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FOSTER PARENT TRAINING PROGRAM
EVALUATION REPORT 1982-83

Co-Sponsored by the Nebraska
Department of Public Welfare

and

Center for Applied Urban Research
University of Nebraska at Omaha

April, 1982 - June, 1983

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FOSTER PARENT TRAINING PROGRAM
EVALUATION REPORT 1982-83

Introduction

The Center for Applied Urban Research at the University of Nebraska at Omaha is proud to have been the developers of the Nebraska Foster Parent Training Program materials. These materials have received national recognition and have been adopted for foster parent training by other states as well. Evaluations of the previous CAUR Foster Parent Training Program (May, 1978 and December, 1981) indicated a high degree of acceptance and utilization of the training. With funding provided by Title XX and co-sponsored by the Nebraska Department of Public Welfare* and the Center for Applied Urban Research, the Basic Course was continued throughout Nebraska from April, 1982 to April, 1983. Over 500 foster parents and caseworkers were trained during 1982-83.

The following report presents a summary of the delivery plan, the year's activities, and the results of the evaluation of the Basic Course.

Methodology

A. Delivery System and Outreach Procedures

The training delivery system included both interactive study and outreach and the development of an overall training system for Nebraska foster parents, foster parent caseworkers, and resource development persons in both urban and rural areas. The training delivery system consisted of a central office in Omaha

*Now the Nebraska Department of Social Services

to manage the project, develop the newsletter, provide and supervise consultants, evaluate the program, supervise and monitor regional trainers, and provide technical assistance.

Nine training components were devised and carried out for this project:

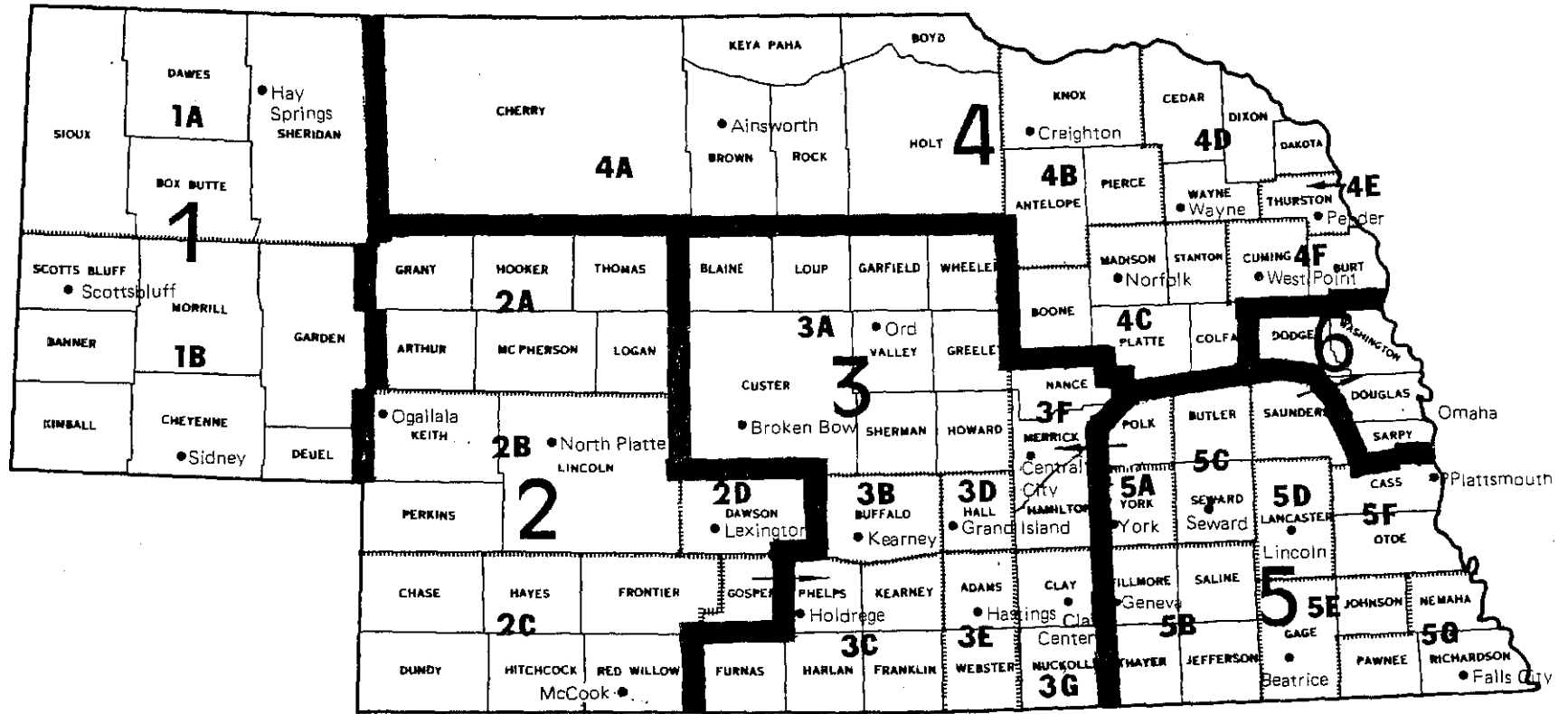
1. Adaption of the Basic Course.

Nine of the 12 modules as recommended by the Nebraska Department of Public Welfare were delivered to participants as identified above. The training covered the following nine topics which were chosen by experienced Nebraska foster parents.

- a. Discipline
- b. Enhancing a Child's Self-Concept
- c. Child Development: Is It Normal?
- d. Is it Legal? Rights and Responsibilities of Foster Parents
- e. Children's Rights
- f. Surviving Separation
- g. Helping Everyone Adjust
- h. Understanding the Puzzle of Child Abuse
- i. Fostering the Abused Child.

The adapted Basic Course was made available to foster parents and caseworkers at approximately 35 sites selected to accommodate the largest number of foster parents. (See Figure 1.) The adapted Basic Course was offered 51 times, and 536 foster parents and caseworkers attended the training. (See Figure 2.) Trainers had the option to offer the course using a weekly session workshop model or a two-day workshop model. Most trainers used the two-day model, feeling that it allowed more of the curriculum to

FIGURE 1
DISTRICTS* AND TRAINING SITES FOR FOSTER CARE EDUCATION DELIVERY



*County groupings as proposed by DPW.

FIGURE 2

WORKSHOP SITES AND NUMBERS ATTENDING

Trainer	Region 1	Date	No. Attending	Trainer	Region 5	Date	No. Attending	
Hawk	Alliance	9/20, 27	11	Bare	Beatrice	9/7, 14, 21, 28	21	
		10/4			Geneva	9/24, 25	5	
	Chadron	4/16	7		Falls City	10/8, 9, 10	20	
Schultz	Scottsbluff	9/14, 28	15		Lincoln	10/5, 12, 19, 26	16	
		10/12, 26			Lincoln	11/8, 15, 22, 29	8	
	Kimball	10/16	13		Hickman	1/4, 11, 18, 25	5	
	Scottsbluff	2/7, 14, 21	14		Lincoln	2/10, 11, 12	CANCELLED	
	<u>Region 2</u>			Seevers	York	9/21, 23, 25	21	
Kraus	Ogallala	9/21, 28			Lincoln	9/28, 30		
		10/5, 12, 19, 26	15			10/2	5	
	North Platte	10/14, 21, 28			Lincoln	10/26, 28, 30	10	
		11/4, 11, 17	12		Seward	11/16, 18, 20	12	
	McCook	11/19, 20	5		Lincoln	1/11, 13, 18, 20	CANCELLED	
	Lexington	1/4, 11, 18, 25	11		York	3/15, 17, 19	7	
	<u>Region 3</u>				<u>Region 6</u>			
Long	Grand Island	8/14, 15	10	Caviness	Omaha	8/28, 29	3	
		9/11, 12	14		Bellevue	11/6, 7	3	
	Franklin	10/9, 10	9		Omaha	12/4, 5	6	
	Kearney	10/23, 24	4		Omaha	1/8, 9	CANCELLED	
	Aurora	11/7, 7	7	Hall-Tibbs	Omaha	8/11, 18, 25		
	Ord	1/8, 9	4				9/1, 8	5
	Hastings	1/29, 30	26			Blair	9/25	
	Grand Island	1/12, 13	18				10/2	13
	Broken Bow	2/26, 27	2			Plattsmouth	10/16, 17	6
	Holdrege	3/12, 13	16			Fremont	11/13, 14	8
		<u>Region 4</u>				LaVista	12/4, 5	8
	Pennington	So. Sioux City	8/13, 14		10		Omaha	1/15, 16
8/20, 21			9			LaVista	2/19, 20	13
O'Neill		8/27, 28	6			LaVista	3/12, 13	7
Walthill		9/10, 11	20					
Oakland		10/1, 2	14	Miranda	Omaha	2/26, 27	11	
Creighton		10/8, 9	8					
Norfolk		11/12, 13	19	TOTAL			536	
Columbus		1/14, 15	11					
Wayne		2/18, 19	3					

be covered more thoroughly. Also, with this model foster parents and caseworkers had the opportunity to develop a stronger and more lasting support and network system.

2. Regional Trainers.

Trainers with experience in human services areas and in working with adults were recruited and trained to deliver the adapted Basic Course to foster parents and caseworkers in their areas. Nine trainers were recruited, two from Region 1 (Scottsbluff and Chadron), one from Region 2 (Grant), one from Region 3 (Grand Island), one from Region 4 (Norfolk), two from Region 5 (Lincoln), and two from Region 6, (Omaha). The development of local leadership and resources was a high priority in designing such a network.

3. Co-trainers.

Persons who were either foster parents, caseworkers, or resource development persons who had been previously trained were recruited in each locality to work with the regional trainers. Together the regional trainer and co-trainer comprised a training team. The primary role of the co-trainers was to participate as resource persons without the additional responsibility of teaching and coordinating the actual foster parent training. The co-trainers also provided experience and expertise in foster parenting. They played a vital role in helping to establish a statewide network.

4. Peer Consultant Volunteers.

Regional trainers were to recruit one or more peer consultant volunteers from each workshop site to assist in maintaining a local support system for foster parents. Foster parents were to be selected who demonstrated both an ability to provide local leadership in the area of foster care and an interest in undertaking necessary responsibilities and activities. We felt such a network would be especially important for foster parents located in sparsely populated areas who had little opportunity to interact. Later in the project we found we did not need to identify these individuals formally since people generally were willing to take on these responsibilities.

Responsibilities, based on the needs and cooperation of those in each area, included: 1) organizing a local chapter of foster parents to connect with those already existing in larger areas, 2) calling new foster parents to offer initial support along with information about training opportunities to make their jobs more satisfying and successful, 3) acting as a local resource person and role model, and 4) initiating interaction such as social gatherings, rap sessions, educational sessions, and telephone contacts among foster parents to keep the momentum of networking going.

5. Trainee Recruitment.

The recruitment of foster parents and caseworkers into training was the shared responsibility of the regional trainers, co-trainers, and the project coordinator.

6. Quarterly Newsletter.

Three newsletters, from four to six pages each, were developed and sent to about 1,500 foster parents and caseworkers each mailing. They contained information about: 1) available program resources and training sessions by regions, 2) articles relevant to foster care, and 3) news about other foster parents. The newsletter served as the primary method to reach out to and strengthen the foster parent network on an ongoing basis. (See Appendix.)

7. Mini-resource Libraries.

These were developed to provide additional resources and information to foster parents interested in supplementing the Basic Course. They were located with each regional facilitator.

8. Nebraska Audio Network.

Inservice was provided through a telecommunications network using the Nebraska Audio Network. Two follow-up inservice training sessions with regional trainers were held. The existing network accommodated regional trainers at their work sites. Each inservice training session lasted approximately two hours and encompassed topics

relevant to the needs of the project as well as topics requested by regional trainers.

9. Resource Consultants.

Two consultants who had expertise in foster parent training were available to answer specific questions from regional facilitators via telephone. Consultants also assisted in conducting the intensive five-day workshop to train regional facilitators in the Basic Course. Therefore, the rapport necessary for this kind of networking and informational exchange was established prior to any telephone contacts.

B. Training Evaluation Plan

Initially, Reaction Sheets were administered at the end of each of the two-hour modules. Participants were asked for their reactions to the lessons themselves, as well as how useful the material was to them and how well the activities were presented. In addition, they were asked to make suggestions for changes and to describe their overall feelings about the workshop. (Copies of the Reaction Sheets are contained in the Appendix.)

The Reaction Sheets were discontinued in June, 1982 with permission from the Department of Public Welfare monitors. Participants did not want to complete so many forms (five forms each on nine separate units) so the response rate was low. Also trainers felt too much time was taken away from curriculum activities by passing out and collecting evaluation forms at the end

of every module. Two new forms were designed to replace the Reaction Sheets.

They were: 1) a reaction to the training workshop and 2) a reaction to the trainer. (See Appendix.) Both were administered at the end of the last session.

Following are the evaluation results. Data from the Reaction Sheets are presented first, followed by that from the end-of-the-meeting forms.

Reaction Sheet A - Discipline

Table A-1 presents the number of times each response was given, along with the percentage, for the first part of question A on the Reaction Sheet (how useful were the activities?).

TABLE A-1

HOW USEFUL WERE THE DISCIPLINE ACTIVITIES?

	Feelings and Impact on Discipline		Why Foster Children Misbehave		Bad Disciplinary Technique		Effective Discipline		Coping With Parents		Planning For Change	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very useful	83	76	98	88	83	74	88	81	62	58	50	51
Somewhat useful	25	23	14	13	27	24	21	19	16	15	35	36
Not very useful	0	0	0	0	0	0	0	0	2	2	1	1
Not applicable	2	2	0	0	2	2	0	0	27	25	12	12
Totals	110	101	112	101	112	100	109	100	107	100	98	100

Note: Totals do not equal 100% due to rounding.

Of the 110 respondents answering Question A1 (feelings and their impact on discipline), 76 percent reported that they felt the activities were very useful, and 23 percent said they were somewhat useful. None of the respondents felt the activities in

this area were not very useful, and only 2 percent of the respondents felt they were not applicable.

Of the 112 respondents answering Question A2 (why foster children misbehave), 88 percent reported that they felt the activities were very useful. Thirteen percent felt the activities were somewhat useful. None of the respondents felt they were not very useful or not applicable.

Of the 112 respondents answering Question A3 (bad disciplinary techniques), 74 percent reported that they felt the activities were very useful. About one-fourth (24 percent) felt they were somewhat useful. None of the respondents felt the activities in this area were not very useful, and only 2 percent felt they were not applicable.

Of the 109 respondents answering Question A4 (effective discipline), 81 percent reported that they felt the activities were very useful. Nearly one-fifth (19 percent) felt the activities were somewhat useful. None of the respondents said they were either not very useful or not applicable to effective discipline.

Of the 107 respondents answering Question A5 (coping with parents), 58 percent felt the activities were very useful. Fifteen percent felt the activities were somewhat useful. Two percent said they were not very useful, and 25 percent stated they were not applicable.

Of the 98 respondents answering Question 6A (planning for change), 51 percent felt the activities were very useful, and 36

percent felt the activities were somewhat useful. Only 1 percent responded they were not very useful, and 12 percent felt the activities were not applicable.

Table A-2 presents information about how well-presented respondents thought the activities were.

TABLE A-2

HOW WELL-PRESENTED WERE THE DISCIPLINE ACTIVITIES?

	Feelings and Impact on Discipline		Why Foster Children Misbehave		Bad Disciplinary Technique		Effective Discipline		Coping With Parents		Planning For Change	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very well-presented	72	74	76	78	65	70	70	75	58	80	47	61
Somewhat well-presented	26	27	21	22	27	29	23	25	15	21	30	39
Poorly presented	0	0	0	0	1	1	0	0	0	0	0	0
Not applicable	0	0	0	0	0	0	0	0	0	0	0	0
Totals	98	101	97	100	93	100	93	100	73	101	77	100

Note: Totals do not equal 100% due to rounding.

In regard to feelings and impact on discipline, 74 percent reported that they felt the activities were very well-presented. Over one-fourth (27 percent) felt the activities were somewhat well-presented. None of the respondents felt they were poorly presented or not applicable.

Responses to the question asking how well-presented were the activities on why foster children misbehave indicated that 78 percent felt the activities were very well-presented. Twenty-two percent felt they were somewhat well-presented, and no one felt they were poorly presented or not applicable.

In regard to the activities on bad disciplinary techniques, 70 percent reported that they felt they were very well-presented, and 29 percent felt they were somewhat well-presented. Only 1

percent of the respondents felt the activities were not applicable.

Three-fourths (75 percent) reported that they felt the activities regarding effective discipline were very well-presented. One fourth (25 percent) felt they were somewhat well-presented, and no one felt they were poorly presented or not applicable.

The activities about coping with parents were rated as well-presented by 80 percent of the respondents. Twenty-one percent felt the activities were somewhat well-presented, and none of the respondents felt the activities were poorly presented or not applicable.

Planning for change activities received a well-presented rating by 61 percent while 39 percent felt the activities were somewhat well-presented. No one felt the activities were poorly presented or not applicable.

Question B on the Reaction Sheet asked the participants to explain why they felt any of the activities were not very useful or were poorly presented. None of the respondents answered this question.

Question C asked the participants to list any questions or problems they had that were not discussed. No data were formulated for this question, as no one responded to it.

Question D asked the participants to list suggestions for changes in the format or in the way the materials were presented. Only one respondent stated that he/she felt the information "just touched the surface." The remaining comments were positive and

didn't concern changes. Instead, such statements were made as "It was an excellent workshop," and the informal structure was well-liked.

Table A-3 presents data concerning the first part of question E asking respondents how they felt about the sessions.

TABLE A-3

PARTICIPANTS' DESCRIPTIONS OF THE DISCIPLINE SESSION

	No.	%
Excellent	57	54
Pretty good	45	43
Average	4	4
Poor	0	0
No good	0	0
Totals	106	101

Note: Figures do not equal 100% due to rounding.

Of the 106 respondents completing this question, 54 percent reported that they felt the sessions were excellent. Forty-three percent stated that they felt they were pretty good. Only 4 percent felt the sessions were average, and none of the respondents felt the sessions were poor or no good.

Table A-4 presents data concerning the second part of question E. The participants were asked to evaluate their feelings when leaving the sessions.

Of the 107 respondents answering Question E-2, 29 percent reported that they felt enthusiastic when leaving the sessions and 61 percent that they felt encouraged. Only 8 percent stated they felt all right. None of the respondents felt disappointed, and only 2 percent felt frustrated.

TABLE A-4

PARTICIPANTS' FEELINGS UPON LEAVING THE DISCIPLINE SESSION

	No.	%
Enthusiastic	31	29
Encouraged	65	61
All right	9	8
Disappointed	0	0
Frustrated	2	2
Totals	107	100

Table A-5 presents a cross-tabulation of the participants' ratings of the discipline sessions.

TABLE A-5

CROSS-TABULATION OF PARTICIPANTS' RATINGS OF THE DISCIPLINE SESSION BY REGION

	1		2		Region* 3		4		6	
	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	8	67	5	71	16	76	15	34	13	59
Pretty good	4	33	2	29	5	24	25	57	9	41
Average	0	0	0	0	0	0	4	9	0	0
Poor	0	0	0	0	0	0	0	0	0	0
No good	0	0	0	0	0	0	0	0	0	0
Totals	12	100	7	100	21	100	44	100	22	100

*No data for Region 5.

Of the 12 respondents completing the evaluation from Region 1, 67 percent reported that they felt the sessions were excellent. One-third (33 percent) stated that they felt the sessions were pretty good, and none felt the sessions fit into any of the last three categories.

Of the seven respondents from Region 2, 71 percent reported that they felt the sessions were excellent, and 29 percent that they were pretty good. None of the respondents felt the sessions were average, poor, or no good.

Of the 21 respondents answering the questionnaire from Region 3, 76 percent reported that they felt the sessions were excellent. Nearly one-fourth (24 percent) said the sessions were pretty good, and none of the respondents felt the sessions fit into the last three categories.

Of the 40 respondents from Region 4, 34 percent reported that they felt the sessions were excellent, and 57 percent that they were pretty good. Only 9 percent felt the sessions were average, and none felt they were poor or no good.

Of the 22 respondents completing the evaluation on discipline in Region 6, 59 percent reported that they felt the sessions were excellent and 41 percent that they were pretty good. None of the respondents felt the workshop was average, poor, or no good.

Table A-6 presents a cross-tabulation by region of how the participants felt when leaving the sessions.

TABLE A-6

CROSS-TABULATION OF HOW PARTICIPANTS FELT WHEN LEAVING THE
DISCIPLINE SESSIONS BY REGION

	1		2		Region* 3		4		6	
	No.	%	No.	%	No.	%	No.	%	No.	%
Enthusiastic	6	50	3	43	9	43	8	18	5	23
Encouraged	6	50	3	43	11	52	27	64	16	73
All right	0	0	1	14	0	0	7	16	1	4
Disappointed	0	0	0	0	1	5	1	2	0	0
Frustrated	0	0	0	0	0	0	0	0	0	0
Totals	12	100	7	100	21	100	43	100	22	100

*No data for Region 5.

Of the 12 respondents completing the evaluation from Region 1, 50 percent felt enthusiastic when leaving the sessions, and 50 percent felt encouraged. No one from Region 1 reported feeling all right, disappointed, or frustrated.

Of the seven respondents completing the evaluation from Region 2, 43 percent reported that they felt enthusiastic when leaving the sessions, 43 percent that they felt encouraged, and 14 percent all right. No one reported that they felt disappointed or frustrated.

Of the 21 respondents completing the evaluation from Region 3, 43 percent reported that they felt enthusiastic when leaving the workshop, 52 percent felt encouraged, and only 5 percent felt disappointed.

Of the 43 respondents completing the evaluation from Region 4, 18 percent reported that they felt enthusiastic. More than two-thirds (64 percent) felt encouraged, and 16 percent stated that they felt all right. Only 2 percent felt disappointed, and no one felt frustrated.

Of the 22 respondents who completed the evaluation from Region 6, 23 percent reported that they felt enthusiastic. Almost three-fourths (73 percent) felt encouraged, and 4 percent felt all right. None of the participants reported feeling disappointed or frustrated.

Reaction Sheet B -

Enhancing a Child's Self-concept and Child Development

Workshop participants were asked to give their reactions to the two-hour curriculum module "Enhancing a Child's Self-

Concept." Table B-1 shows their reactions to the usefulness of the four activities presented.

TABLE B-1

HOW USEFUL WERE THE ENHANCING A CHILD'S SELF-CONCEPT ACTIVITIES?

	"Picture of Me"		Poor Self-concept in Foster Children		"I" Messages		Enhancing a Child's Self-concept	
	No.	%	No.	%	No.	%	No.	%
Very useful	30	27	102	86	71	62	102	88
Somewhat useful	8	6	13	11	29	25	12	10
Not very useful	0	0	1	1	2	2	0	0
Not applicable	73	66	2	2	12	11	2	2
Totals	111	100	118	100	114	100	116	100

The slide/tape show, "Picture of Me," was found to be very useful by 27 percent, and 6 percent found it to be somewhat useful. As a result of negative feedback received from participants, the slide/tape show was finally discontinued as an activity.

The discussion of why foster children have poor self-concepts was found to be very useful by 86 percent of the 118 participants responding. Eleven percent found it to be somewhat useful.

The practice of "I" messages was found to be very useful to 62 percent of the 114 participants responding. Another 25 percent said it was somewhat useful to them.

The discussion of ways to enhance a child's self-concept was found to be very useful by 88 percent of the 116 participants responding, and another 10 percent said it was somewhat useful.

Participants were also asked to give their opinions about how well the activities were presented. Table B-2 shows the percentage and number of times each response was given.

TABLE B-2

HOW WELL-PRESENTED WERE THE ENHANCING A CHILD'S SELF-CONCEPT ACTIVITIES?

	"Picture of Me"		Poor Self-concept in Foster Children		"I" Messages		Enhancing a Child's Self-concept	
	No.	%	No.	%	No.	%	No.	%
Very well-presented	43	81	78	81	63	77	76	78
Somewhat well-presented	9	17	17	18	18	22	21	22
Poorly presented	1	2	1	1	1	1	0	0
Not applicable	0	0	0	0	0	0	0	0
Totals	53	100	96	100	82	100	97	100

The slide/tape show, "Picture of Me," was rated very well-presented by 81 percent of the 53 participants answering the question. Another 17 percent said it was somewhat well-presented. Although participants did not find the activity to be particularly useful, they still seemed to feel that the trainer did a good job of presenting it.

The discussion of why foster children have poor self-concepts was rated very well-presented by 81 percent of the 96 participants answering the question. Another 18 percent said the activity was somewhat well-presented.

The practice of "I" messages was rated well-presented by 77 percent of the 82 participants answering the question. Another 22 percent said it was somewhat well-presented.

The fourth activity, a discussion of ways to enhance a child's self-concept, was rated very well-presented by 78 percent of the 97 participants answering the question. Another 22 percent said it was somewhat well-presented.

Participants were given the opportunity under question B of the Reaction Sheet to explain why an activity was not useful or was poorly presented. Only two participants out of 131 chose to comment. One said there was "not enough discussion"; the other said they did not practice the "I" messages.

Workshop participants were asked to give their reactions to the two-hour curriculum module on child development. Table B-3 reflects their reactions to the five activities presented.

TABLE B-3

HOW USEFUL WERE THE CHILD DEVELOPMENT ACTIVITIES?

	Importance of Child Development		Principles of Child Development		Influences on Child Development		Dear Abby Letters		Life Story Book	
	No.	%	No.	%	No.	%	No.	%	No.	%
Very useful	86	75	78	72	84	77	26	25	43	43
Somewhat useful	20	18	25	23	20	18	25	25	27	27
Not very useful	1	1	0	0	0	0	1	1	1	1
Not applicable	7	6	6	5	5	5	50	49	30	30
Totals	114	100	109	100	109	100	112	100	101	100

The discussion of why knowledge of child development is important was found to be very useful by 75 percent of the 114 respondents answering. Another 18 percent said it was somewhat useful.

The discussion of the basic principles of child development was found to be very useful by 72 percent of the 109 participants responding. Another 23 percent found this activity to be somewhat useful.

The discussion of the many influences on child development was found to be very useful by 77 percent, and another 18 percent said the activity was somewhat useful.

The fourth activity consisted of small groups answering the "Dear Abby" letters. Only 25 percent of the 112 respondents said this activity was very useful. Another 25 percent said it was somewhat useful. This activity was discontinued by several trainers because it was not well-received by participants.

The discussion of the life story book was found to be very useful by 43 percent, and another 27 percent said it was somewhat useful.

Participants were also asked to give their opinions on how well the activities in the child development module were presented. Table B-4 shows the percentage and number of times each response was given.

TABLE B-4

HOW WELL-PRESENTED WERE THE CHILD DEVELOPMENT ACTIVITIES?

	Importance of Child Development		Principles of Child Development		Influences on Child Development		Dear Abby Letters		Life Story Book	
	No.	%	No.	%	No.	%	No.	%	No.	%
Very well-presented	66	77	65	79	62	76	35	66	44	69
Somewhat well-presented	19	22	17	21	19	24	18	34	20	31
Poorly presented	1	1	0	0	0	0	0	0	0	0
Not applicable	—	—	—	—	—	—	—	—	—	—
Totals	86	100	82	100	81	100	53	100	66	100

The discussion of why knowledge of child development is important was rated very well-presented by 77 percent of the 86 participants answering, and another 22 percent said it was somewhat well-presented.

Activity two, a discussion of basic principles of child development, was rated very well-presented by 79 percent of the 82 participants answering, and another 21 percent said the activity was somewhat well-presented.

Activity three, a discussion of influences on child development, was rated very well-presented by 76 percent of the 81 participants, and another 24 percent said the activity was somewhat well-presented.

Activity four, small groups answering the "Dear Abby" letters, was rated very well-presented by 66 percent of the 53 participants answering, and another 34 percent said it was somewhat well-presented.

Activity five, the discussion of the life story book, was rated very well-presented by 69 percent, and another 31 percent said the activity was somewhat well-presented.

Question D asked participants who reported negative responses to explain why they felt activities were not very useful or were poorly presented. No data were formulated for this question, as no one responded to it.

Question E gave participants the opportunity to list any problems or questions they had that had not been discussed. Again, no one responded.

Question F asked participants to list their suggestions for changes in the format or in the way materials were presented. Only two people responded. One complained that the facility was noisy, and the other wanted an afternoon break and more time to cover the materials.

Participants were asked to rate the self-esteem and child development sessions. The results are presented in Table B-5.

TABLE B-5

PARTICIPANTS' RATINGS OF THE SELF-CONCEPT
AND CHILD DEVELOPMENT SESSIONS

	No.	%
Excellent	49	45
Pretty good	56	52
Average	3	3
Poor	1	1
No good	0	0
Totals	109	101

Of the 109 respondents answering the question, 52 percent rated the sessions as pretty good. Another 45 percent said the sessions were excellent, and three percent said they were average.

Participants were also asked to describe their feelings upon leaving the self-concept and child development session. Table B-6 presents the findings. Of the 110 who responded, 63 percent said they felt encouraged, 25 percent said they felt enthusiastic, and 10 percent said they felt all right.

Table B-7 presents a cross-tabulation by region of ratings of the self-esteem and child development sessions.

TABLE B-6

PARTICIPANTS' FEELINGS UPON LEAVING THE SELF-CONCEPT AND
CHILD DEVELOPMENT SESSIONS

	No.	%
Enthusiastic	28	25
Encouraged	69	63
All right	11	10
Disappointed	1	1
Frustrated	1	1
Totals	110	100

TABLE B-7

CROSS-TABULATION OF PARTICIPANTS' DESCRIPTIONS OF THE SELF-ESTEEM AND
CHILD DEVELOPMENT SESSIONS BY REGION

	Region*									
	1		2		3		4		6	
	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	6	50	7	58	18	69	11	28	7	35
Pretty good	6	50	5	42	6	23	26	67	13	65
Average	0	0	0	0	2	8	1	3	0	0
Poor	0	0	0	0	0	0	1	3	0	0
No good	0	0	0	0	0	0	0	0	0	0
Totals	12	100	12	100	26	100	39	101	20	100

Note: Figures do not equal 100% due to rounding.

*Region 5 data not available.

Of the 12 respondents from Region 1, 50 percent rated the sessions as excellent and 50 percent rated them as pretty good. Of the 12 respondents from Region 2, 58 percent rated the sessions as excellent and 42 percent as pretty good. Over two-thirds (69 percent) of the 26 respondents from Region 3 said the sessions were excellent, and 23 percent said they were pretty good. Region 4 had 39 respondents. Only 28 percent rated the sessions as excellent, but 67 percent said they were pretty good. Of the 20 respondents from Region 6, 35 percent said they were excellent and 65 percent said they were pretty good.

Table B-8 presents a cross-tabulation of how participants felt when leaving the self-esteem and child development sessions by region.

TABLE B-8

CROSS-TABULATION OF HOW PARTICIPANTS FELT WHEN LEAVING
THE SELF-ESTEEM AND CHILD DEVELOPMENT SESSIONS BY REGION

	1		2		Region* 3		4		6	
	No.	%	No.	%	No.	%	No.	%	No.	%
Enthusiastic	4	33	4	33	11	44	3	8	6	29
Encouraged	7	58	7	58	12	48	30	77	13	62
All right	1	8	1	8	2	8	5	13	2	9
Disappointed	0	0	0	0	0	0	1	3	0	0
Frustrated	0	0	0	0	0	0	0	0	0	0
Totals	12	99	12	99	25	100	39	101	21	100

*No data for Region 5.

Region 1 had 12 respondents, 58 percent of whom left the session feeling encouraged, and another 33 percent left feeling enthusiastic. Of the 12 respondents from Region 2, 58 percent also left feeling encouraged, and 33 percent left feeling enthusiastic. Region 3 had 25 respondents, 48 percent of whom said they left the sessions feeling encouraged, and another 44 percent left feeling enthusiastic. Of the 39 respondents from Region 4, 77 percent said they left the sessions feeling encouraged. Another 13 percent said they left feeling all right. Only 8 percent said they left feeling enthusiastic. Of the 21 Region 6 respondents, 62 percent said they left feeling encouraged, and 29 percent reported feeling enthusiastic.

Reaction Sheet C - Is it Legal? and Children's Rights

Table C-1 presents the participants' perceptions of how useful the activities were to them.

TABLE C-1

HOW USEFUL WERE THE IS IT LEGAL ACTIVITIES?

	Slide/tape "Is it Legal?"		Discussion During Viewing		Discussion After Viewing		Discussion of Who's Responsible?	
	No.	%	No.	%	No.	%	No.	%
Very useful	28	29	23	24	32	34	58	60
Somewhat useful	6	6	12	13	5	5	18	19
Not very useful	4	4	2	2	1	1	2	2
Not applicable	59	61	57	61	56	60	19	20
Totals	97	100	94	100	94	100	97	101

Note: Figures do not equal 100% due to rounding.

Of the 97 respondents answering the question about the slide/tape presentation, "Is it Legal?", 29 percent reported that they felt the activities were very useful. Six percent felt the activities were somewhat useful, 4 percent felt the activities were not very useful, and 61 percent that they were not applicable.

Of the 94 respondents rating the discussion of the show during the viewing, 24 percent felt the activities were very useful, and 13 percent said they were somewhat useful. Two percent said the activities were not very useful, and 61 percent that the activities were not applicable.

Of the 94 respondents rating the discussion of the show after viewing, 34 percent reported that they felt the activities were very useful. Five percent felt the activities were somewhat useful and 60 percent that they were not applicable.

The discussion of "Who's Responsible?" brought 60 percent very useful ratings and 19 percent somewhat useful. Two percent felt the activities were not very useful and 20 percent that the activities were not applicable.

Table C-2 presents the participants' perceptions of how well the activities were presented.

TABLE C-2

HOW WELL-PRESENTED WERE THE IS IT LEGAL ACTIVITIES?

	Slide/tape "Is it Legal?"		Discussion During Viewing		Discussion After Viewing		Discussion of "Who's Responsible?"	
	No.	%	No.	%	No.	%	No.	%
Very well-presented	14	64	11	55	15	71	35	76
Somewhat well-presented	3	14	7	35	6	29	11	24
Poorly presented	5	23	2	10	0	0	0	0
Total	22	101	20	100	21	100	46	100

Note: Figures do not equal 100% due to rounding.

Of the 22 respondents rating the presentation of the slide/tape show, "Is it Legal?", 64 percent felt the activities were very well-presented, 14 percent that the activities were somewhat well-presented, and 23 percent that they were poorly presented.

The discussion of the show during viewing received a 55 percent well-presented rating while 35 percent felt the activities were somewhat well-presented and 10 percent that they were poorly presented.

The discussion of the show following the viewing was rated as well-presented by 71 percent, and 29 percent felt the activities were somewhat well-presented.

Over three-fourths (76 percent) reported that they felt the activities were very well-presented for the discussion, "Who's Responsible?" About one-fourth (24 percent) felt the activities were somewhat well-presented.

Question B asked the respondents to explain why the activity was not very useful or poorly presented. Only two comments were noted. One respondent felt the slides/tapes were not extensive enough. Another said the quality was poor.

Table C-3 presents the participants' feelings about the lessons pertaining to children's rights.

TABLE C-3

HOW USEFUL WERE THE CHILDREN'S RIGHTS ACTIVITIES?

	Discussion on Rights of Foster Children		Small Group Problem-solving		Report and Discussion of Solutions (Whole Group)	
	No.	%	No.	%	No.	%
Very useful	73	72	57	60	57	59
Somewhat useful	16	16	11	12	17	18
Not very useful	0	0	0	0	0	0
Not applicable	12	12	27	28	22	23
Total	101	100	95	100	96	100

The discussion on rights of foster children was rated as useful by 72 percent, 16 percent said it was somewhat useful, and 12 percent felt it was not applicable.

Of the respondents answering the question about small group problem-solving, 60 percent felt the activities were very useful, 12 percent thought they were somewhat useful, and 28 percent said the activities were not applicable.

Of the respondents answering the question about the report and discussion of solutions, 59 percent said the activities were very useful, 18 percent felt they were somewhat useful, and 23 percent said they were not applicable.

Table C-4 presents the participants' perceptions of how well-presented they felt the lessons were on children's rights.

Of the respondents answering the question about the discussion on rights of foster children, 77 percent reported that the topic was very well-presented, and 23 percent felt it was somewhat well-presented.

TABLE C-4

HOW WELL-PRESENTED WERE THE CHILDREN'S RIGHTS ACTIVITIES?

	Discussion on Rights of Foster Children		Small Group Problem-solving		Report and Discussion of Solutions (Whole Group)	
	No.	%	No.	%	No.	%
Very well-presented	41	77	30	83	31	77
Somewhat well-presented	12	23	6	17	9	23
Poorly presented	0	0	0	0	0	0
Totals	53	100	36	100	40	100

A large majority of those who answered the question on the small group problem-solving (83 percent) felt the activities were very well-presented, and 17 percent stated that the activities were somewhat well-presented.

Of the respondents answering the question regarding the report and discussion of solutions, 77 percent reported that they felt the activities were very well-presented, and 23 percent felt they were somewhat well-presented.

Question D asked the participants to explain why they felt any of the activities presented were not very useful or poorly presented, but none of the participants responded.

Question E asked the participants to list any of their questions or problems that were not discussed. A number wrote in positive comments, and those that did pertain to the question included such things as housing regulations, discipline, understanding and support, and coping.

Question F asked the participants to list suggestions for changes in the format or in the way the materials were presented. The suggestions included more time for presentation, more material presented thoroughly, agenda changes, and suggestions relating to the specific concentration of the course.

Table C-5 presents the participants' ratings of the sessions. They were asked to rate the sessions as excellent, pretty good, average, poor, or no good.

TABLE C-5
PARTICIPANTS' RATINGS OF THE
IS IT LEGAL SESSIONS

	No.	%
Excellent	43	42
Pretty good	52	51
Average	7	7
Poor	0	0
No good	0	0
Totals	102	100

Of the respondents answering the question about the rating of the sessions, 42 percent reported that they felt the sessions were excellent. Over half or 51 percent felt the sessions were pretty good, and 7 percent felt the sessions were average.

Table C-6 presents the participants' feelings upon leaving the sessions. The categories included enthusiastic, encouraged, all right, disappointed, or frustrated.

TABLE C-6
PARTICIPANTS' FEELINGS UPON LEAVING THE
IS IT LEGAL SESSIONS

	No.	%
Enthusiastic	22	22
Encouraged	58	57
All right	19	19
Disappointed	0	0
Frustrated	3	3
Totals	102	101

Note: Figures do not equal 100% due to rounding.

Of the 102 respondents answering this question, 22 percent reported that they felt enthusiastic, 57 percent felt encouraged, 19 percent felt all right, and only 3 percent felt frustrated.

Table C-7 presents a cross-tabulation of the participants' ratings of the "Is it Legal?" sessions by region.

TABLE C-7

CROSS-TABULATION OF PARTICIPANTS' RATINGS OF THE
IS IT LEGAL SESSIONS BY REGION

	1		2		Region*		3		4		6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	6	75	7	41	11	50	13	32	6	43		
Pretty good	2	25	10	59	9	41	23	56	8	57		
Average	0	0	0	0	2	9	5	12	0	0		
Poor	0	0	0	0	0	0	0	0	0	0		
No good	0	0	0	0	0	0	0	0	0	0		
Totals	8	100	17	100	22	100	41	100	14	100		

*No data for Region 5.

Of the eight respondents participating from Region 1, 75 percent reported that they felt the sessions were excellent. One-fourth or 25 percent felt the sessions were pretty good.

Of the 17 respondents participating from Region 2, 41 percent reported that they felt the sessions were excellent, and 59 percent felt they were pretty good.

Of the 22 respondents participating from Region 3, 50 percent reported that they felt the sessions were excellent, 41 percent that they were pretty good, and 9 percent that they were average.

Of the 41 respondents participating from Region 4, 32 percent reported that they felt the sessions were excellent, 56 percent rated them pretty good, and 12 percent felt the sessions were average.

Of the 14 respondents participating from Region 6, 21 percent reported that they felt the sessions were excellent, and 57 percent that they were pretty good.

Table C-8 presents a cross-tabulation of participants' feelings upon leaving the "Is it Legal?" session by region.

TABLE C-8
CROSS-TABULATION OF PARTICIPANTS' FEELINGS UPON LEAVING
THE IS IT LEGAL SESSIONS BY REGION

	Region*									
	1		2		3		4		6	
	No.	%	No.	%	No.	%	No.	%	No.	%
Enthusiastic	2	25	1	6	8	36	2	20	3	21
Encouraged	5	63	13	76	10	46	22	54	8	57
All right	1	12	3	18	4	18	10	24	1	7
Disappointed	0	0	0	0	0	0	0	0	0	0
Frustrated	0	0	0	0	0	0	1	2	2	14
Totals	8	100	17	100	22	100	41	100	14	99

Note: Figures do not equal 100% due to rounding.

*No data for Region 5.

Of the eight respondents from Region 1, 25 percent reported that they felt enthusiastic upon leaving the sessions, 63 percent felt encouraged, and 12 percent felt all right.

Of the 17 respondents from Region 2, 6 percent felt enthusiastic upon leaving the sessions, 76 percent were encouraged, and 18 percent felt all right.

Of the 22 respondents from Region 3, 36 percent felt enthusiastic upon leaving the sessions, 46 percent were encouraged, and 18 percent felt all right.

In Region 4, one-fifth of the 41 respondents reported that they felt enthusiastic about the sessions while 54 percent felt encouraged, and 24 percent felt all right.

Of the 14 respondents from Region 6, 21 percent said they were enthusiastic, 57 percent felt encouraged, and 7 percent reported that they felt all right upon leaving the sessions.

Reaction Sheet D -

Surviving Separation and Helping Everyone Adjust

Workshop participants were asked to give their reactions to the two-hour curriculum module "Surviving Separation." Table D-1 reflects their reactions to the usefulness of the six activities presented with that module.

TABLE D-1

HOW USEFUL WERE THE SURVIVING SEPARATION ACTIVITIES?

	Discussion on Loss		Slide/tape Goodbye Again		Small Group Discussion on Stages of Grief		Large Group Discussion on Stages of Grief		Discussion on Visits to Natural Parents		Discussion on Effects of Repeated Placement	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very useful	87	74	35	32	69	62	72	66	92	80	71	65
Somewhat useful	19	16	17	16	22	20	18	16	19	17	19	17
Not very useful	0	0	1	1	0	0	1	1	1	1	2	2
Not applicable	11	9	55	51	20	18	19	17	3	3	17	16
Totals	117	99	108	100	111	100	110	100	115	101	109	100

Note: Totals do not equal 100% due to rounding.

The discussion on loss was found to be useful by 74 percent of the 117 participants answering. Another 16 percent found it to be somewhat useful.

The discussion of the slide/tape show, "Goodbye Again," was found to be very useful by 32 percent of the participants

answering. Another 16 percent said it was somewhat useful, but over half (51 percent) said it was not applicable.

The small group discussion on stages of grief was found to be very useful by 62 percent of the 111 participants answering question A3. Another 20 percent said it was somewhat useful.

The large group discussion on stages of grief was found to be very useful by 66 percent of the 110 participants answering and 16 percent said it was somewhat useful.

The discussion on visits to natural parents was found to be very useful by 80 percent of the 115 participants answering, and 17 percent said it was somewhat useful.

The discussion on the effects of repeated placement on a child was found to be very useful by 65 percent of the 109 participants answering, and another 17 percent said it was somewhat useful.

Participants were also asked to give their opinions about how well the activities were presented. Table D-2 shows the percentage and number of times each response was given.

TABLE D-2

HOW WELL-PRESENTED WERE THE SURVIVING SEPARATION ACTIVITIES?

	Discussion on Loss		Slide/tape Goodbye Again		Small Group Discussion on Stages of Grief		Large Group Discussion on Stages of Grief		Discussion on Visits to Natural Parents		Discussion on Effects of Repeated Placement	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very well-presented	72	80	36	68	58	76	58	75	63	72	53	70
Somewhat well-presented	18	20	16	30	18	24	19	25	25	28	23	30
Poorly presented	0	0	1	2	0	0	0	0	0	0	0	0
Totals	90	100	53	100	76	100	77	100	88	100	76	100

The discussion on loss was rated very well-presented by 80 percent of the 90 participants answering the question. Another 20 percent said it was somewhat well-presented.

The slide/tape, "Goodbye Again," was rated very well-presented by 68 percent of the 53 participants answering, and 30 percent said it was somewhat well-presented.

The small group discussion on stages of grief was rated very well-presented by 76 percent of the 76 participants answering the question. Another 24 percent said it was somewhat well-presented.

The large group discussion on stages of grief was rated as very well-presented by 75 percent of the 77 participants answering the question. Another 25 percent said it was somewhat well-presented.

The discussion on visits to natural parents was rated as very well-presented by 72 percent of the 85 participants answering the question, and another 28 percent said it was somewhat well-presented.

The discussion on the effects of repeated placement on a child was rated as very well-presented by 70 percent, and another 30 percent rated it as somewhat well-presented.

Participants were given the opportunity under question B of Reaction Sheet D to explain why an activity was not useful or was poorly presented. No responses were received for this question.

Workshop participants were asked to give their reactions to the two-hour curriculum module, "Helping Everyone Adjust." Table D-3 shows their reactions to the usefulness of the six activities presented.

TABLE D-3

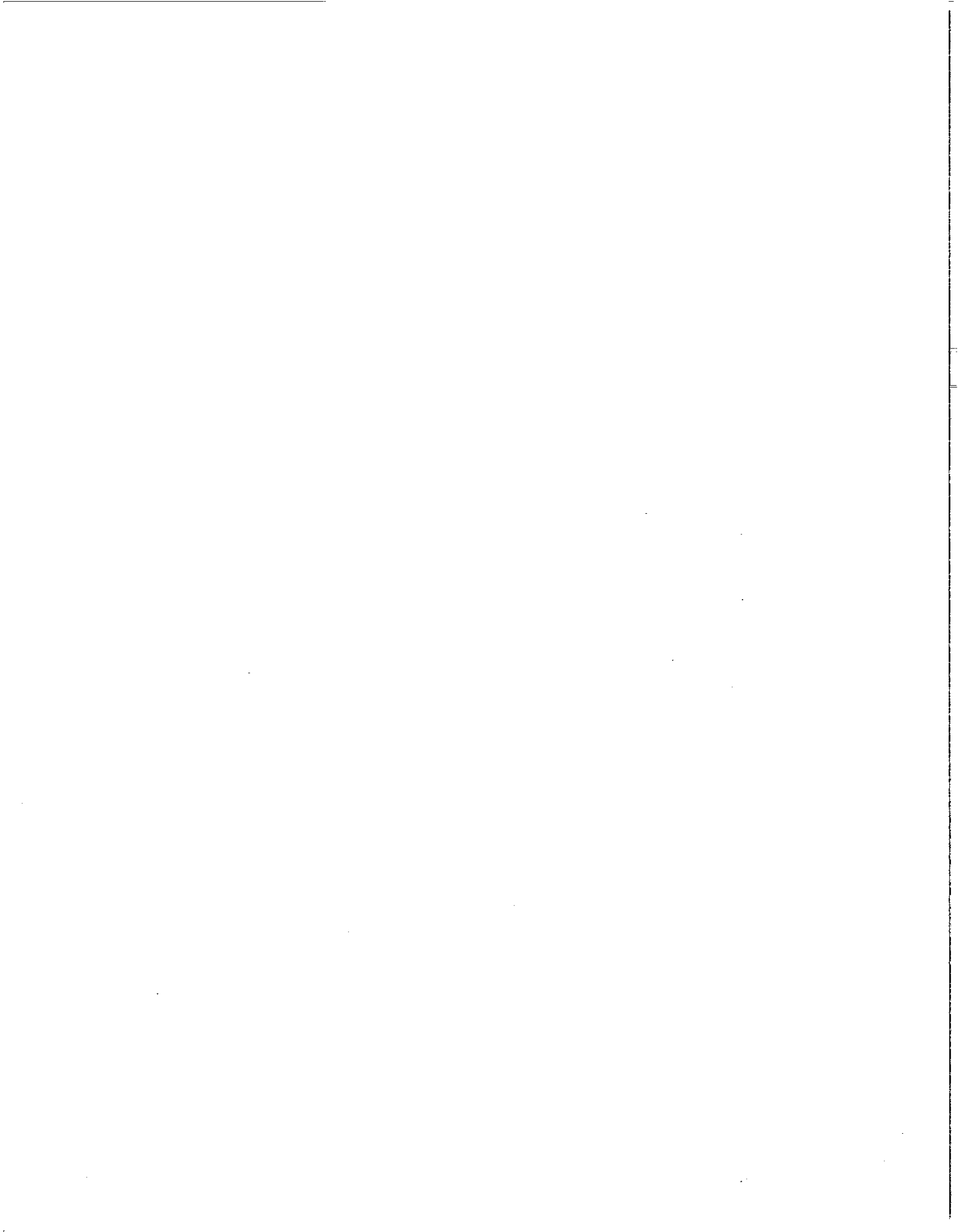
HOW USEFUL WERE THE HELPING EVERYONE ADJUST ACTIVITIES?

	Rule Game		Discussion on Adjustments of Foster Children		Discussion on Adjustments of Own Children		Discussion on Adjustments of Foster Parents		Discussion on Stages of Adjustment		Large Group Discussion on Child's Leaving	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very useful	45	42	108	89	88	73	102	84	105	88	77	67
Somewhat useful	15	14	13	11	22	18	17	14	15	12	13	11
Not very useful	0	0	0	0	3	3	1	1	0	0	1	1
Not applicable	47	44	0	0	7	6	1	1	0	0	24	21
Totals	107	100	121	100	120	100	121	100	120	100	115	100

The "Rule Game" was found to be very useful by 42 percent of the 107 participants answering question C. Fourteen percent said the activity was somewhat useful.

The discussion on adjustments of foster children was found to be very useful by 89 percent of the 121 participants answering question C2. Another 11 percent said the activity was somewhat useful.

The discussion on adjustments of their own children was found to be very useful by 73 percent of the 120 participants answering question C3. Another 18 percent said the activity was somewhat useful.



The discussion on adjustments of foster parents was found to be very useful by 84 percent of the 121 participants answering question C4. Another 14 percent said the activity was somewhat useful.

The discussion on the stages of adjustment was found to be very useful by 88 percent of the 120 participants answering question C5, and 12 percent said it was somewhat helpful.

The large group discussion on a foster child's leaving was found to be very useful by 67 percent of the 115 participants answering question C6. Another 11 percent said the activity was somewhat useful.

Participants were also asked to give their opinions about how well the activities were presented in the "Helping Everyone Adjust" module. Table D-4 presents this information.

TABLE D-4

HOW WELL-PRESENTED WERE THE HELPING EVERYONE ADJUST ACTIVITIES?

	Rule 7 Game		Discussion on Adjustments of Foster Children		Discussion on Adjustments of Own Children		Discussion on Adjustments of Foster Parents		Discussion on Stages of Adjustment		Large Group Discussion on Child's Leaving	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very well-presented	44	73	76	82	64	74	72	76	76	83	59	79
Somewhat well-presented	16	27	17	18	23	26	21	24	16	17	16	21
Poorly presented	0	0	0	0	0	0	0	0	0	0	0	0
Total	60	100	93	100	87	100	93	100	92	100	75	100

The "Rule Game" was rated very well-presented by 73 percent of the 60 participants answering the question, and another 27 percent said it was somewhat well-presented.

The discussion on adjustments of foster children was rated very well-presented by 82 percent, and another 18 percent said it was somewhat well-presented.

The discussion on adjustments of their own children was rated very well-presented by 74 percent of the 87 participants answering the question while 26 percent said it was somewhat well-presented.

The discussion on adjustments of foster parents was rated very well-presented by 76 percent of the 93 participants answering the question. Another 24 percent said it was somewhat well-presented.

The discussion on the stages of adjustment was rated very well-presented by 83 percent of the 76 participants answering the question. Another 17 percent said it was somewhat well-presented.

The large group discussion on a child's leaving was rated very well-presented by 79 percent of the 75 participants answering the question. Another 21 percent said it was somewhat well-presented.

No responses were received for question D which asked for an explanation of why an activity wasn't useful or well-presented.

Question E gave participants the opportunity to list any problems or questions they had that were not discussed. One participant wanted information on emotional abuse. Another wanted information about medical neglect and how it is handled in the system.

Question F asked participants to list their suggestions for changes in the format or in the way materials were presented. No responses were received.

In question G1 participants were asked to rate the surviving separation and helping everyone adjust sessions. The results are presented in Table D-5. Over one-half (54 percent) rated the sessions excellent. Another 41 percent said the sessions were pretty good, and 5 percent said they were average.

TABLE D-5

PARTICIPANTS' RATINGS OF THE SURVIVING SEPARATION
AND THE HELPING EVERYONE ADJUST SESSIONS

	No.	%
Excellent	62	54
Pretty good	45	41
Average	6	5
Poor	0	0
No good	0	0
Totals	115	100

In question G2 participants were asked to describe their feelings upon leaving the surviving separation and helping everyone adjust sessions. Of the 114 who responded, 57 percent said they felt encouraged, 28 percent said they felt enthusiastic, and 13 percent said they felt all right. Table D-6 gives the results.

Table D-7 presents a cross-tabulation of participants' ratings of the surviving separation and helping everyone adjust sessions by region.

TABLE D-6

PARTICIPANTS' FEELINGS UPON LEAVING THE SURVIVING SEPARATION
AND THE HELPING EVERYONE ADJUST SESSIONS

	No.	%
Enthusiastic	32	28
Encouraged	66	57
All right	15	13
Disappointed	0	0
Frustrated	1	1
Totals	114	99

TABLE D-7

CROSS-TABULATION OF PARTICIPANTS' RATINGS OF THE
SURVIVING SEPARATION AND THE HELPING EVERYONE ADJUST
SESSIONS BY REGION

	1		2		Region*		3		4		6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	7	78	12	63	16	76	14	33	13	54		
Pretty good	2	22	7	37	5	24	23	55	10	42		
Average	0	0	0	0	0	0	5	12	1	4		
Poor	0	0	0	0	0	0	0	0	0	0		
No good	0	0	0	0	0	0	0	0	0	0		
Totals	9	100	19	100	21	100	42	100	24	100		

*No data available for Region 5.

Of the nine respondents from Region 1, 78 percent rated the sessions as excellent, and 22 percent rated them as pretty good. Of the 19 respondents from Region 2, 63 percent rated the sessions as excellent, and 37 percent rated them as pretty good. There were 21 respondents from Region 3 where 76 percent said the

sessions were excellent, and 24 percent said they were pretty good. Region 4 had 42 respondents. One third or 33 percent rated them as excellent, 55 percent said they were pretty good, and 12 percent said the sessions were average.

Table D-8 presents a cross-tabulation of how participants felt when leaving the surviving separation and helping everyone adjust sessions by region.

TABLE D-8

CROSS-TABULATION OF PARTICIPANTS' FEELINGS UPON LEAVING
THE SURVIVING SEPARATION AND THE HELPING EVERYONE ADJUST
SESSIONS BY REGION

	Region*									
	1		2		3		4		6	
	No.	%	No.	%	No.	%	No.	%	No.	%
Enthusiastic	1	11	4	21	10	48	6	15	11	46
Encouraged	8	89	10	53	10	48	27	66	11	46
All right	0	0	5	26	0	0	8	19	2	8
Disappointed	0	0	0	0	0	0	0	0	0	0
Frustrated	0	0	0	0	1	4	0	0	0	0
Totals	9	100	19	100	21	100	41	100	24	100

Region 1 had nine respondents, 89 percent of whom left the session feeling encouraged, and 11 percent left feeling enthusiastic. Region 2 had 19 respondents, 53 percent of whom left feeling encouraged. Another 21 percent said they felt enthusiastic, and 26 percent said they left the sessions feeling all right. Region 3 had 21 respondents, 48 percent of whom said they left the sessions feeling enthusiastic, and another 48 percent felt encouraged while 4 percent felt frustrated. Of

the 41 respondents in Region 4, 66 percent said they left the sessions feeling encouraged, 15 percent left feeling enthusiastic, and 19 percent said they felt all right. Equal percentages (46 percent each) of the 24 respondents in Region 6 said they felt encouraged or enthusiastic at the end of the sessions.

Reaction Sheet E -

The Puzzle of Child Abuse and Fostering the Abused Child

Table E-1 presents data on the responses to the first part of question A (how useful were the activities?).

TABLE E-1

HOW USEFUL WERE THE PUZZLE OF CHILD ABUSE ACTIVITIES?

	Discussion of Why Abuse Needs to be Studied		Definition of Abuse and Neglect		Film: Breaking the Cycle of Abuse		Small Group Discussion of Five Questions		Discussion of How You Feel About Abusers	
	No.	%	No.	%	No.	%	No.	%	No.	%
Very useful	90	86	96	91	84	81	72	70	73	72
Somewhat useful	11	11	8	8	13	13	19	18	26	26
Not very useful	2	2	2	2	1	1	1	1	1	1
Not applicable	2	2	0	0	6	6	11	11	1	1
Totals	107	101	106	101	104	101	103	100	101	100

A large majority (86 percent) of those answering question A1 (discussion of why child abuse needs to be studied) felt the activities were very useful. Eleven percent felt they were somewhat useful, 2 percent said they were not very useful, and another 2 percent felt the activities were not applicable.

An even larger percentage (91 percent) answering question A2 (definitions of child abuse and neglect), said the activities were very useful. Eight percent felt they were somewhat useful, and 2 percent thought they were not very useful.

The film, "Breaking the Cycle of Child Abuse," was rated very useful by 81 percent, and 13 percent rated it somewhat useful.

Question A4 asked about reactions to the small group discussion of five questions, and 70 percent felt the activities were very useful, 18 percent felt they were somewhat useful, and 11 percent felt the activities were not applicable.

Question A5 concerned a discussion of how the respondents felt about child abusers. Nearly three-fourths or 72 percent felt the activities were very useful, and 26 percent felt they were somewhat useful.

Table E-2 presents data for the second part of question A (how well-presented were the activities?).

TABLE E-2

HOW WELL-PRESENTED WERE THE PUZZLE OF CHILD ABUSE ACTIVITIES?

	Discussion of Why Abuse Needs to be Studied		Definition of Abuse and Neglect		Film: Breaking the Cycle of Abuse		Small Group Discussion of Five Questions		Discussion of How You Feel About Abusers	
	No.	%	No.	%	No.	%	No.	%	No.	%
Very well-presented	67	83	75	90	68	91	58	82	64	81
Somewhat well-presented	14	17	8	10	6	8	13	18	15	19
Poorly presented	0	0	0	0	1	1	0	0	0	0
Totals	81	100	83	100	75	100	71	100	79	100

All five areas were rated very high. The percentages rating the activities in this section as being very well-presented ranged from 81 percent for the discussion on child abusers to 91 percent very useful ratings on the film, "Breaking the Cycle of Child Abuse." No one felt four of the activities were poorly presented, and only one person gave this rating to the film.

Question B asked the participants to explain why they felt any of the activities were not very useful or were poorly presented. Only four comments were made. One participant was disappointed because the Nebraska statutes were not discussed. Another expressed dissatisfaction because a total group discussion was used, rather than a small group. Along the same line, another participant was unhappy that the topic was presented as a group activity. Finally, one participant stated that he/she just felt that it wasn't done well.

Table E-3 presents responses to the first part of question C (fostering the abused child).

TABLE E-3

HOW USEFUL WERE THE FOSTERING THE ABUSED CHILD ACTIVITIES?

	Discussion of Five Areas of Child Development		Small Group Discussion of Helping an Abused Child Adjust		Large Group Discussion of the Small Group Reports	
	No.	%	No.	%	No.	%
Very useful	76	78	74	74	54	58
Somewhat useful	18	18	17	17	15	16
Not very useful	1	1	1	1	0	0
Not applicable	3	3	8	8	24	26
Totals	98	100	100	100	93	100

Over three-fourths (78 percent) of those who answered question C1 (discussion of five areas of child development) felt the activities were very useful, and 18 percent that they were somewhat useful.

Regarding question C2 (small group discussion of helping an abused child adjust), 74 percent reported that the activities were very useful, and 17 percent felt the activities were somewhat useful.

Of those answering question C3 (large group discussion of the small group reports), 58 percent said the activities were very useful, 16 percent felt they were somewhat useful, and 26 percent felt the activities were not applicable.

Table E-4 presents data on responses to the second part of question C (fostering the abused child).

TABLE E-4

HOW WELL-PRESENTED WERE THE FOSTERING THE ABUSED CHILD ACTIVITIES?

	Discussion of Five Areas of Child Development		Small Group Discussion of Helping an Abused Child Adjust		Large Group Discussion of the Small Group Reports	
	No.	%	No.	%	No.	%
Very well-presented	64	80	60	80	46	77
Somewhat well-presented	16	20	15	20	13	22
Poorly presented	0	0	0	0	1	2
Totals	80	100	75	100	60	101

Note: Figures do not equal 100% due to rounding.

Of those answering question C1 (discussion of the five areas of child development), 80 percent felt the activities were very

well-presented, and 20 percent said they were somewhat well-presented.

Question C2, which related to the small group discussion on helping an abused child adjust, was rated as very well-presented by 80 percent of the respondents, and 20 percent felt the activities were somewhat well-presented.

Not quite as many respondents answered question C3 regarding the large group discussion of the small group reports, but 77 percent of them felt the activities were very well-presented, and 22 percent said the activities were somewhat well-presented. Again, a very small percentage thought they were poorly presented.

Only one response to question E was given. A participant stated that she was frustrated at the "system's inability to rescue the children."

Suggestions for changes in the format or in the way the materials were presented included more group involvement, have more personal experiences discussed, segment training, more sessions, better physical facilities, and increase the learning experience.

The overall ratings for these sessions are given in Table E-5. Excellent ratings were given by 55 percent while 40 percent felt the sessions were pretty good. No one rated them poor or no good.

TABLE E-5

PARTICIPANTS' RATINGS OF THE PUZZLE OF CHILD ABUSE
AND THE FOSTERING THE ABUSED CHILD SESSIONS

	No.	%
Excellent	55	55
Pretty good	40	40
Average	5	5
Poor	0	0
No good	0	0
Totals	100	100

The majority (60 percent) of participants felt encouraged when leaving these sessions, and 28 percent said their reaction was enthusiastic. A small percentage felt all right about them, and only one person in each category felt disappointed or frustrated. Table E-6 shows the responses.

TABLE E-6

PARTICIPANTS' FEELINGS UPON LEAVING THE PUZZLE OF CHILD ABUSE
AND THE FOSTERING THE ABUSED CHILD SESSIONS

	No.	%
Enthusiastic	28	28
Encouraged	60	60
All right	10	10
Disappointed	1	1
Frustrated	1	1
Totals	100	100

Table E-7 presents a cross-tabulation of the participant's ratings of "The Puzzle of Child Abuse" sessions by region.

TABLE E-7

CROSS-TABULATION OF PARTICIPANTS' RATINGS OF THE
PUZZLE OF CHILD ABUSE AND THE FOSTERING THE ABUSED CHILD
BY REGION

	1		2		Region*		3		4		6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	6	60	9	64	17	85	15	38	8	50		
Pretty good	4	40	5	36	3	15	21	52	7	44		
Average	0	0	0	0	0	0	4	10	1	6		
Poor	0	0	0	0	0	0	0	0	0	0		
No good	0	0	0	0	0	0	0	0	0	0		
Totals	10	100	14	100	20	100	40	100	16	100		

*No data for Region 5.

In Region 1, 60 percent reported that they felt the sessions were excellent, and 40 percent said they were pretty good.

Excellent ratings were given by 64 percent of the Region 3 trainees, and 36 percent felt the sessions were pretty good.

Region 3 showed the most enthusiasm by far with 85 percent rating the sessions as excellent.

In Region 4, 38 percent felt the sessions were excellent, and 52 percent felt the sessions were pretty good.

No data were available for Region 5.

Respondents in Region 6 were nearly equally divided in their opinions with 50 percent rating the sessions as excellent and 44 percent saying they were pretty good.

Encouraged was the most frequently named response to the question asking for feelings upon leaving the sessions in all of

the regions reporting. The percentages giving this answer ranged from 70 percent in Region 1 to 50 percent in Region 2. Smaller percentages were enthusiastic, the top rating that could be given. These ranged from 18 percent in Region 4 to 45 percent in Region 3. Only two people in all five regions were either disappointed or frustrated. Complete cross-tabulations are given in Table E-8.

TABLE E-8

CROSS-TABULATION OF PARTICIPANTS' FEELINGS UPON LEAVING
THE PUZZLE OF CHILD ABUSE AND THE FOSTERING THE ABUSED CHILD
SESSIONS BY REGION

	1		2		Region* 3		4		6	
	No.	%	No.	%	No.	%	No.	%	No.	%
Enthusiastic	3	30	4	29	9	45	7	18	5	31
Encouraged	7	70	7	50	11	55	26	65	9	56
All right	0	0	3	21	0	0	6	15	1	6
Disappointed	0	0	0	0	0	0	1	2	0	0
Frustrated	0	0	0	0	0	0	0	0	1	6
Totals	10	100	14	100	20	100	40	100	16	99

Note: Figures do not equal 100% due to rounding.

*No data available for Region 5.

Reactions to the Foster Parent Training Workshop

In part A of the evaluation of the workshop, participants were asked whether they agreed with statements made about the workshop materials and the overall program. Table F-1 presents their responses.

TABLE F-1

PARTICIPANTS' REACTIONS TO MATERIALS AND PROGRAMS

	Material Was Very Helpful		Material Was Timely and Informative		I Can Easily Recommend This Program	
	No.	%	No.	%	No.	%
Strongly agree	55	55	57	57	69	69
Agree	46	46	43	43	31	31
Disagree	0	0	0	0	0	0
Strongly disagree	0	0	0	0	0	0
Totals	101	101	100	100	100	100

Note: Totals do not equal 100% due to rounding.

Of the participants responding to question A, 55 percent strongly agreed, and 46 percent agreed that materials presented in the workshop were very helpful to them. The participants responding to question A2 strongly agreed (57 percent) or agreed (43 percent) that the materials presented were timely and informative. A higher number (69 percent) strongly agreed and 31 percent agreed they could easily recommend the program to others.

Participants were also asked what topics they felt should be added to the Foster Parent curriculum. Drugs and alcohol, teenagers, teenage suicide, foster parent selection criteria, and incest victims were most often mentioned. Concern with drugs and alcohol centered on how to prevent and/or handle the problem and what to look for if foster parents suspect drugs are being used. Foster parents interested in learning more about teenagers emphasized that most youth in foster care are teens, and many have been involved in incest situations. Those mentioning foster

parent selection criteria seemed to be concerned about stiffer qualifications for foster parents.

Participants were asked in part B to list the three workshop topics they found to be most valuable to them. Table F-2 presents this information.

TABLE F-2
WORKSHOP TOPICS PARTICIPANTS FOUND
TO BE MOST VALUABLE

Topic	N = Number of Responses	%
Child abuse	41	27
Discipline	31	20
Legal	21	14
Self-concept	20	13
Separation	10	7
Working with the agency	9	6
Sharing	6	4
Sexuality	4	3
Burn-out	4	3
Child development	3	2
Helping everyone adjust	3	2
Totals	152	101

Note: Figures do not equal 100% due to rounding.

Child abuse (27 percent) was the topic most frequently reported by participants as being of value to them. Discipline (20 percent) was the second most frequently mentioned topic, and legal issues (14 percent) was the third.

Workshop participants were asked for their reactions to the training workbook, the visual aids that were used, and to the meeting rooms. Table F-3 presents their reactions.

TABLE F-3

PARTICIPANTS' REACTIONS TO MATERIALS AND MEETING ROOM

	Workbook		Visual Aids		Meeting Room	
	No.	%	No.	%	No.	%
Excellent	61	64	55	59	40	41
Satisfactory	34	35	39	42	54	56
Unsatisfactory	1	1	0	0	3	3
Totals	96	100	94	101	97	100

Note: All totals do not equal 100% due to rounding.

The majority of participants rated the workbook (64 percent) and visual aids (59 percent) as excellent. Meeting rooms were rated as only satisfactory by 56 percent of the workshop participants.

Participants were asked to give their overall reactions to the foster parent training workshop. The response was very positive with 76 percent giving the training program an excellent rating. Another 22 percent said the program was good. Table F-4 presents this information.

TABLE F-4

PARTICIPANTS' OVERALL REACTIONS TO
THE FOSTER PARENT TRAINING WORKSHOP

	No.	%
Excellent	77	76
Good	22	22
Fair	2	2
Poor	0	0
Totals	101	100

Participants were asked whether they felt training similar to the workshop they attended should be required of all foster parents. An overwhelming majority (95 percent) said yes.

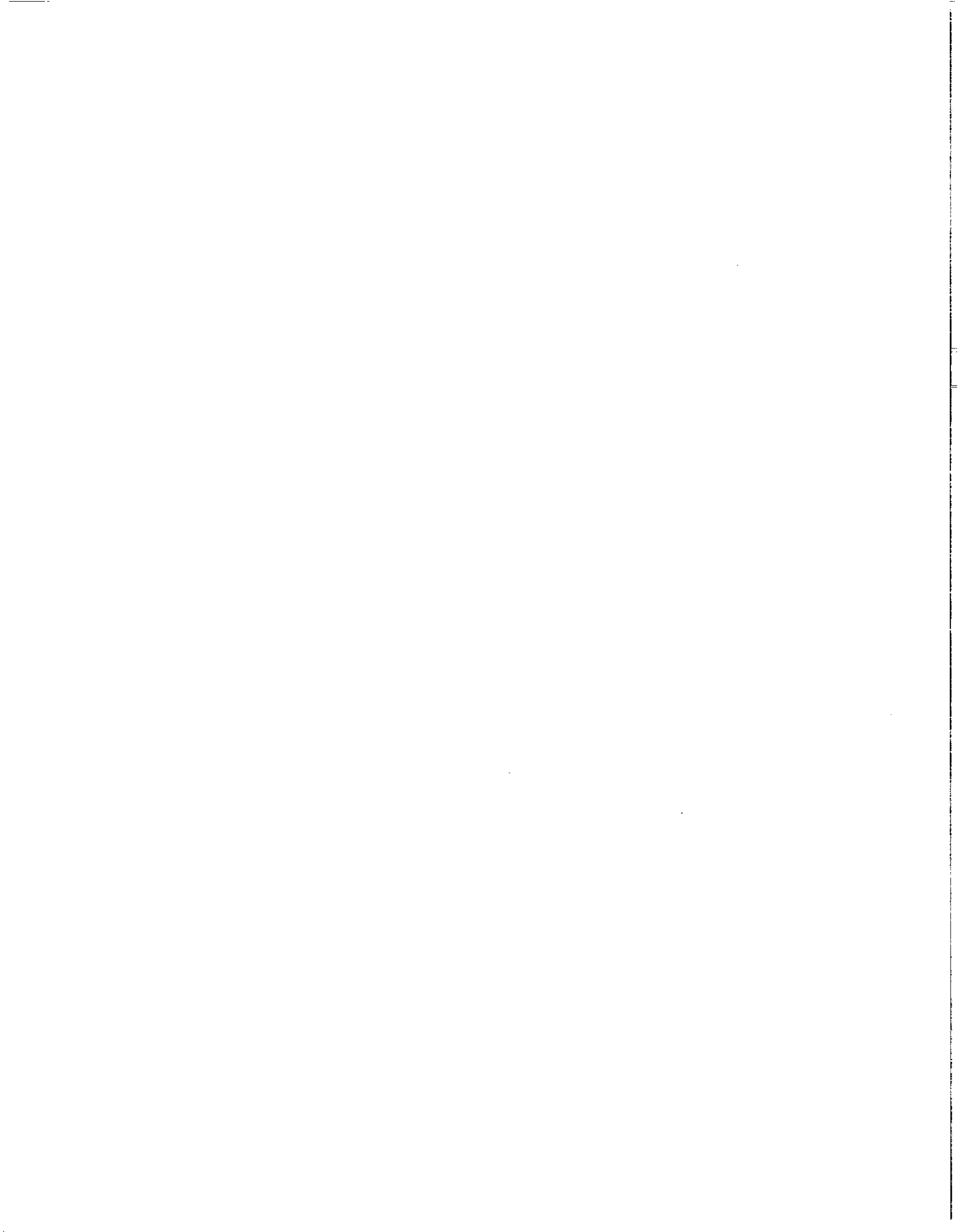
Foster parents were then asked why they thought foster parents needed training. Table F-5 shows the reasons and number of responses received for each.

TABLE F-5
WHY FOSTER PARENTS NEED TRAINING

Reason	N = Number of Responses	%
To learn all they can	36	36
To understand foster care	27	27
To share ideas and support	14	14
To differentiate from natural parenting	10	10
To know what they're getting into	8	8
Other	6	6
Totals	101	101

To learn all they can was the most frequently mentioned answer (36 percent). Experienced foster parents felt anyone getting into foster care needed all the help they could get. "Going in with no training is like going in blind," said one foster parent. "Training opens up a lot of thought, it provides answers, sharpens your skills, and teaches you to be more effective in your job," others stated. For several participants, learning what's normal and what's expected behavior was the crucial point.

Understanding what foster care is all about was the second most frequently mentioned reason (27 percent) why foster parents



need training. These respondents stressed the importance of understanding the special needs, problems, and backgrounds of the foster children in their care.

To provide support and to share ideas was the third most frequently mentioned reason (14 percent) why participants felt foster parents should be trained. The exchange of knowledge, views, and ideas was felt to be important in sustaining foster parents in their jobs.

Reaction to the Foster Parent Trainer

Participants were asked to rate their trainers in six areas. Table G-1 presents the responses.

TABLE G-1

PARTICIPANTS' REACTIONS TO TRAINER IN VARIOUS AREAS

	A1		A2		A3		A4		A5		A6	
	Class Preparation		Lecture Material		Speaking Ability		Transmit Information		Communi- cation		Answered Willingly	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Excellent	63	64	61	62	61	62	72	72	75	75	80	80
Good	34	34	36	36	38	38	26	26	25	25	20	20
Fair	2	2	2	2	0	0	2	2	0	0	0	0
Poor	0	0	0	0	0	0	0	0	0	0	0	0
Totals	99	100	99	100	99	100	100	100	100	100	100	100

About two-thirds (64 percent) rated the trainers excellent in terms of class preparation, and about one-third (34 percent) rated them good in responding to question A1 on class preparation. Nearly the same responses were given to question A2 with 62 percent rating the lecture materials excellent and 36 percent saying they were good.

When rating trainers' speaking abilities, 62 percent of the participants responding to question A3 said they were excellent, and 38 percent said they were good.

The trainers' abilities to transmit practical information was rated as excellent by 72 percent and good by 26 percent. These responses were given to question A-4.

Of those answering question A5 concerning trainers' abilities to communicate concepts and emphasize key points, three-fourths said they were excellent and one-fourth said they were good.

The split on question A-6 was four-fifths excellent and one-fifth good.

Participants were asked to comment on the trainers' outstanding qualities. Table G-2 presents the five most frequently mentioned.

TABLE G-2

PARTICIPANTS' COMMENTS ON
TRAINERS' OUTSTANDING QUALITIES

Quality	N = Number of Responses	%
Communication skills (rapport)	20	28
Knowledgeable	14	18
Open and honest	12	17
Humor	9	13
Sincerity	8	11
Other	8	11
Total	71	98

Ability to communicate was most frequently mentioned by participants as being an outstanding quality of their workshop

trainers. Participants reported that the trainers related well with others, had good rapport, and were good listeners.

Being knowledgeable (18 percent) was the second most frequently mentioned quality. Participants reported that the trainers were well-prepared, presented material well, and had a great deal of their own experiences to share.

Openness and honesty (17 percent) was the third most frequently mentioned quality found to be outstanding. Participants commented that trainers spoke freely, often sharing their personal life stories with participants. One participant felt her trainer spoke straight about all the facts, telling it as it is.

Humor (13 percent) was the fourth most frequently mentioned quality. Participants reported that trainers made the group feel at ease through the use of humor. One participant said their trainer showed them that there was a lighter side to everything.

Sincerity was the fifth most frequently mentioned outstanding quality. Participants commented that the trainers showed sincere concern for the foster parents and children they worked with and were empathetic and caring in their attitudes. One participant said the trainer really knew how foster parents feel.

Participants were asked to comment on how trainers could improve their workshops. Of the 21 responses received, 19 percent suggested the trainer could have been more organized. Another 19 percent said the trainer needed more time. More

breaks for participants and a better job keeping the discussion on the topic were mentioned by 10 percent each. One response criticized the facility where the workshop was held. The "other" category dealt with a variety of one-response suggestions aimed at individual trainers.

Participants were given the opportunity to make any other comments they wished pertaining to the workshop and trainers. These responses are tabulated in Table G-3.

TABLE G-3

PARTICIPANTS' OTHER COMMENTS

	N = Number of Responses	%
Praised the workshops	16	50
Expand the workshops	5	16
Time a factor	4	13
Suggestions about format	4	13
Other	3	9
Total	32	101

Half of the responses were in praise of the workshop with participants expressing their appreciation to the trainers, and 16 percent of the responses involved comments about expanding the foster parent training workshops to include others. One participant said, "Other professionals such as doctors, teachers, and caseworkers should be included in the workshops to get an idea of what foster parents deal with." Another participant commented that the presentation should also be given to parents, churches, and even college students in home and family classes.

Thirteen percent commented there wasn't enough time for everything, and another 13 percent made suggestions about the format of the workshop.

Finally, participants were asked to give their overall reactions to the trainers. Table G-4 presents this information.

TABLE G-4

PARTICIPANTS' REACTIONS TO THE TRAINERS

Reaction	No.	%
Excellent	85	86
Good	13	13
Fair	1	1
Poor	0	0
Total	99	100

Of the 99 participants responding, 86 percent rated the trainers as excellent and another 13 percent rated them as good.

APPENDIX