

Annotated Bibliography

Name

Course

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Clemens, E. V., Klopfenstein, K., Lalonde, T. L., & Tis, M. (2018). The effects of placement and school stability on academic growth trajectories of students in foster care. *Children and Youth Services Review*, 87, 86-94. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0190740917309659>

Clemens, Klopfenstein, Lalonde, & Tis examine the effects of placement and school stability on students' academic growth before, during, and after out-of-home placements. In the analysis, the authors underline the importance of supporting “catch-up” growth when students initially enter the child welfare system, considering the detrimental effects of co-occurring placement changes and school moves in case planning for students in foster care, maintaining academic progress for those students who are meeting grade-level expectations; and, implementing supports and services that extend beyond the duration of time that students are in foster care.

The article underlines the vulnerability of children and youth in education. The authors help identify and track the educational challenges children and youth in the foster care program face. The study supports my examination of the effects of the foster care system on children.

Conley, C. F. (2019). Educators and Community Partners Support for Youth in and Aging Out of Foster Care. Retrieved from https://digitalcommons.georgiasouthern.edu/nyar_savannah/2019/2019/18/

Sociologist Conley examines the aging out process and the unique challenges youth in foster care face. Conley, through a critical discourse analysis study, shows that each child or youth responded very differently to the intense child services involvement in their lives. The study found that most individuals who have gone through foster care verbalized negative discourses not regarding the social service system, but about the individual foster parents and direct care staff.

The article helps identify and define the challenges youth in the foster care system and how they affect them after aging out of the system. The study supports my examination of the effects of the foster care system on children

Debnath, R., Tang, A., Zeanah, C. H., Nelson, C. A., & Fox, N. A. (2019). The Long-term effects of institutional rearing, foster care intervention, and disruptions in care on brain electrical activity in adolescence. *Developmental Science*, e12872. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/desc.12872>

Debnath and fellow investigate the neurodevelopment of institutionalized infants randomized to a foster care (FGC) intervention versus care as usual (CAUG). The researchers found that that disruptions following the original foster care placement had an adverse effect on brain electrical activity. Within the foster care group, there were no

effects of age of placement on EEG power. Placement of children who have experienced early institutional rearing into stable foster care settings ensure long-term improvement in brain functioning.

The article focuses on the impact of unstable foster care on the brain development of children. The authors contribute by underlining the potential effects of unstable placement on the brain development of the youth. The article offers my analysis of a scientific foundation on the adverse effects of unstable foster care.

Flores, J., Hawes, J., Westbrook, A., & Henderson, C. (2018). Crossover youth and gender: What are the challenges of girls involved in both the foster care and juvenile justice systems? *Children and Youth Services Review*, 91, 149-155. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0190740918300811>

Sociologist Flores, Westbrook, and Henderson discuss the struggles of young women who are “crossover youth.” They define crossover youth as children who are simultaneously involved in the foster care and juvenile justice systems. The analysis shows that girls spend more time behind bars and are negatively treated in their group homes because of their dual status.

The study provides discussions on the experiences of young women who are crossover youth. The article’s focus on the experiences of foster care and juvenile highlight the depth of the effects of foster care on youth. The article informs my analysis on the correlation between foster care and juvenile among women.

Pears, K. C., Kim, H. K., Buchanan, R., & Fisher, P. A. (2015). Adverse consequences of school mobility for children in foster care: A prospective longitudinal study. *Child Development, 86*(4), 1210-1226. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/cdev.12374>

Pears and colleagues examine school mobility in children in foster care. This study described the school moves of 86 such children and 55 community comparison children. The study noted that a more significant number of early school moves was associated with poorer later socioemotional competence and partially mediated the effects of maltreatment and out-of-home placement on socioemotional competence. This was the case only for children with poorer early learning skills in kindergarten.

This study narrows down to the first experiences of children with foster care between the ages of 3 to 6. The study also shows that understanding the characteristics of the school moves experienced by children in foster care can aid in attempts to prevent potential adverse sequelae of school moves. The study informs my study on the effects of foster care in younger children and the potential lifelong effect.

Richardson, E. W., Grogan, C. S., Richardson, S. L., & Small, S. L. (2018). Displacement, caregiving, and the ecological system of youth in foster care: a theoretical perspective. *Journal of Family Social Work, 21*(4-5), 348-364. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/10522158.2018.1469561>

Sociologist Richardson and colleagues propose a theoretical perspective to explain the unique aspects of a foster child's development and discuss how this framework informs

child welfare practice and intervention for foster children at risk for placement disruption. The authors underline that children involved in the foster care system are at a higher risk for numerous adverse outcomes in adolescence and adulthood, such as lower educational attainment, and a higher risk for a criminal record and for children in foster care who experience placement disruption, the risks significantly increase.

The study plays the integral role of examining the ecological systems around foster youth and the supporting framework. The article contributes by providing a framework to improve the adverse effects of the foster care system. The study informs my study on the potential approaches to address the adverse effects foster care has on children and youth.

Weinberg, L. A., Oshiro, M., & Shea, N. (2014). Education liaisons work to improve the educational outcomes of foster youth: A mixed-methods case study. *Children and Youth Services Review, 41*, 45-52. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0190740914000978>

Sociologist Weinberg and colleagues test three propositions related to the educational outcomes of 32 foster youth whose education was supported by four education liaisons. The tests focus on positive changes occurring on measures of school stability, school achievement, and school engagement, relationships existing between variables and practices engaged in by the education liaisons being consistent with the reduction of risk factors, and the increase of educational success of foster youth. The study showed that education liaisons built relationships with the youth, provided positive support, and

troubleshoot educational barriers, among other risk-reducing and success building practices.

The study helped underline the importance of developing support structures around youth in a bid to help reduce risk and enhance resiliency. The study recognizes the challenge and works on developing practical solutions to help keep foster youth in school and improve outcomes. The article contributes to my analysis by offering a framework that improved the educational outcomes of foster youth.

Taussig, H., Weiler, L., Rhodes, T., Hambrick, E., Wertheimer, R., Fireman, O., & Combs, M. (2015). Fostering healthy futures for teens: Adaptation of an evidence-based program. *Journal of the Society for Social Work and Research*, 6(4), 617-642. Retrieved from <https://www.journals.uchicago.edu/doi/abs/10.1086/684021>

Taussig and colleagues explore the development and implementation of the Fostering Healthy Futures for Teens (FHF-T) program, which is an adaptation and extension of the Fostering Healthy Futures (FHF) preventive intervention. While discussing the 9 month mentoring program, the authors identify the weakness of the program such as its' narrow population and ensuring the evidence-based intervention is applicable to different populations. The study shows that the FHF-T was designed to meet teens where they are, and empower them to build on their diverse strengths to create their own healthy futures.

The study shows how programs aiming at foster children and youth target and meet the needs of the population effectively. The study also develops an all-inclusive adaptation of the evidence-based program in a bid to address the adverse outcomes of the foster youth

system. The article contributes to my study by providing a framework for guiding and assisting foster children and youth in improving outcomes.