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HOW DOES HE DO IT?: A PHENOMENOLOGICAL STUDY OF MEN'S EXPERIENCE AS TEACHING-FAMILY MODEL PROVIDERS

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HOW DOES HE DO IT?:
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AS TEACHING-FAMILY MODEL PROVIDERS

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THESIS
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A thesis submitted in partial fulfillment of the
requirements for the degree of Master of Science in Family
Sciences in the College of Agriculture, Food and Environment
at the University of Kentucky

By

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Lexington, Kentucky

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ABSTRACT OF THESIS

HOW DOES HE DO IT?:
A PHENOMENOLOGICAL STUDY OF MEN'S EXPERIENCE
AS TEACHING-FAMILY MODEL PROVIDERS

About half a million children live in out-of-home care, generally due to state intervention (Children's Bureau, 2016). The outcomes of youth in treatment are improved when they have stable relationships with caregiving adults. Group homes based on the Teaching-Family Model utilize a married couple who live in the home and are the primary care treatment providers. The present study employed a phenomenological approach to explore the lived experience of eight men who have worked in this role for at least a year. Intrapersonal and interpersonal processes and motivations were identified as common themes among respondents for how and why they continued in a difficult job and lifestyle. Implications for Teaching-Family Model group homes and foster care agencies are discussed, as well as possible directions for further research.

KEYWORDS: Teaching-Family Model, Group Homes, Foster Care, Foster Parents

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CHAPTER 1.   INTRODUCTION

Estimates indicate that there are 74 million children in the United States, and about half a million of them are living in out-of-home care, primarily due to state intervention (Children's Bureau, 2016; Hockenberry, Wachter, & Sladky, 2016; U.S. Census Bureau, 2016). Children living at home may be cared for by two biological parents, one biological parent, a biological parent or step-parent, grandparents, another relative, or adoptive parents. When a child is removed from their home, the child comes into the custody of the state, and the state situates them in an out-of-home placement. These placements are varied: "locked-down" facilities, such as a hospital or juvenile detention center, group homes, treatment foster care, or foster care (Children's Bureau, 2016; Hockenberry, Wachter, & Sladky, 2016).

Stable adult relationships are important for children in any of these care scenarios. Foster care and treatment foster care occur in traditional family homes, increasing adult relationship stability and providing a more normal environment than institutional care. However, children with more difficult behaviors tend to be moved from foster homes into higher levels of care with higher structure and caregiver training because their behavior is too severe for the foster parents, especially as at least one foster parent still has to maintain employment in order to provide for the family. Group homes adhering to the Teaching-Family Model try to fix this. The primary care providers in this environment are a married couple whose full-time job is to live with the youth in a group home. They are called family teachers. The youth often live in these homes for periods ranging from six months to two years (Griffith et al., 2009). The family teachers have two primary roles as they care for these youth. They function in a parent role, striving to create a

family-style living environment in order to reduce the differences between the group home and the child's family-of-origin. They are also treatment professionals, expected to follow a specific program outlined by the Teaching-Family Model that leads to behavior modification. Due to their thorough training and support, and the fact that they do not need to have other employment, they can care for youth with more difficult behaviors than foster care or treatment foster care. The family teachers are also responsible for food preparation, the home's budget, youth transportation, activities, and other functions parents typically complete. The setup of a married couple living with the youth provides more stable adult relationships than other institutional care options.

Unfortunately, turnover can be high among these couples, which lessens the stability of the environment for the youth in their care. Research on family teachers' experiences is non-existent, and is needed to discover the factors that facilitate individuals staying in that position for longer periods of time, and thus offering more stable adult relationships to the youth in those group homes. There is considerable research on foster parents, but it is focused on female foster parents, as they are generally the primary care provider. As both the husband and wife provide primary care as family teachers, this presents an unusual opportunity to particularly focus on the experience of the male family teacher, and what contributes to him staying in this position. This information will help agencies to better retain family teachers, and increase care stability for the youth. These insights may also have valuable implications for other youth caregivers, particularly male foster parents.

CHAPTER 2. LITERATURE REVIEW

2.1   Out-of-home Care

The reasons for children entering out-of-home care are varied and complex. The children's parents may have been deemed unfit for caring for them, sometimes due to parental abuse, neglect, incarceration, or drug addiction, or the children may have had significant behavior problems that parents could not manage (Children's Bureau, 2016). When removal is mandated by the state, the placement is temporary while the children's original caregivers have an opportunity to seek help in changing for the better. If change is not evidenced or desired, parental rights are eventually terminated and the state seeks a permanent placement for the child. The preferred placement is adoption, however, adoption takes time, and children stay in state custody while awaiting it. About ten percent of children are not likely to be adopted, most commonly due to age, and the state has to find a semi-permanent placement for them (Leathers, Falconnier, & Spielfogel, 2010). In some cases, the child may have significant behavioral issues that the parents are unable to control, and the parent may seek help from the state in finding a treatment option for the child. Parents, or their insurance, may also pay for out-of-home treatment options to help children with behavioral difficulties without any involvement from the state.

Whatever the reason for the child entering out-of-home care, a placement can be a difficult loss even if their former lives were chaotic and harsh (Jones, 2015). For instance, one seventeen-year-old youth stated three years later, "I did not know where I was going when two strangers came to my room at home at three in the morning, handcuffed me and dragged me down the stairs into a car" (Behar et al., 2007, p. 399). Police pick some

youth up from school, leave them with a social worker they have never met, where they may sit in an office for several hours before they are dropped off at a completely unfamiliar place—their new foster home (Behar et al., 2007). The former structure of their lives, however imperfect or problematic it may have been, is gone.

Upon leaving their home, children are faced with questions relating to their identity. At home, they were a son or daughter, a role and label that were familiar. Depending on the child's new place of residence, they might be considered a patient, client, or consumer, and the choice of label is a matter of professional discussion (McLaughlin, 2009). Additionally, the adults in their lives are no longer Mom, Dad, and Grandma. Now they are cared for by employees who assume some parental roles, but are known to the child as staff, Mr., Miss, foster dad, or employees' first names. This identity confusion is made even more problematic in cases where the youth are moved to different foster homes or institutions (Perry & Price, 2017).

2.2   Treatment Foster Care

One of the difficulties of institutional out-of-home care is shift staff employment. Shift staff work eight to twelve hours, and then go home to their "normal," or real, lives. Foster care offers a remedy to the adjustment difficulties that come with frequent staff changes in that the adults do not change. The foster parents offer their homes to their foster children, and the children are cared for by those foster parents (or foster parent), much like would happen in any family. Foster parents receive a stipend to assist with providing that care. This is the main solution for out-of-home care in the United States. In one recent study, over three-quarters of the former foster children questioned thought that removal from their home was beneficial (Jones, 2015). However, foster parents are

typically not willing to or trained for taking more difficult children (Chamberlain, Moreland, & Reid, 1992). Brown and Bednar (2006) identified themes among foster parents for what would lead them to consider ending a placement. Over a third of the respondents gave reasons related to the child's behavior.

Treatment foster care was developed to make it possible for children with more difficult behaviors to still be able to be placed in a foster home setting instead of an institutional or group home setting. In theory, foster parents are not only supposed to be better trained, but also already know they are choosing to receive more difficult children from the start (Strickler, Trunzo, & Kaelin, 2017). In treatment foster care, children are able to be placed in these homes and have more permanent "staff," while receiving the higher level of care they need. This type of care puts the foster parent in some unusual roles that can be difficult to navigate. They are a parent to their own children, and a parent to their foster children. They are a treatment professional to their foster children, and to the agency within which they foster. They are a spouse in many cases. At least one of the foster parents also works as an employee at their day job, as treatment foster care is not considered employment. Of course, most of these roles are ones that all parents have, but the two added roles, that of foster parent and treatment provider, add additional conflict (Farmer & Lippold, 2016).

One evidence-based treatment foster care approach is called Treatment Foster Care-Oregon (formerly Multidimensional Treatment Foster Care). One of the two seminal randomized clinical trials completed on Treatment Foster Care-Oregon was specifically focused on referrals of adolescent girls by the juvenile justice system for delinquency. Leve, Chamberlain, and Reid (2005) randomly assigned these referred girls

to either the treatment-as-usual group care or to TFC-O treatment foster care. At one year follow-up, those who had been assigned to treatment foster care showed improvement with fewer criminal referrals, less caregiver-reported delinquency and fewer days spent in a locked-up facility. Chamberlain, Leve, and DeGarmo (2007) found that at two years follow-up, the treatment foster care girls had shown statistically significant improvement in criminal referrals, self-reported delinquency, and days in a locked-up facility. The effect size was largest for the days in a locked up facility, and represented an average of over 100 fewer days locked up than the control group.

Several studies on typical foster parents suggest that various actions improve the experience for foster parents. Chamberlain et al. (1992) gave foster parents additional training and support, as well as an increased stipend, and found this helped with retention, even more than just having an increased stipend. Chamberlain et al. (2008) found that foster parent training that is specifically tailored toward how to manage behavior led to a decrease in problem behavior. This is particularly relevant given that in the same year, Dorsey et al. (2008) reviewed foster parent training across the US, and concluded that though most foster parents were trained on policies and procedures related to foster care, far fewer were trained from a more skills-based perspective. Cooley, Farineau, and Mullis (2015) looked at how child behavior moderated foster parents intent to continue fostering, and found that foster parents who reported fewer problem behaviors were more likely to plan to continue fostering. However, this may have been due to those parents having more resiliency, and thus perceiving the child's behavior less negatively than other foster parents.

If foster parents' perception of their situation is particularly relevant, then how they perceive their roles may be relevant. Farmer and Lippold (2016) asked treatment foster parents how they saw their role, from parent to treatment professional. Interestingly, foster parents without any previous experience as treatment providers in the mental health field were more likely to identify more with the parent role, whereas other foster parents either identified primarily with the parent role, or between treatment professional and parent. Few foster parents identified primarily with the treatment provider role.

2.3   Teaching-Family Model

The Teaching-Family Model (TFM) was originally developed at the University of Kansas by a group of researchers seeking to develop an effective, compassionate model of care for group homes (Wolf et al., 1976). One of the key aspects of the model is the use of a married couple as the primary staff caring for and teaching youth, providing a more home-like environment than typical group homes that commonly have a shift-staff approach. It is a combination of treatment foster care and institutional care, using the home-like setting and rigor of treatment foster care, with the full-time employment nature of institutional care, as the married couple, known as family teachers, are both employed—a typical work week for a family teacher ranges from sixty to ninety hours.. This can also lead to more consistent and normalized treatment for youth. It is also demanding on the family teachers, as they function much like typical parents do, for six to ten youth in their care. They wake them up in the morning, eat breakfast, prepare backpacks, and transport them to school. They are off during the school day, but they are also in charge of many paperwork responsibilities, including the home's budget,

treatment planning, and agency-specific requirements. Additionally, they have meetings, court dates and other responsibilities that often occur during the school day. They pick up the youth from school, and help with homework, have dinner together, play outside, watch TV, and many other normal parent activities. At the same time, they are responsible for providing professional, highly-structured behavior modification for the youth. In practice, this means regularly addressing and documenting the youth's behavior, both positive and negative, about fifteen to thirty times per day.

For a program to be certified in the use of the Teaching-Family Model, it has to meet requirements in six areas: professional conduct, treatment, research, training and evaluation of treatment providers, informed consent, and confidentiality. Certification is completed by peer reviewers from other certified programs, while the process and requirements are overseen by the Teaching Family Association (Teaching Family Association, 2016). These clear implementation guidelines, combined with triennial site review by experienced peers, makes for a manualized approach that can lead to more consistent implementation (James, 2011).

Behar et al. (2007) have brought up concerns that some residential treatment in the US is unlicensed and unregulated. They mentioned that ensuring licensure and regulation is an important first step, but using practices that are evidence-based is even better. According to the American Psychological Association, "Evidence-based practice in psychology…is the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences" (Levant, 2005, p. 5). California Evidence-based Clearinghouse for Child Welfare (2016), an institution

dedicated to evaluating programs' evidence base, indicated the Teaching-Family Model as being evidence-based.

Some studies suggested that the Teaching Family Model did not have better post-treatment outcomes when compared to non-TFM programs (Kirigin, Braukmann, Atwater, & Wolf, 1982; Jones, Weinrott, & Howard, 1981). But one article suggested that poor methodology may have prevented the study from giving useful information, and that better statistical analysis, including effect size and statistical power, would have found improvement (Kingsley, 2006). A later longitudinal study suggested that there was significant benefit to TFM programs compared to non-TFM (Friman et. al., 1996). The same study also found that, contrary to much general residential treatment literature, TFM programs led to youth perceiving caregiver adults as being much more effective, fair, and pleasant than they had considered adults previously (Friman et. al., 1996). Increasing family teacher retention may help with that.

In the last decade, there has been little research concerning the Teaching-Family Model. Several studies have expressly included group homes following the Teaching-Family Model, but were not designed to gather Teaching-Family Model-specific data. However, one ambitious study this year broke this trend and compared Teaching-Family Model homes to those in the area that did not follow this model. It found that, on average, youth in either group home set experienced quick, marked improvement in emotional, conduct, hyperactivity-inattention and peer areas. But among youth who stayed in group homes for over a year, those in TFM homes experienced another period of improvement around that point, whereas those in non-TFM homes did not. Also, those in TFM homes continued to improve after leaving the group home, while youth who had left other group

homes failed to continue improvement, though they were still reporting better on measures than before being in a group home (Farmer, Seifert, Wagner, Burns, & Murray, 2017).

Following the prescribed model is central to success at evaluating outcomes (James, 2011). In the Teaching-Family Model, the family teacher couple have direct responsibility for fidelity to the model in their home (with the aid of an on-call consultant who is not involved in direct care) and thus their ability to do well at the job is a key determinant in the success of their youth's treatment. Increasing family teacher retention is central to improving this method of care.

2.4   The Present Study

Group homes using the Teaching-Family Model were thus researched in order to provide a sample who were part of a relatively homogenous environment so that it is easier to gain insight into those characteristics and inputs, leading to actionable recommendations for agencies that use that model, and further contributing to that model's research base. Though family teachers are always hired as couples who live and work in the treatment home together, men were interviewed individually. The benefits of exclusively interviewing men were threefold. First, focusing on the men produced a more homogenous group, making clear inferences possible (Kemper, Stringfield & Teddlie, 2003). This study was applied research, intended to offer Teaching-Family Model agencies direct suggestions on what helps male family teachers continue in that role, as frequent family teacher turnover is a concern. Clearer inferences facilitated these suggestions. Second, men are less likely to be caregivers either in a home setting or a professional setting (Gilligan, 2012). Focusing on men who worked in this caregiving

position for more than a year afforded an opportunity to better understand factors that lead men to continue as a caregiver, both formally and informally. Better understanding those factors that encourage men to continue in this field has the potential to reduce the undue caregiving burden on women. Third, most foster care literature focuses solely on the mother (Gilligan, 2012). Interviewing men gave an opportunity for their voices to be heard, and highlighted their experience in a role often seen as unusual for men. According to Taylor and de Vocht, "The way that patients interpret and make sense of their experiences might differ from the way their partners interpret and make sense of their similar, but different experiences" (p. 1578). Interviewing men individually enabled their experiences to be understood independent of the interpretation of their partners or other treatment providers.

2.5   Role/Expansionist Theory

Role theory posits that individuals have various roles: mother, employee, wife, neighbor, and others. Greenhaus and Beutell (1985) surmised that these roles can conflict with each other, and that such conflict is particularly salient when the two roles are important to the person. Work and family roles are central in many people's lives, leading to those roles being in conflict. They define work-family conflict as, "a form of interrole conflict in which the role pressures from the work and family domains are mutually incompatible in some respect" (p. 77). Participation in one role is "made more difficult by virtue of participation" in the other role (p. 77). For example, a daughter might ask her father to come to her soccer game, but he could have a work meeting scheduled for the same time. Missing either will have a negative consequence, creating conflict. Neither is

the source of the conflict, instead, the fact that the man finds both roles important leads to conflict when they intersect.

Male family teachers have many roles: husband, employee, father, supervisor, neighbor among others. They work where they live and live where they work. This may lead to balancing their various roles more easily, as they may be able to meet the demands of one while also satisfying the needs of the other simply due to them being located in the same place. On the other hand, some may be harder to fully meet. Their wife may want some time to simply relax and watch a movie together, but as it starts, one of their youth might wake up in the night and need to use the restroom.

Expansionist theory revises role theory. Barnett and Hyde (2001) were dissatisfied with role theory, and concluded it did not match up to research concerning gender differences, and did not fit with cultural changes since its elucidation, such as the increase in the percentage of women working and of dual-earner households. While recognizing that role conflict can exist, they particularly disagreed with focusing on the negative effects of it. Barnett and Hyde suggested that the existence of multiple roles can lead to positive outcomes as well. The researchers proposed four principles of this new theory: 1) multiple roles are generally beneficial for both men and women, 2) several various processes moderate or mediate the beneficial or detrimental effects of possessing multiple roles, 3) certain conditions moderate the effects of having multiple roles, and 4) psychological differences between genders are generally small.

The first principle proposes a substantial shift from role theory. Instead of assuming additional roles will lead to conflict and strain, Barnett and Hyde (2001) reviewed research suggesting they may lead to benefits in mental, physical, and

relationship health. In mental health, women experienced less depression as they work at least part-time. Men identified family roles as being equally or more important to their well-being than work roles. With regard to physical well-being, no evidence indicated the roles were detrimental, and there was some evidence of it reducing their physical symptoms of distress. Relationally, dual-earning was associated with higher marital satisfaction among husbands and wives. Barnett and Hyde (2001) suggested several processes that lead to the beneficial effects of multiple roles (see Table 2.1).

Men who work as family teachers have many roles. The present study will focus on male family teachers who have persisted in that capacity for over a year, seeking to understand their experience. Expansionist theory will aid in interpreting this data.

2.6   Contribution of Knowledge

Teaching-Family Model literature has little reference to the experience of the couples, though similar to the ways in which foster parent's experiences affects outcomes for the youth, couples' experiences as family teachers will likely also affect youth outcomes (Patten, 2005). Treatment foster care and care-as-usual foster care, which are similar fields, have more research concerning the foster parent's experience, but little focusing on the father (Gilligan, 2012). The experience of family teachers, and specifically of the fathers, is a missing link in improving treatment for youth by improving longevity and satisfaction of their providers. The present study can help agencies better select, train and support family teachers which will lead to better youth outcomes. It may also provide a springboard for research in stay-at-home father's foster care experience.

Table 2.1: Processes by which multiple roles may have benefits

Process	Description
Buffering.	The disappointment of failure in one role might be buffered by success in another
Added income.	The added income originating from the wife's additional role might reduce distress experienced by having a low income
Social support.	Multiple roles may increase opportunities for women to receive social support
Opportunities for success.	Multiple roles may present more opportunity for success due to one's efforts being placed in more spheres
Expanded frame of reference.	Additional roles may lead to more perspective on individuals' experiences
Increased self-complexity.	Self-concept may be more complex due to multiple roles, leading to less extreme affect and view of self
Similarity of experiences.	As women take on the work role and men are more engaged in the family role, partners will have more similar experiences
Gender-role ideology.	Dual-earner couples who adhere to nontraditional gender role ideology experience more benefits from the multiple roles
Upper limits to benefits.	Having too many roles or one with excessive demands may lead to distress
Role quality matters.	Role quality affects the benefits and detriments of having multiple roles more than the number of roles or time per role

CHAPTER 3. METHODOLOGY

3.1   Research Design

Qualitative research is especially suited to phenomena or experiences about which little is known through research (Palinkas, 2014). No peer-reviewed research on family teachers' experience was located, rendering a qualitative study ideal for the exploration of the topic. The research comprised an online questionnaire, followed by a one to two-hour digital interview. The study used a single interviewer who has experience as a family teacher and qualified skill set gained from training as a couples and family therapist.

3.2   Positionality

Qualitative researchers need to recognize their assumptions for that which is known and unknown in their research area. When a researcher studies a field with which they are not familiar, they may not understand key language and circumstances in the field, which can lead to misinterpreting the participants, as well as asking ill-informed questions. However, these researchers have the benefit of coming with few assumptions. When a researcher studies a field of which they are a part, they already command a knowledge of the language and intricacies of the subject. This enables them to interpret meaning more accurately. Their position of experience often leads to the interest in the research question in the first place, providing an impetus for the research to occur. Close experience with the subject matter also breeds assumptions about it, which can limit interpretations. In this case, the researcher needs to focus on being the curious student who genuinely wants to learn about each participant's experience (Glesne, 2011).

The researcher on this study was an educated insider (Glesne, 2011), as I had worked as a male family teacher for over two years at the time of starting the study. I knew the language of the position and had experienced many highs and lows within it. I also knew several individuals who had worked at other agencies using the Teaching-Family Model. These individuals had multiple contacts at other organizations with whom they put me in communication. This enabled me to find sufficient participants for the study in accordance with the sampling plan outlined below.

In order to help protect against the researcher's own opinions and assumptions polluting the data, Creswell (2013) recommended bracketing as a method for mitigating this risk. Bracketing involves the researcher blocking off their own experiences and opinions in order to avoid inadvertently influencing the data during either the collection or interpretation processes. I was trained as a marriage and family therapist, in which capacity I learned to put assumptions and judgments to the side. Every client was new, and though there may be many similarities to others, each had key differences that led to a different therapeutic process. This experience enabled me to similarly come to each interview in the study open to that individual's unique experience, and to apply that principle during collection, analysis and interpretation.

Some participants were interested in my own experience as a family teacher. I openly disclosed that I was currently employed in that role, but deflected questions about my own experience by explaining briefly the importance of taking a neutral stance so that the interview gathers untainted data about the participants' own experience. I did not disclose my training as a marriage and family therapist, in order to come across as a learner to the participant, and not as an expert (Glesne, 2011).

3.3   Researcher as Instrument

In qualitative research, the researcher must be reflexive. Gilgun (2012) said being reflexive means, "that we understand others to the extent that we understand ourselves and that we are aware enough of our own assumptions that we do not impose them on others" (p. 83). Gemignani (2017) clarified that, "instead of seeing it as an analytical strategy to represent an external (or externalized) reality, the content and practice of reflexivity become inseparable from the inquiry itself" (p. 192). Reflexivity does not lead to separating the researcher from the process to develop objective data; instead it is part of the process of inquiry. Glesne (2011) explained, "In a sense, you conduct two research projects at the same time: one into your topic and the other into your 'self' " (p. 151). In order to think critically about his own biases, the researcher used memo writing, a type of reflexive journaling (Choudhuri, Glauser, & Peregoy, 2004; Glesne, 2011). However, he did not assume this leads to objectivity, but used it as a tool to reflexively consider his own assumptions throughout the research process, resulting in cleaner data (Gilgun, 2012; Gemignani, 2017).

In qualitative research involving interviews, the researchers themselves are an instrument of data collection. This can affect how they complete the interview and how they interpret the results. In my case, I interviewed people who had the exact same job title I had. This had informed me concerning the subject matter. In fact, this was a direct source of my interest in it, and my initial impetus toward the need for this study. I had worked in this role for two years, and had seen considerable turnover in that time. When my wife and I initially applied for the job, the administration told us that they ask for a commitment of at least one year, as frequent turnover is hard on the clients. We were

surprised, as we thought they would have expected people to plan on working there longer than that. In the first two years in this role, I had experienced four couples stay for less than a year. The one-year commitment started making much more sense. On the other hand, I also knew many people who were family teachers for several years, and some who plan to continue in this position for the long-term. Discovering what leads people to stay for longer will help agencies using the Teaching-Family Model to adjust their system so that they can increase retention, which will in turn help youth have better outcomes.

I attended graduate school in Family Sciences with an emphasis in Couple and Family Therapy, and interned as a therapist. During that time I often worked with youth and families: single mothers trying to balance work and raising their children, step-families dealing with anger issues, as well as children who had been abused.

Additionally, my wife and I were treatment foster parents. We first had two female siblings, a four-year-old and an eight-year-old. After they went home, we cared for three children, aged four, ten and twelve years. These experiences gave us direct exposure to the highs and lows of working with at-risk youth. We had incredible moments, like when my foster son and I rode our bikes to the grocery store on Christmas Eve. He asked me to take a picture of him lying on the ground as though he had crashed his bike. Or when we threw a Halloween party for their friends at school, and they were thrilled with the unique foods we created and the many students who came. We also had some real struggles, like when our foster daughter threw a tantrum on the freeway in the middle of a ten-hour drive starting off our family vacation. Another time, their social worker came in our home, and made a disparaging remark about our two-year-old

biological daughter. It left us feeling over scrutinized and unappreciated for the daily struggles we were facing. I also remember the pain I felt on the first night some of the children were in our home, as they talked on the phone with their biological mother, asking her when they could go home. "It's just like a sleepover," their mother reassured them. "You'll come home soon." She was crying; they were not consoled. Foster care was an incredible and sometimes horrific responsibility.

I have also experienced first-hand how difficult a family teacher's job can be. I lived where I worked, and was expected to hold to consistently high standards of conduct. Of course, there are many jobs in which high standards of conduct are required. However, most people can go home, where life may be busy, but they are generally not subject to the high level of scrutiny that I was while at home. We did have days off, and a private apartment, but for the first year or so, just being in the same house as our work made it difficult to feel like we were off. We were also the supervisors of the employees who work when we are "off", so we were the point of contact for questions and concerns. This could lead to an hour or more of our days off spent consulting with those employees, and often led to us feeling as though we were never truly off.

These difficulties, coupled with interactions with the clients' parents, misunderstandings between coworkers or supervisors, our own children's needs, large amounts of paperwork, training of employees, and girls' negative behaviors, often made the job feel overwhelming and never-ending. There were about ten different occasions in our first two years in which my wife and I strongly considered quitting; I can thus empathize with other couples who did.

But then the question came, what is different about the people who stay? What gives them the ability to push on even when they have similar hardships? Or is it a matter of not experiencing those hardships as often? Or of having a completely different perspective or attitude? How do some people last so long while others burn out quickly? These questions drove my desire to research this area.

3.4   Sampling Plan

The Teaching-Family Model is an evidence-based treatment (California Evidence-Based Clearinghouse for Child Welfare, 2016). The Teaching-Family Association ensures fidelity to the model by requiring agencies that claim to use the Teaching-Family Model to maintain accreditation by undergoing regular peer-program review. The Teaching-Family Association maintains a list of all agencies that are currently accredited (Teaching-Family Association, n.d.). The researcher used purposeful sampling in order to gather participants who have been working as family teachers for at least a year. This was to find what common traits, experiences or supports lend themselves to longevity in the field. One of the agencies used for sampling asked interviewing couples to commit to at least one year, and told new hires that the first year of employment is essentially a training period.

Purposeful sampling is a widely-used method of sample selection in qualitative implementation research (Palinkas et al., 2015). In this case, the purposeful sampling strategy of criterion sampling was used in order to only identify participants who had been family teachers for over a year. This met the seven sampling principles of Kemper, Stringfield, and Teddlie (2003): 1) the strategy stemmed from the research question of how some family teachers are able to make it longer than a year; 2) the sample led to

sufficient information on how family teachers succeeded for this length of time; 3) the criteria for sampling in this case enabled data collection of homogenous information that made clear inferences possible; 4) this strategy was not discriminatory or otherwise unethical; 5) due to informants known to the researcher, contacting family teachers at other agencies was feasible, and enabled a sample of at least eight men; 6) due to the purposeful sampling being based off of a single criterion, the results were generalizable to other male family teachers who persist for at least a year; and 7) the sampling plan led to rapid contacts through key informants.

Francis, et al. (2010) indicated that interview saturation occurs within seven to twelve participants. The researcher interviewed eight individuals selected through purposeful sampling. Inclusion criteria included 1) being male, 2) being at least eighteen years old, and 3) working as a family teacher at an accredited agency with their wife for at least a year. There were not universal education and experience requirements for male family teachers. However, all of the accredited agencies recruited men for whom doing good in the world were a primary motive. They also warned prospective family teachers of the difficulties inherent in the job. The men lived as part of campuses involving more than one home using this model, or in homes in the community that were not located near other homes using this model.

Through personal knowledge and via reviewing websites for other Teaching-Family programs, the researcher estimated that there are at most 120 family teacher couples in the United States who care for youth. One major employer of family teachers declined to forward the researcher's email about the study to its family teachers. This complicated participant acquisition. The researcher used connections through various

personal contacts in order to reach out to some of those family teachers. In the end, at least one male family teacher from each accredited agency was interviewed.

The Teaching-Family Model does not require family teachers to have children of their own, so the sample included men with and without children. Teaching-Family Model homes typically have six to ten children who live there to receive treatment. These youth vary in age from about five to nineteen years. They are generally there due to court removal from their parents. In some cases, they are privately placed in treatment by their parents. Goals for youth in these homes are centered on reunification with their natural families, achieving individualized educational success, and developing prosocial skills for healthy relationships at home, school and socially. Additionally, family teachers emphasize independence and long-term growth, focused on helping the youth to achieve success as adults and eventually in their own families as parents and partners.

3.5   Interview Guide

The aim of this study was to discover key strengths that led to family teachers, and particularly male family teachers, continuing in a sometimes difficult job. The researcher spoke with various practitioners while developing the interview guide, as well as consulted with his thesis chair and others who have performed qualitative research. The questions were presented in a semi-structured interview, found in Appendix A.

According to Glesne, some respondents may be less responsive than others. In such cases, the researcher adjusted questions to make them more general, which Glesne (2010) indicated can help participants feel more comfortable with sharing their personal opinion. An example of this is changing the thirteenth question listed above to, "What is meaningful about this job to male family teachers like you?"

Qualitative inquiry gives participants the power to voice their perspective using their own language (Palinkas, 2014). Participants were asked open-ended questions in order to provide the base structure of the interview, while allowing participants to use their own words in order to keep the purity of qualitative research. Some participants gave brief answers to the questions, whereas others did not need much guidance. In these situations, the researcher adapted the guide questions as needed, either by asking follow-up questions or skipping questions that were answered by previous discussion on preceding questions. This process centered on understanding the experience of being a family teacher. The interviews occurred at an agreed upon location between the researcher and participant, or digitally via a videoconferencing application.

Several recent studies have indicated that though more research is needed concerning the equivalence of face-to-face and online video interviews, the preliminary research available suggests they gather comparable data (Deakin & Wakefield, 2013; Nehls, Smith, & Schneider, 2015; Shapka, Domene, Khan, & Yang, 2016). Deakin and Wakefield (2013) submitted that some aspects of online interviews may improve the interview process for the participant. For instance, online interviews tend to be easier to schedule, and may be easier for the participant to withdraw. Online interviews make it possible to include distant participants in the sample without incurring large expenses. Deakin and Wakefield (2013) also identified several risks that may be compounded by interviewing online. They indicated that participants were less likely to follow through with their online interview appointments, and that receiving informed consent at the beginning of the interviews made building rapport more difficult. These risks were mitigated by using one of Deakin's and Wakefield's (2013) suggestions: establishing a

rapport through several email contacts in the process of arranging the interview, which

the researchers state helps them feel more comfortable at the beginning of the interview,

as well as increases the participant's level of commitment to the planned interview time.

In this study, it was also mitigated by obtaining informed consent before the interview.

3.6   Analyses

Thematic analysis was used to interpret meaning from the data. This started

before the first interview, as the researcher jotted down memos based on thoughts the

researcher had about the subject, which can help to broaden the researcher's perspective

(Glesne, 2011). These included anything unexpected, contrasting interpretations, possible

themes or codes, and any strong emotions the researcher experienced. Memo writing

continued during the interviews, transcription, coding, and theme development. For

instance, during one interview, the researcher noticed that one participant's opinion about

something was different than what the researcher had expected based on the other

interviews. The researcher immediately made note of this.

As interviews began, the researcher worked on transcribing the completed

interviews during the times before the next interview. Interviews were spread out across

about three months, due to difficulties with contacting other family teachers, and with

scheduling the interviews themselves (due to the participants' busy schedules). Also

during the interview process, the researcher made initial efforts at coding the data. Codes

were not developed before data collection began so that guessing codes beforehand did

not damage validity (Morse, 2015). Instead, initial coding was done by reading through

the transcripts, and looking for every time a distinct idea, perspective, or subject matter

was present. Each time this occurred, the researcher marked in the margin several words

that described the small section. The researcher then organized all of these initial codes, and combined those that were substantively the same. The data associated with each code was then reread by code, which resulted in some codes being split into multiple codes, and others being combined with similar data (Glesne, 2011). After a few iterations of this, fifteen codes were concluded on. These codes were listed on note cards, which the researcher shuffled on his floor, then gathered into three piles based on similarities. He discussed these piles with his thesis chair, then adjusted them further, having realized that one of the piles was composed of a few codes that were actually just a description of the sample, and a few codes that fit well in one of the other piles. The researcher developed names for these piles, and these were the final themes. Upon further discussion with his thesis chair, it became clear that these piles each naturally divided into two distinct subthemes.

The themes were interpreted in the context of expansionist theory, which was previously described. This provided a way to triangulate the data, increasing the validity of the study, and adding to the understanding gained from the study.

3.7   Sample Description

Twelve men assented to the online cover letter for informed consent. One of those did not meet the criterion of being a family teacher for at least a year, and was thus automatically excluded by the survey software. Another filled out half of the questionnaire, and then either lost connection or chose to discontinue the survey. Ten of the men completed the questionnaire in its entirety. When contacted by the researcher in order to set up the digital interview, two of those men reported being unusually busy and said to recontact them in a few weeks. This continued to be the case for several weeks,

and after two months of periodic follow-up, the researcher stopped attempting to contact them.

Eight men completed the study. These men ranged in age from 25 to 50 years old. Half had completed a bachelor's degree, the other half reported having attended college but not completed it. Compensation ranged from under $50,000 to over $100,000. The men had been married between two and twenty-five years, and they had zero to three biological children. The men's biological children's ages ranged from several months old to eighteen years old. The men had been family teachers for one to ten years. Some homes typically had as few as six youth, one had as many as eleven. Most of the men had girls in their home at the time of interview, though some had worked with boys in the past. Average length of youth stay ranged from nine months to two years. The youth were middle-school or high-school age. Some men had one assistant who worked in their home with them and their wife, others had three. Others did not have an assistant, and instead rotated in the home with another family teacher couple. In order to protect the privacy of the participants, more detailed or individualized demographic information is not included.

CHAPTER 4. RESULTS

The focus of this research was understanding the experience of male family

teachers, and discovering common factors that contribute to success in that role. The

qualitative interviews revealed two themes which are best represented as questions

themselves: 1) How do they do it?— Intrapersonal and Interpersonal Processes, and 2)

Why do they keep doing it?— Intrapersonal and Interpersonal Motivations. Though these

themes were distinct, they were mutually reinforcing; for instance, the intrapersonal

processes led to long-term success, which success was one of the intrapersonal

motivations.

4.1   How do they do it?—Intrapersonal and Interpersonal Processes

4.1.1   Intrapersonal Processes

Interviewing these men brought up considerable detail about their daily life. One

common theme was managing the unique stresses that they all face as family teachers,

and how they get through those stressors. Six of the men indicated they are the type of

people who are generally positive about things. They attempt to hope for the best when

they don't see immediate success. This had helped them to navigate disappointment as

family teachers—including helping them to not take things personally, or to focus on how

going through the struggle right now will make eventual successes that much more

satisfying. They said that things always improved eventually. This positivity also enabled

them to be encouraging and supportive toward others and to accept that encouragement in

return.

Seven of the eight men specifically talked about trusting in the Teaching Family

Model, especially when they had difficulty thinking that a youth could make positive

change. This led to confidence that their daily actions would pay off in helping the youth.

As Bruce said, "We need to just keep plodding away, by using the [model]…eventually all of [it], somehow, it all kind of works together and cracks that nut." On the other hand, the Teaching Family Model also provided the flexibility they craved that helped them feel individual ownership in their work. Three had developed such conviction in the model that they were unwilling to consider working at a treatment center that did not use the same model.

Participants valued having the freedom to put their own personal impact on their work. It was important to them to feel that their opinions and input mattered and would be taken seriously. For some, this was as simple as being able to adapt the Teaching-Family Model to their own personality and style. For others, it was doing something beyond what their job description stated, of their own prerogative. Maurice talked about how he and his wife were given the option to move to another home where they would be challenged: "I think it was the best move for us, I think strategically as far as in our profession goes…we felt a greater need for our abilities here." On the other hand, when input was not welcome, men felt helpless to implement what they considered meaningful and reasonable ideas or projects. After working in a home for five years, one participant made a few suggestions for how to improve it. Those suggestions were not well-received. Due to his long-time commitment, this left him feeling his unique contributions were undervalued. These men demonstrated that the need to contribute meaningfully has a significant impact on their job satisfaction.

Meaningful and regular self-care was important, helping the men ameliorate the daily stresses of their job. Of the connection between performing well as a family teacher

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and taking care of themselves, Peter asserted, "As important as it is to take care of these [clients], it's twice as important to take care of yourself. Because you are a lifeline for so many, and without a clear mind, and a sensibility to perceive how to help, because it gets really hard when, you haven't taken care of yourself." Some other ways they accomplished this were by being carefully protective of their time off, preparing themselves mentally for each day, and exercising regularly.

4.1.2   Interpersonal Processes

The key relationships family teachers discussed as important to their success were their relationship with their wife and with their workplace community. Maintenance of these relationships, either by the men themselves or by those around them, contributed to their success as family teachers.

The main focus of marital relationship harmony was in supporting each other and sharing responsibilities, and while each man identified personal methods of supporting this relationship, they were all intentional and had a clearly articulated method for supporting their wives. The men all talked about specific ways in which they intentionally sought to support their wives, as well as sharing specific ways their wives supported them. These were all focused on decreasing the stress and workload of their spouse, as well as creating a positive, encouraging home environment. Their wives supported them in their needs, encouraged them, and gave them time alone when they needed it. The men supported their wives' decisions in front of youth they cared for, and would step in physically if a situation was escalating. They helped their wives make time for extra sleep, and watched for signs that their wives were becoming overwhelmed.

Dividing up the responsibilities of their combined work and home life were also important to reducing stress. Flexibility in this division was also discussed. This ranged from the men randomly offering to take care of some responsibility their wife normally does, to specifically taking extra responsibility when their wife was becoming overwhelmed. In every case where the couple experienced childbirth while working as family teachers, the men said they took on more work responsibility than before. James explained, "The first six to nine months after we had our son, it automatically pushed me into more responsibility. So it's kind of a blessing in disguise for men, it's a make or break situation, all right, your wife's breastfeeding in the room, and you've got to take charge, so…get to work you know?" He was proud of having risen to the occasion in fulfilling what his wife needed him to be. Accounts of flexibility seemed to be a marker of success for the men, both relationally and vocationally.

All but one of the participants talked about a supportive community being important to them, as represented by Felix's statement, "I guess the biggest thing is it feels like a family." Helping each other in times of need was key to this. They could call one of their family teaching neighbors for any kind of help, whether it was in the middle of an urgent situation or just to borrow a cup of milk. In one man's case, he had formerly used the Teaching-Family Model in a home without a campus setting, and said he would not have asked his neighbors to borrow something because they saw him as an outsider. Now that he was on a campus, having people around who understood what he was doing and were always willing to help was a welcome change. They also enjoyed the friendship offered by other family teachers, and talked about enjoyable times relaxing and telling stories in the evening, or hanging out while their biological children played together.

Other family teachers were also someone they could talk to when they were struggling, for they acutely understood what they were going through, and could thus be both sympathetic and encouraging.

Similarly, support from their agency and their consultant was important for the men. The consultants were always on-call for talking the men through how to deal with difficult situations, while expressing empathy for the struggle. Family teachers benefitted from consultants who valued and praised their efforts, while also expecting the men to do a good job even when they were frustrated. On the other hand, not feeling support from their consultant or agency was difficult for the men. James said that a former agency director was highly supportive of family teachers, and left him and his wife feeling valued and needed. He said a few years ago a new director came, and in his words, "We've seen it completely change…it's more so money first and growth first." This had made his work environment less enjoyable in the ensuing years, and led to him and his wife considering other jobs. Others talked about times when they have largely felt criticism from their supervisors, remarking that more strengths-based supervision helped them be in a more positive place as they did their job.

Five of the participants talked about how co-worker situations were difficult at times. All the men worked with at least one assistant family teacher. One location had two couples working in the same home on rotating schedules. In most cases they were given a supervisory role over assistants, but there was a pattern of a lack of clear distinctions in authority over hiring, promotions, or firing processes. When family teachers felt disempowered to authoritatively supervise their co-workers, particularly by having influence over hiring and functional decisions within their homes, they felt more

stressed and dissatisfied with their work. Peter pointed out, "It's wrong that I am told that I am going to be their supervisor and then…[if I try] to terminate someone, [the administration is] not going to." They appreciated clear distinctions in responsibilities and recourse when there was an unhealthy balance between the amount of energy expended on employees or coworker relationships compared to serving their youth.

4.2   Why do they keep doing it?— Intrapersonal and Interpersonal Motivations

The men continued as family teachers for many reasons. Good pay and low living expenses, opportunities to complete higher education, increased skill in their work, and saving money were all factors. The two most common factors for why the men persisted in this job were doing good by helping youth change for the better, and valuing the vastly increased time with their families than they had in any previous occupation.

4.2.1   Intrapersonal Motivations

Three main reasons for seeking work in a helping profession were given: seeking a sense of purpose in what they are doing, wanting to make an impact in the world, and being motivated by religious beliefs concerning their responsibility to their community. Working as a family teacher was usually a choice after trying other less satisfying jobs. Three of the men talked about how their former jobs were intended to help people, but they did not have much success at seeing people change, and were frustrated by the reactionary, crisis-driven focus of their work. Felix was in such a profession for several years, and he stated, "Yeah. I only saw like two people change that whole time." Unlike their previous employment, each of the men identified their work as family teachers as demonstrably successful. They had identified evidence that the work they were doing was

effectively helping their youth and this allowed them to use their positive outlook as they maintained perspective in long-term frustrations.

All of the men who had been family teachers for at least five years talked about being driven to continue by a higher level of fulfillment that had come as they have had youth graduate their programs, and go on to be successful over multiple years: completing high school and higher education, holding jobs, and creating families. This had helped them change their perspective on defining success. Ralph explained, "First we looked at it from day to day, but it's kind of like the stock market, if you look at it from day to day it's going to stress you out completely. [Now] we look at it just over the long term, where have these kids gone, what has happened in their lives." That perspective kept him inspired. Another talked about how when he was struggling with one youth, remembering other youth who had similar struggles helped him see the potential that particular youth had.

4.2.2   Interpersonal Motivations

All of the fathers in the group mentioned enjoying the unusual amount of time they had with their own children. Bruce said it well for all of them, "Gosh, what father has had the privilege that I've had." They were able to throw the football with their children while working, be there when their son learned to walk, and see their children grow up in general. Six of them specifically loved the combination of spending this much time with their children, while providing for their family and helping youth. They commented that they knew of no other job where that combination would be possible.

They also felt their children benefit from growing up in the environment. Their children spent time around people from other cultures and backgrounds, gaining a more

balanced view of the world. Arthur, after talking about several of the negative effects of the job on his children, made clear that those were outweighed in his mind by the positive effects. He stated, "Now saying that, at the same time, my children have gained so much from this job, that is the reason we keep going." He said these gains "absolutely" outweigh the negative effects. Three talked about their children loving living with the youth they care for.

The men's marriages were strengthened by working with their wives as family teachers. They described learning to communicate more effectively with their wives. In the early months and years as family teachers, couples experienced a higher amount of conflict with one another. However, difficulties in the beginning turned into strengths and comedic memories. Working so closely with their wives, and reflecting on the growth their marriage had experienced, was a major source of joy and success. Will explained, "We spend every single day together, every single hour even, while we're working…[and] it's great, it's great being with each other, we've gotten to know each other, it's brought us much closer together." The responses suggested that this enjoyment and pleasure in time spent with their spouse increased over their time as family teachers.

4.3   Conclusion of Results

Though these are distinct themes, they reinforce each other. For instance, the participants' intrapersonal motivations to positively influence their communities drove them to seek employment that fit that inclination. Despite enjoying their work and feeling an attachment to their position, there were often obstacles to continued satisfaction. This was a universal experience among the participants who then tapped into their intrapersonal motivations to persevere. They worked to be positive and maintain

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perspective (intrapersonal processes), and also reached out to co-workers and their community to ameliorate the experienced difficulties (interpersonal processes). Additionally, because these men were relationally-minded, they wanted to have more time with their wives and their children (interpersonal motivation). As family teachers, this was a fundamental aspect of their job which then contributed to better relationships with their wives and children, becoming a self-reinforcing upward cycle. Similarly, as they helped more youth and heard about their eventual accomplishments, it became easier for the men to maintain perspective through difficulties occurring now (intrapersonal processes). This enabled them to help current youth more effectively, who would eventually go on to be successful in life, continuing the cycle.

CHAPTER 5. DISCUSSION

The focus of this study was the lived experience of men employed in group home settings using the Teaching-Family Model. The researcher set out to discover what environments, characteristics, and personality traits were necessary for continued employment with at-risk youth by male family teachers using the Teaching-Family Model. For ease of organization, three sections have been identified: expansionist theory, caregiver perspective, and caregivers in family roles.

5.1   Expansionist Theory

Barnett and Hyde (2001) proposed expansionist theory, which suggested multiple roles are generally beneficial for both men and women. Men working as family teachers experienced an expanded opportunity to live out multiple roles: caregiver, community member, provider, husband and father. The intrapersonal and interpersonal motivations of the men suggested that their roles as husband, father, and provider were all sources of meaning in their lives. Barnett and Hyde (2001) proposed various processes mediate both beneficial and detrimental effects of having multiple roles. The results supported five of the theorized mediating processes (see Table 5.1).

Finally, Barnett and Hyde (2001) suggested that psychological differences between genders are generally small. This was supported by the finding that the study participants found benefit and greater meaning from living out a variety of roles, which in other fields of employment, would be less attainable or available for development.

5.2   Perspective

Based on the research of Cooley et al. (2015), caregiver's perceptions of youth behavior had an impact on caregivers' resilience and willingness to continue to provide

care. Chamberlain et al. (2008) theorized seeing youth behavior as more manageable may have been a result of training centered on skills-based behavior modification. The results of the present study found similar indicators of success. Men interviewed espoused a positive life perspective in general. Additionally, the participants of this study were all trained and certified in the Teaching Family Model, which training, according to Chamberlain et al. (1992), would be a positive predictor of success as additional training and support in any modality was correlated with greater retention of caregivers. James (2011) found manualized approaches help lead to more consistent implementation and success. Indeed, these men attributed their success to trust in the Teaching-Family Model when confronted with long-term negative youth behavior. As part of the intrapersonal processes, the model helped them maintain a long-term perspective when youth behavior was difficult to manage.

The literature suggests that there are varied positive outcomes for youth in care at TFM sites that are distinctive from other out-of-home care settings. Farmer et al. (2017) found that youth in TFM homes experienced continued improvement after being in out-of-home care for more than a year, unlike children in homes without this model. The men in the present study often experienced disappointment when youth persisted in negative behavior for long periods of time, yet their trust in the Teaching Family Model supported their commitment to the child and the men's intrapersonal motivations suggested that over time, the children they cared for did experience positive outcomes—some over the course of many years and into the next generation. Future research could explore whether the belief of the caregiver that the child will eventually benefit and progress as a result of

faithful implementation of any given model correlates with actual youth success and long-term positive outcomes.

Several of the men attributed the source of their positive perspective to the interpersonal process of their community of family teachers who assisted them through difficult youth behavior and encouraged them to continue, thereby increasing longevity. Whether a community support system is available to caregivers outside formal, campus-based facilities would be an important consideration in further research. Extending a mentorship program to new caregivers or foster parents may have a positive impact on their resilience and increase their willingness to work with youth, especially those with more difficult behavior. Expansionist theory would also suggest that creating a community—and therefore an additional role—for foster parents would ameliorate some of the struggle that comes from being isolated and unable to identify with previous relationships. Further exploration of the literature identified foster care training programs that incorporate regular group trainings (Greeno, E. J. et al., 2016). This program ends after sixteen weeks, but adjustments could be considered that encourage these foster parents to support each other over the long term.

5.3   Family Roles

Because the Teaching-Family Model relies heavily on the traditional family role of a married couple as the center of care, comparing and contrasting them with foster parents is informative. According to Gilligan (2012), the majority of foster care research centered on the experience of women as they were overwhelmingly the primary caregivers while their partners were typically employed outside the home and take on a secondary role in the care of the foster children. The Teaching-Family Model explicitly

sets out to maintain the traditional family setting with a nuclear family, while engendering a professional level of care from its practitioners. In reality though, this approach is less home-like than the families working as foster parents who have one primary financial provider and one primary caregiver. Bakermans-Kranenburg, van IJzendoorn and Juffer (2003) stated that interventions aimed at benefiting children are more effective when implemented by mothers and fathers equally. In the present study, the men implemented interventions in unison with their wives. This led to many benefits in the men's lives, as indicated by the intrapersonal and interpersonal motivations themes. Future research could explore if an increase in men's involvement in foster care may have similar benefits for male foster parents, as well as potential benefits to their partners. Also, future research could explore couples' experience as family teachers to investigate whether women experience similar benefits as men did.

Research by Perry and Price (2017) suggested that the way the caregiver sees themselves has an impact on the identity of the child in out-of-home care. Perry and Price (2017) also discussed the impact of both the caregivers' titles and the identity the children assumed upon entering out-of-home care. Friman et al. (1996) found that youth who were living in facilities that employed the Teaching-Family Model, where caregivers took on a clearly recognizable parental role, were more likely to view adults as fair and pleasant than those in other treatment facilities. The men in this study all reported that they cared deeply about helping the youth with whom they worked. It is unlikely that those who do not use this model care less for the youth in their care than the men in this study or those studied by Friman et al. (1996). However, there may be value in studying the link

between the distinctive identity characteristics and role assumption of a parent-like caregiver in the Teaching-Family Model and positive identity outcomes for youth.

5.4   Recommendations

Based on the study, the following are some recommendations to help agencies support increased family teacher longevity, some of which family teachers can also directly implement:

- Continue following the Teaching-Family Model in training new and current family teachers. Help them develop trust in the model and its eventual efficacy with youth.

- Encourage a supportive community of family teachers who can mentor and help one another through the inevitable struggles of the job.

- Enable family teachers to make decisions about their home and youth that will help them to feel needed and valued as an individual. Listen to their ideas about the broader organization and duly consider them.

- Hiring

  o Find individuals who are motivated by a desire to influence their communities positively and who want to spend extra time with their spouse and children.

  o Seek out applicants who find meaning by influencing the success of others.

  o Hire those who are motivated to go above and beyond in their work.

5.4.1 Agency Recommendations

Agencies could support the first two suggestions by setting up a program where they ask experienced family teachers to mentor new family teachers. This mentorship would not be a supervisory role, instead it would be friendship-focused. This would help to explicitly support community among the family teachers, and would also provide natural opportunities for experienced family teachers to attest to the efficacy of the Teaching-Family Model. This might occur when the new family teacher talks about how hard one of their current youth's behavior has been, and the other responds with empathy, sharing a time when they had a similar experience, and talking about how consistently implementing the model led to youth change. Similar friendships helped some of the men in this study. Family teachers who do not live in a campus-based setting would especially benefit from a mentorship program, as well as agency-sanctioned ways for them to spend time with other family teachers, without simply feeling like more work. Agencies could also encourage family teachers to attend the annual Teaching-Family Association conference, which would afford opportunities for them to build relationships with family teachers of other agencies, expanding opportunity for family teacher community beyond geographic area.

Agencies could also explore ways to encourage group activities among family teachers. One family teacher said that every Thursday night, after the youth were in bed, a group of male family teachers would spend time together hanging out at one of their homes. He said this helped him build friendships, and was a factor in he and his wife getting through the hard times in their job. Agencies could seek for ways to make this possible among family teachers.

The administration could ask family teachers for ideas, and find ways to ensure those ideas are duly considered, which will help the family teachers feel they are an integral part of the organization. Also consider their ideas about the broader organization. Organizations easily build up inertia that keeps them doing things the same they have been. Develop systems and train administration to encourage and carefully consider new ideas, and to allow family teachers to try new things as much as possible. When new ideas are considered, include those who suggested them in the discussion about implementation. Family teachers may be more satisfied as they feel their unique contributions are valued and considered even if they are not ultimately implemented.

Over half of the men studied were either planning to be family teachers until retirement, or wanted that but felt some obstacles were in the way. Keeping family teachers until retirement would save organizations money associated with finding new family teachers, training them, and offering much higher levels of continuing support than experienced family teachers require. There would also be fewer time-consuming mistakes made by new family teachers. Agencies could promote family teachers seeing the job as their career until retirement by asking current family teachers what changes would lead them to stay longer.

For example, most apartments have only two bedrooms. In this study, several men said they planned to leave, or they saw other family teachers leave, when their family outgrew their apartment. A few specifically said that they have noticed that family teachers with larger apartments stay longer. Building larger apartments would likely lead to family teachers staying longer. Agencies could compare the cost of building a larger apartment against the cost of hiring, training and supporting new family teachers.

5.4.2 Family Teacher Recommendations

Without direct involvement from their agencies, family teachers can implement several of the same recommendations. Experienced family teachers could build friendships with new family teachers by inviting them over for meals, texting them to see how they are doing, and being available when they need help. Similarly, new family teachers could ask experienced family teachers for help when needed. Family teachers could also set up regular time where they all spend time together to help foster close relationships. Family teachers could choose to be involved in the Teaching-Family Association. Family teachers could talk to their agencies about needs they may have which, if met, would lead to greater longevity, or even to considering the job as a long-term career.

5.5 Conclusion

Male family teachers have traits that contribute to their success, as well as meaningful connections with others. Cultivating these traits and similar connections with others could help foster parents be more successful as well. For instance, foster parents might benefit from support groups consisting of other foster parents, or even mentorship programs. Many children are in out-of-home care, and measures like these may increase the normalcy and predictability of their unexpected situation. For those who are seeking to help these children, measures like these will further that goal.

Table 5.1: Expansionist Theory processes supported by results.

Expansionist Theory Concepts	Example (Results Theme)
Role quality matters	Suggestions and opinions valued (Processes)
Similarity of experience	Community of family teachers (Processes)
Buffering	Father, husband, and employee roles (Motivations)
Similarity of experience	More marriage joy (Motivations)
Opportunities for success	Biological children, marriage, treatment youth (Motivations)
Expanded frame of reference	Perspective through meaningful success (Motivations)

APPENDICES

APPENDIX 1. INTERVIEW GUIDE

1. How do you refer to the youth you care for? (boys, girls, clients, kids, etc.)

2. Tell me about them.

    a. What are they like?

    b. What do they like to do?

    c. What do you enjoy about working with the youth?

    d. What is hard about working with the youth?

        i. If applicable, how long did that take to improve?

    e. What is the housing like there? Do you have a private area?

        i. How do you feel about the housing situation?

        ii. Do you consider the house your home or just your private apartment?

            1. In what ways?

3. Tell me more about how you came to be a family teacher.

4. Tell me more about what that was like for your wife.

5. This seems considerably different from your previous job, what led to this transition? OR This seems similar to your previous job, what led to this transition?

6. Some family teacher couples divide up their responsibilities. For example, I get up in the night with anyone who has a need, whereas my wife gets the girls up for school in the morning. I do the budgeting, and she does most of the other paperwork. Do you divide the labor? How?

7. What things do you like most about being a family teacher?

    a. Have those changed over time? If so, how? What do you think led to those changes?

    b. How often do you have fun as a family teacher? What are some of the things you do to have fun?

8. What makes your job meaningful?

    a. Has this changed over time? If so, how? What do you think led to those changes?

9. What do you do to support your partner as a family teacher?

    a. As a parent?

    b. How have these changed over time?

10. What does your partner do that supports you as a family teacher?

    a. As a parent?

    b. How have these changed over time?

11. You mentioned that you have felt support from [read associated questionnaire answer]. Could you tell me more about that?

12. You mentioned these struggles you have had as a family teacher: [read associated questionnaire answer]. Tell me more about them.

    a. How have you gotten through these struggles? Which one(s) are still a problem? How does that affect your ability to do your job? How does that affect your satisfaction with your job?

13. How is the job for your own children?

14. You mentioned these successes you have had: [read associated questionnaire answer]. Tell me more about them.

    a. How did you achieve those successes? Did you consider giving up at times? How did you push through that?

15. How much longer do you think you will work as a family teacher? Why?

APPENDIX 2. CODEBOOK

Code	Description
Living Situation	Participant discusses housing situation, and/or its impact on participant.
Job/Lifestyle	Participant discusses viewing their job more as a lifestyle than a job.
Attitude and Perspective	Participant makes direct/indirect references to their attitude or perspective.
Internal Motivations	Participant makes direct/indirect references to their motivations related to choice of job.
Teaching-Family Model Effectiveness	Participant discusses effectiveness/ineffectiveness of Teaching-Family Model, or compares it to other models.
Effects on Marriage	Participant discusses or implies effects of being a family teacher on their marriage.
Supporting Spouse	Participant discusses or implies ways they support their spouse or their spouse support them (or lack of support).
Labor Division	Participant referred to the division of labor he and spouse, or their employees or other supports, utilizes, and/or the effects of that.
Effect on Biological Children	Participant discusses the effect of being a family teacher on his biological children.
Time Off	Participant discusses how days off are handled at their agency, perceived administrative support of days off, and the effects of those.
Community Type	Participant discusses the neighborhood situation, and the effect of having/not having a campus approach.

Family Teacher Relationships	Participant discusses their relationships with other family teachers, and the effect of those on their experience.
Consultant/Agency Support	Participant discusses their perceived support from their agency/consultant, and the effects of that support.
Outsider Perceptions	Participant discusses people who are not associated with the agency (family, friends, non-agency neighbors) and their understanding and support of their lives as family teachers.
Longevity	Participant discusses or implies factors that affect their longevity as a family teacher.

APPENDIX 3. IRB APPROVAL

University of Kentucky

Office of Research Integrity
IRB, RDRC

Initial Review

Approval Ends: 3/21/2019	IRB Number: 43672

TO: Dallin Parkinson, Master's Student in Family Sciences
PI phone #: ███████
PI email: ███████
Chairperson/Vice Chairperson
Non Medical Institutional Review Board (IRB)
Approval of Protocol
3/22/2018

FROM:

SUBJECT:

DATE:

On 3/22/2018, the Non Medical Institutional Review Board approved your protocol entitled:

How Does He Do It?: A Phenomenological Study of Men's Experience as Teaching-Family Model Providers

Approval is effective from 3/22/2018 until 3/21/2019 and extends to any consent/assent form, cover letter, and/or phone script. If applicable, the IRB approved consent/assent document(s) to be used when enrolling subjects can be found in the "All Attachments" menu item of your E-IRB application. [Note, subjects can only be enrolled using consent/assent forms which have a valid "IRB Approval" stamp unless special waiver has been obtained from the IRB.] Prior to the end of this period, you will be sent a Continuation Review Report Form which must be completed and submitted to the Office of Research Integrity so that the protocol can be reviewed and approved for the next period.

In implementing the research activities, you are responsible for complying with IRB decisions, conditions and requirements. The research procedures should be implemented as approved in the IRB protocol. It is the principal investigator's responsibility to ensure any changes planned for the research are submitted for review and approval by the IRB prior to implementation. Protocol changes made without prior IRB approval to eliminate apparent hazards to the subject(s) should be reported in writing immediately to the IRB. Furthermore, discontinuing a study or completion of a study is considered a change in the protocol's status and therefore the IRB should be promptly notified in writing.

For information describing investigator responsibilities after obtaining IRB approval, download and read the document "PI Guidance to Responsibilities, Qualifications, Records and Documentation of Human Subjects Research" available in the online Office of Research Integrity's IRB Survival Handbook. Additional information regarding IRB review, federal regulations, and institutional policies may be found through ORI's web site. If you have questions, need additional information, or would like a paper copy of the above mentioned document, contact the Office of Research Integrity at 859-257-9428.

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