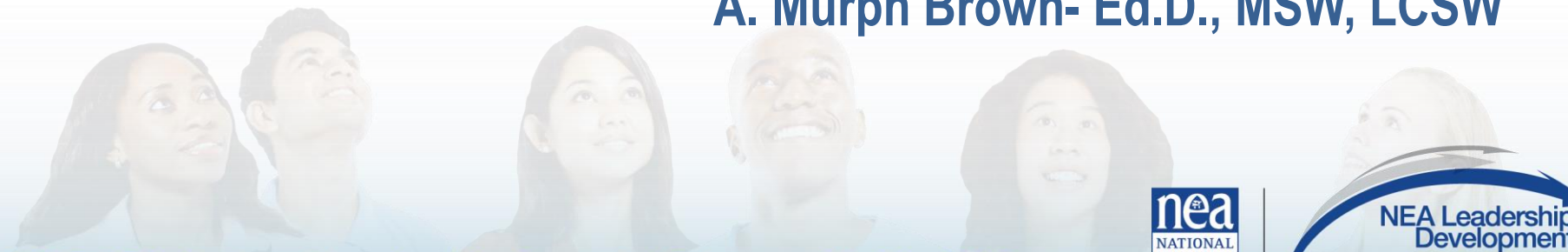




Unite, Inspire, Lead **Our Students, Our Union, Our Future**

**Multiple Placed Foster Youth:
A Study of Resilient Processes that lead to Age-Appropriate Social &
Emotional Competency**

A. Murph Brown- Ed.D., MSW, LCSW





Unite, Inspire, Lead
Our Students, Our Union, Our Future

NEA Strategic Goal and NEA Organizational Priority

Strategic Goal #2:

- Empowered Educators for Successful Students

Organizational Priority

- Every Student Succeeds Act (ESSA)

NEA Leadership Competency: Leading Our Professions



Competency progression level(s):

- Level 1: Foundational
- Level 2: Mobilizing & Power Building
- Level 3: Agenda Driving

Leadership Competency themes:

- Advocates for policies & strategies that positively impact our professions & student learning
- Analyzes & applies research, policies & trends to determine potential impact on our professions & student learning.

Mixed methods study to explore:

The resilient processes that lead some MPFY to develop age-appropriate emotional competence important to the establishment of meaningful relationships and personal success.

- ✧ Themes & patterns
- ✧ Universal characteristics & developmental domains

Research Instruments


Unite, Inspire, Lead
Our Students, Our Union, Our Future

Mixed methods study:

- ✧ Qn- RSCA (Prince-Embury, 2007)
- ✧ QL- Semi-structured interviews

Definition of Resilience

Masten et al, (2012)


Unite, Inspire, Lead
Our Students, Our Union, Our Future

- Dynamic process & positive adaption
- Significant trauma
- Age-appropriate competence

“Resilience is not personal traits, characteristics or attributes.”

- Micro & Macro
- Universal Trauma



Unite, Inspire, Lead

Our Students, Our Union, Our Future

Definition of Emotional Competence

(Saarni, 2000)

- Age-appropriate developmental skills
- Self-efficacy
- Culturally related experiences
- Culturally contextual transactions
- Achieving one's goals



Unite, Inspire, Lead
Our Students, Our Union, Our Future

Definition of Racial Socialization

(Brown, 2008)

- Behaviors, communication, & interactions
- Between parents & children
- Cultural heritage
- Racial biases

Demographic Profile of the Sample



Unite, Inspire, Lead

Our Students, Our Union, Our Future

Classification

No. participants

Average no. placements
per participant

Gender

Male	8
Female	16

Age

10 to 12 years	4	4
13 to 17 years	14	12
18 years	6	14

Ethnicity

African American	7
Puerto Rican	9
Caucasian	8



Unite, Inspire, Lead
Our Students, Our Union, Our Future

Resiliency Scales for Children & Adolescents

3-factor framework:

a) Sense of mastery

Optimism Self-efficacy Adaptability

b) Sense of relatedness

Trust Support Comfort Tolerance

c) Sense of emotional reactivity*

Sensitivity Recovery Impairment



Unite, Inspire, Lead
Our Students, Our Union, Our Future

Quantitative Research Question 1

In comparison to same-aged peers, did MPFYs fall within or differ significantly from the standardized norms?



Scores by Group for Resiliency Scales, Resource Index, and Vulnerability Index



Unite, Inspire, Lead
Our Students, Our Union, Our Future

Resiliency scales

Age group index	MAS	REL	REA	Resource index	Vulnerability
10 to 11	43	45	72	51	80
12 to 14	44	47	70	49	81
15 to 18	<u>40</u>	49	73	46	80

Note. MAS = Sense of mastery.
REL = Sense of relatedness.
REA = Emotional reactivity.

Average 46-55
SD +/-3



Unite, Inspire, Lead
Our Students, Our Union, Our Future

Quantitative Research Question 2

Using the resiliency subscales as a guide to measure emotional competence, did resilient MPFYs exhibit similar strengths and weaknesses along developmental domains?

Scores by Group for Resiliency Subscales

Sense of mastery

Sense of relatedness

Emotional reactivity

Age group	OPT	EFF	ADA	TRU	<u>SUP</u>	COM	TOL	SEN	REC	IMP
10 to 11	12	13	NA	11	9	9	NA	15	7	16
12 to 14	13	<u>7</u>	NA	<u>4</u>	<u>15</u>	7	9	7	3	19
15 to 18	8	<u>5</u>	6	8	<u>6</u>	8	<u>6</u>	8	2	6

Note. OPT = Optimism. EFF = Efficacy. ADA = Adaptability.

TRU = Trust. SUP = Support. COM = Comfort. TOL = Tolerance.

SEN = Sensitivity. REC = Recovery. IMP = Impairment.

NA = Not applicable.

Average 8-12

SD +/- 3



Unite, Inspire, Lead
Our Students, Our Union, Our Future

Demographic Profile of Qualitative Study Participants

Age	AA male	AA female	PR female	PR male
-----	---------	-----------	-----------	---------

15				1
16		1		
17		1	1	
18	1	2	3	

Note: AA = African American, PR = Puerto Rican.





Unite, Inspire, Lead
Our Students, Our Union, Our Future

Qualitative Research Question 1

How did resilient MPFYs explain their experiences they believed led to age-appropriate emotional competence?





Unite, Inspire, Lead
Our Students, Our Union, Our Future

QI-1: In the voice of the teens & young adults

https://youtu.be/3_o9LwiMt-Q





Unite, Inspire, Lead
Our Students, Our Union, Our Future

Qualitative Research Question 2

What impact did foster placements in which providers shared the youth's ethnicity have on resilient processes?





Unite, Inspire, Lead
Our Students, Our Union, Our Future

QL-2: In the voice of the teens & young adults

<https://youtu.be/OHWSb0-CfMw>





Unite, Inspire, Lead
Our Students, Our Union, Our Future

Mixed-Methods Research Question 1

Did MPFYs with higher resiliency-scale and resource scores have more cultural experiences than MPFYs with lower resiliency-scale and resource scores?



Comparison of Resiliency Scale and Resource Index Scores to the Frequency of Cultural



Unite, Inspire, Lead
Our Students, Our Union, Our Future

Resiliency scales

Frequency of cultural experiences

Participant	MAS	REL	REA	RI	N	R	S	O	AA
PRM 15yrs	36	<u>55</u>	38	47				X	
AAF 17yrs	50	41	66	43					X
PRF 17yrs	46	30	45	36		X			
AAF 16yrs	42	42	55	40					X
PRF 18yrs	48	48	70	41	X				
AAF 18yrs	41	30	41	<u>71</u>			X		
PRF 18yrs	48	38	49	41		X			
AAF 18yrs	58	<u>61</u>	73	<u>65</u>				X	
PRF 18yrs	54	44	49	48				X	
AAM 18yrs	34	<u>61</u>	53	<u>60</u>		X			

Note. MAS = Sense of mastery. REL = Sense of relatedness. REA = Emotional reactivity.

N = Never. R = Rarely. S = Sometimes. O = Often. AA = Almost always.

RI= Resource Index Average 46-55



Unite, Inspire, Lead
Our Students, Our Union, Our Future

Mixed-Methods Research Question 2

What were the types of experiences most often cited by MPFYs who had average or above average resiliency-scale scores?



Responses by Participant Regarding Types of Cultural Experiences

Participant

Types of cultural experiences

PRM 15y	Celebrate Three Kings Day and Quince años
AAF 17y	Attend church and celebrate Kwanzaa
AAF 16y	Attend church and celebrate Kwanzaa
AAF 18y	Attend weddings
AAF 18y	Attend church and celebrate Kwanzaa
PRF 18y	Attend church and celebrate Three Kings Day
AAM 18y	Visit barbershop

Session Outcomes

By the end of this presentation, the participants will:

- Consider potential social and community capital that facilitate resilient processes of multiple placed foster youth.
- Recognize the positive influence culture has on the development of multiple placed foster youth.
- Are encourage to reflect upon current practices, policies, and delivery systems addressing and/ or supporting the multifaceted needs of multiple placed foster youth.

✧ Please complete the evaluation for this breakout session!

✧ Please visit the Leadership Development Resources website

at www.nea.org/leadershipdevelopment

Presenter information: Audrey Murph-Brown

murphbrownna@springfieldpublicschools.com