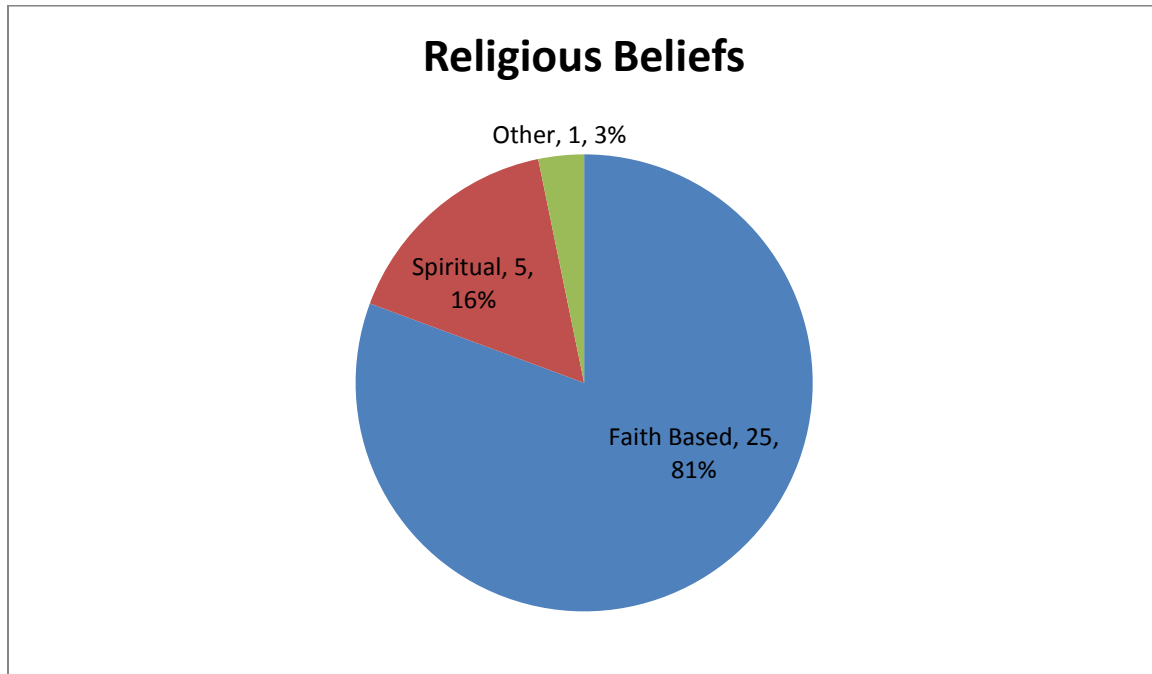
Figure 6. Education Earned



Respondents were also asked to report what best describes their religious beliefs. Figure 7 shows the results from that question. 96.7% of respondents reported that they related to either Faith Based or Spiritual. This was not a surprising finding for the researchers taking in the

account that both Oklahoma Baptist Homes for Children and Cookson Hills Home are both faith based or spiritual organizations.

Figure 7. Religious Beliefs



A correlation matrix was performed in SPSS to analyze the degree of association among variables. All variables were examined for possible significant correlations. Variables were considered significant at the $p < 0.05$. Results showed that there were over 90 significant relationships that could be analyzed between variables. Due to the overwhelming number of correlations, the researcher focused on the strongest correlations ($r < .700$). The strongest correlations were found between the following variables: Feeling of Encouragement and Formed Positive Relationships ($r = .804$), Improved Grades and Recommendation of Home ($r = .706$), Made Friends outside home and participated in activities outside the home ($r = .743$), Counting on Staff and forming positive relationships ($r = .765$), Enjoyed School while at home

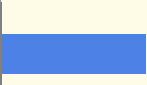




and Group Home Beneficial ($r = .739$), Forming positive relationships and Group Home Beneficial ($r = .793$), and Group Home Beneficial and Recommendation of Home ($r = .756$). Education was shown to correlate with many of the variables. This finding only confirms that many areas can affect Education and vice a versus. The finding of the correlation between Improved Grades and Recommendation of Group Home ($r = .706$) confirms Hardens' finding in the 2011 study that in regards to academic outcomes, children with stable relationships perform better academically and are less likely to repeat a grade or drop out of school (Harden, 2011).

In analyzing the perception of relationship development three correlations were discovered that warrant discussion. The strongest correlation was found between Feelings of Encouragement and Formed Positive Relationships ($r = .804$). This finding suggest that residents of the group home whom formed positive relationship had a higher sense of encouragement as a result. This finding supports the research that foster parents who were "accepting, sensitive, and supportive facilitated the children's ability to work through their past experiences" (Anderson, 2009, pg.21). The majority of children residing in group homes come from disruptive and unhealthy environments. Many of these children have past trauma that they are faced with daily. With 72% of respondents stating that they felt encouraged at the group home and 88% of respondents stating that they formed positive relationships while living at the group home, the researcher can conclude that the two participating group homes had a positive impact on relationship development. Having faith that they could count on staff also had a relationship with forming positive relationships. When the residents felt that they could count on staff they also had growth in forming positive relationships. Forming positive relationships would also

correlate with the perception of the overall benefit of Group Care with 81% of respondents agreeing that living in Group Care was a beneficial experience for them.

A significant correlation was found between the variables Made Friends Outside the Group Home and Participated in activities outside the home ($r = .743$). This is not a surprise finding for the researcher since the most likely explanation for this correlation is that the respondents made friends outside the group home while they were participating in off campus activities. McMillen and Tucker explain in their research that youth without proper training and preparation for independence experience multiple developmental challenges including but not limited to behavior issues" (McMillen & Tucker, 1999, p.341). This research along with the shown correlation re emphasizes the importance of Social Skills Development in Youth. Figure 8 shows the response rate for the survey question " I was taught social skills while living at the group home". As shown, 15 % of respondents disagreed with this statement.

Figure 8. Taught Social Skills Development

#	Answer		Response	%
1	Strongly Agree		10	30%
2	Agree		15	45%
3	Neither Agree nor Disagree		3	9%
4	Disagree		4	12%
5	Strongly Disagree		1	3%
	Total		33	100%

Harden examined and confirmed that providing a stable and nurturing environment plays an important role in the child’s view of safety (Harden, 2004,p.44). The following are the variables that had a significant correlation with Safety: Felt Safe at Group Home and Counting on Staff ($r=.637$), Felt Safe at Group Home and Taught Social Skills ($r=.566$), and Felt Safe at Group Home and Group Home Beneficial ($r= .548$). These findings confirm findings in previous research regarding the importance of relationships and safety (Harden, 2004). We can conclude from these findings that building positive relationships through learning how to create and maintain positive relationships impacts the overall safety of the resident which in turn correlates to the benefit of living at the Group Home.

In order to compare the means of the Independent Samples, a t-test was performed. This test was performed to determine which variable the genders differ significantly at a level

of $\alpha < .05$. Considering all of the correlations discovered during analysis, each variable was considered. The following variables had obtained significance values that were smaller than the alpha value of .05; Enjoyed School (.025), Grades Improved (.006), Good Grades Before Group Home (.006), Recommend Group Home (.024), Friends outside Group Home (.043), and Participated in activities outside group home (.007). Grades Improving while at the Group Home and Good Grades Before Group Home both had the largest t value. The larger the value of t , the greater the probability that a statistically significant difference exists (Pyrzczak, 2009). Figure 9 shows the response rate for Grades Improving by gender. Figure 10 shows the response rate for Good Grades Before Group Home by gender.

Figure 9. Grades Improved by Gender

#	Answer	Male	Female
1	Strongly Agree	6	2
2	Agree	8	5
3	Neither Agree nor Disagree	4	2
4	Disagree	0	2
5	Strongly Disagree	0	4
	Total	18	15

Figure 10. Good Grades Before Group Home

#	Answer	Male	Female
1	Strongly Agree	0	3
2	Agree	3	3
3	Neither Agree nor Disagree	3	7
4	Disagree	9	1
5	Strongly Disagree	3	1
	Total	18	15

These figures confirm the t-test results and show that females disagreed more than males in regards to their grades improving while at the Group Home. Males disagreed more than females in regards to having good grades before coming to the Group Home. In conclusion these results show the possibility that males had more benefits in regards to Education Development than females while at the group home. Males had a more perceived need for education support and outcome achievement.

Implications

The results from the data obtained from participating alumni show promising insight into the impact of Group Care Living. It is very encouraging that such a high percentage (81%) would recommend living at a Group Care facility for those in need. This research serves as a

good base for building and understanding of Group Care. Future research is needed to continue to analyze and improve Group Care practices.

Future Recommendations

This research showed the impact of Group Care on the residents care in regards to Education, Relationships, Social Skills, and Safety. A similar study needs to be conducted that could address more pre and post outcomes. A longitudinal study would be beneficial to analyze the residents' views on their care while in care and then in after care. A larger sample size would yield more results that would be truly representative of the large amount of group care facilities. It would also be beneficial to look at Group Homes that are faith based and those that are not faith based.

Summary

The purpose of this study was to analyze and research the impact of group care placements on the child's development in the specific areas of educational development, relationship development, social skills development, and safety. Alumni from the Group Homes of Oklahoma Baptist Homes for Children and Cookson Hills were recruited through an informational letter. Participating alumni completed an online questionnaire that asked them to rate their agreement in regards to their development while living at the Group Home and before living at the Group Home. Results showed that the majority of respondents felt that living at a Group Home was beneficial for them. Results also showed that the variables of Education, Relationships, Social Skills and Safety are major factors in determining the participants' perception of Group Care effectiveness. There were many correlations found

between variables suggesting that Group Care facilities need to focus on over all well-rounded care and not just a focus on one factor such as Education. Overall, this research study revealed that Group Care is a beneficial resource for those in need of out of home placement.

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APPENDICES

Appendix A

IRB Approval

Ms. Kate Eacret
Dr. Glee Bertram
Department of Human Environmental Sciences
College of Education and Professional Studies
Campus Box 118
University of Central Oklahoma
Edmond, OK 73034

Dear Ms. Eacret and Dr. Bertram:

Re: Application for IRB Review of Research Involving Human Subjects

We have received your materials for your application. The UCO IRB has determined that the above named application is APPROVED BY EXPEDITED REVIEW. The Board has provided expedited review under 45 CFR 46.110, for research involving no more than minimal risk and research category 7.

Date of Approval: 3/11/2013

Date of Approval Expiration: 3/10/2014

If applicable, informed consent (and HIPAA authorization) must be obtained from subjects or their legally authorized representatives and documented prior to research involvement. A stamped, approved copy of the informed consent form will be sent to you via campus mail. The IRB-approved consent form and process must be used. While this project is approved for the period noted above, any modification to the procedures and/or consent form must be approved prior to incorporation into the study. A written request is needed to initiate the amendment process. You will be contacted in writing prior to the approval expiration to determine if a continuing review is needed, which must be obtained before the anniversary date. Notification of the completion of the project must be sent to the IRB office in writing and all records must be retained and available for audit for at least 3 years after the research has ended.

It is the responsibility of the investigators to promptly report to the IRB any serious or unexpected adverse events or unanticipated problems that may be a risk to the subjects.

On behalf of the UCO IRB, I wish you the best of luck with your research project. If our office can be of any further assistance, please do not hesitate to contact us.

Sincerely,
Jill A. Devenport, Ph.D.
Chair, Institutional Review Board
Director of Research Compliance, Academic Affairs

Campus Box 159
University of Central Oklahoma
Edmond, OK 73034
[405-974-5479](tel:405-974-5479)
jdevenport@uco.edu

Appendix B

Survey Cover Letter

Human Environmental Sciences, Box 118
College of Education and Professional Studies
University of Central Oklahoma
100 N. University Drive
Edmond, OK 73034

Dear Potential Participant,

You have been identified as a possible participant in a research study regarding the impact of group care living on resident's educational, relationship, and social skills development as well as their feelings of overall safety. If you choose to participate, you will be asked to complete a confidential survey consisting of questions regarding your experience while living at the Group Home as well as a section of demographic information. The survey should no more than 10 minutes to complete. I understand that some of these questions about one's experience may be difficult or emotional and I respect your consideration to participate. You have the right to refuse to answer any question on the survey. The survey can be completed at any location you choose, and can be completed online. All data attained from these surveys will be kept anonymous. You may choose to withdraw or not complete the survey if at any point you become too uncomfortable to continue.

By completing the survey you are voluntarily giving your consent to be a participant as well as affirming that you understand the above listed explanations and descriptions of the research project. You also understand that there is no penalty for refusal to participate, and that you can refuse to answer any question on the survey. You also acknowledge that you are at least 18 years old. If you have any questions about this research study, please contact one of us as we will be more than willing to answer any questions or concerns. I hope you will be willing to participate in what we believe is an important study.

Thank you,

Kate Eacret, 405-313-1774
keacret@uco.edu

Dr. Glee Bertram, 405-974-5361
gbertram@uco.edu

*Permission for this research study was obtained through the Institutional Review Board at the University of Central Oklahoma. For questions regarding research participation, please call 405-974-5479 or email, irb@uco.edu

Appendix C

Survey

SURVEY

Please answer each of the following questions as they pertain to your life. There is no right or wrong answers; it is your opinion that is important. **All responses are completely confidential.** If you strongly agree, mark a 1 in the space provided to the left of the statement. If you agree, but not with strong conviction, mark a 2 in the space. Uncertain gets a 3, disagree a 4, and strongly disagree a 5. Please mark only one number for each statement. Thank you for your cooperation.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

- _____1. I enjoyed school while living at the Group Home.
- _____2. My grades improved while living at the Group Home.
- _____3. School was considered a priority while living at the Group Home.
- _____4. I had good grades before I lived at the Group Home.
- _____5. I was on grade level before living at the Group Home.
- _____6. I felt encouraged at the Group Home.
- _____7. I formed positive relationships while living at the Group Home.
- _____8. I still maintain contact with those at the Group Home.
- _____9. My family was involved in my care while living at the Group Home.
- _____10. I would recommend living at a Group Home to those looking for help.
- _____11. I speak openly about my past living at a Group Home.
- _____12. I made friends outside the Group Home while living there.
- _____13. I participated in activities outside the group home.
- _____14. I felt safe living at the Group Home.
- _____15. Before living at the Group Home I was appropriately supervised.

_____16. I felt I could count on the staff for guidance and help.

_____17. I was taught social skills while living at the Group Home.

_____18. Living at a Group Home was a beneficial experience for me.

Please give the following background information:

What is your age in years? _____

How long was your residency at the Group Home? _____

Name of Group Home? _____

What is your sex?

- a. Male
- b. Female

Which of the following best describes your current marital status?

- a. Married
- b. Single
- c. Divorced
- d. Re-Married

What is the highest education grade you finished, received credit for, or the highest degree you have earned?

- a. Less than high school (0-11)
- b. High school graduate or GED equivalency
- c. Trade or Vocational Training
- d. Some College
- e. College Graduate
- f. Post Graduate Degree

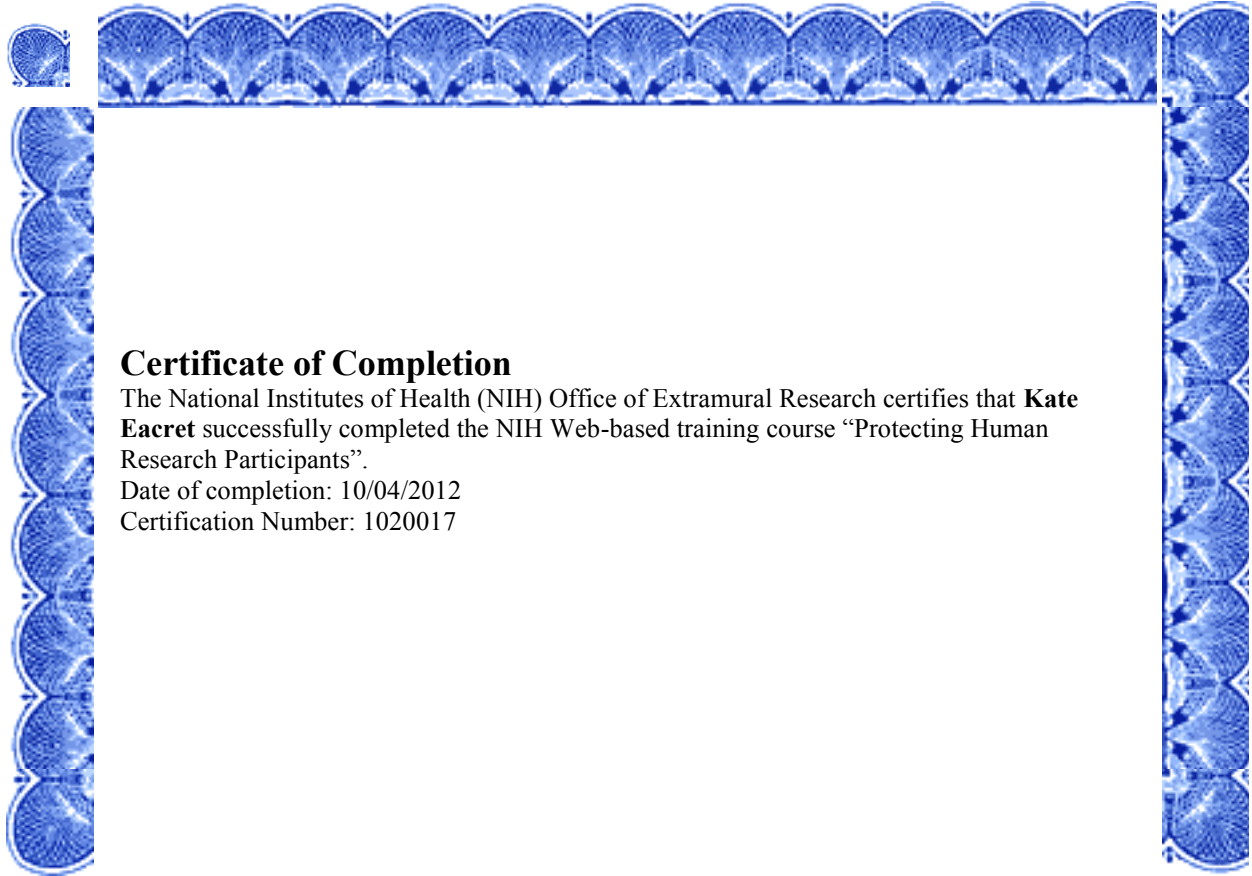
What is your employment status?

- a. Employed
- b. Unemployed

What best describes your religious beliefs?

Appendix D

Protecting Human Research Participants Certificate of Completion



Certificate of Completion

The National Institutes of Health (NIH) Office of Extramural Research certifies that **Kate Eacret** successfully completed the NIH Web-based training course “Protecting Human Research Participants”.

Date of completion: 10/04/2012

Certification Number: 1020017

