Peculiarities of Relationships Between Foster Parents and Their Foster Children with Disabilities

Liliya Arturovna Aslamazova[a], Alla Anatolievna Yurina[a], Fatimet Pshimafovna Khakunova[a], and Lyubov Pavlovna Kochenkova[a]

[a]Adyghe State University, Maykop, Republic of Adygheya, RUSSIAN FEDERATION

ABSTRACT

This article covers on peculiarities of relationships between foster parents and foster children with disabilities. The research was done in Republic of Adygheya (the Russian Federation). The article presents the results of the empirical research, which reveals lack of emotional attachment and acceptation in the system of parent-child relationships. It also demonstrates frequent cases of pathological styles of upbringing, insignificant importance of the second parent, absence of experience in upbringing of a child with disabilities. Moreover, a certain tendency of foster parents to "fix" their foster children, who have a low level of social-psychological competence, was revealed. Finally, a problem of psychological unavailability of both parties to live together and establish relationships based on mutual affection was also found out.

Introduction

For the last decade Russia has paid significant attention to the problem of family upbringing orphans and children without parental care. Boarding schools have been reorganised, federal and regional programs, which support and develop the institute of foster family care, are being approved, the number of citizens who are ready to take orphans is growing.

Such dynamic changes in the system of life support of orphans and children without parental care are taking place in all the constituent entities of the Russian Federation, including Republic of Adygheya. Adygheya is a republic of the Russian Federation that is a part of Southern Federal District with 450

CORRESPONDENCE Liliya Arturovna Aslamazova ✉ lilyanima@mail.ru

thousand people living there. It is a multinational republic; however, predominant nationalities are Russians (64%) and Adyghes (26%). According to the Ministry of Education and Science of Republic of Adygheya, by the beginning of the year there were 1,700 orphans and children without parental care. 89.5% of them were placed into families: adoption (295 children), guardianship (more than 1,000 children), foster family (more than 300 children). 170 orphans and children without parental care still live in orphanages.

Today, one of the scientific problems, that still demands its solution, is revealing, systematisation and scientific analysis of regional peculiarities, as well as the results of regional practical experience in development of family forms of children's placement and supervision of foster families.

A significant number of works has been written on social, pedagogical, and psychological problems of a foster family. We have based our research work on two fundamental approaches in family studies: systematic (in Russia, it was developed by Varga, 2001, Eidemiller, Yustitskis, 2002; Kholmogorova, 2002, etc.) and structural, which is represented by works of such authors as Minuchin et al., 1967; Minuchin, 1974; Fishman, 1981, etc. Researches by Spivakovskaya, 1999, Markovskaya, 2000, Eidemiller, 2002, Ovcharova, 2003, etc. are devoted to the structure and functions of child-parent relationships. The works emphasise the role of a family in a child's socialisation during all the stages of his/her lifespan development; they also describe forms and methods of family upbringing, which provides full social formation of character and successful adaptation in the system of social relationships. A number of researches deal with the peculiarities of orphans and children without parental care. They describe specific peculiarities, which make such children different from those who were born in the family, and as a result, can complicate relationships in a foster family. (Mukhina, 1989; Dubrovina et al., 1990; Shipitsina, 2005; Prikhozhan and Tolstikh, 2007; etc.).

There has recently been a significant increase in number of researches, which deal with such questions as history of foster family development in Russia (Ivanchina, 2009; Ibragimov, 2011; Praporschikova, 2012 et al.); motives of establishing a foster family (Zernitskiy, 2002; Zakharova, 2005, 2008; Karabanova, 2005; Rodger et al., 2006; Kozlova, 2012; Brown et al., 2012; Gibadullin, 2014 et al.), characteristics of foster parents and their competencies, needs and problems (Senecky et al., 2010; Cooley and Petren, 2011; Brown et al., 2014; Balsells and Pastor, 2015; et al.), adaptation of foster family members to each other (Ivanova, 1993, 2008; Oslon, 2006; Bolshakova, 2004; Ternovskaya, 2004; Abrosova, 2007; Minevich, 2009; Storer et al., 2012; and others), peculiarities of relationships in a foster family (Spivakovskaya, 1991; Ivanova and Zavodilkina, 1993, 2008; Ushakova, 2003; Chernyshova, 2004; Allen et al., 2014; and others), factors that influence on relationships in a foster family (Ryan, 1990; Nissim, 1997; Bobkin, 1998; Semya, 2004, Zakharova, 2005, 2009; Besschetnova, 2008; Vershinin, 2008; and others), problems and difficulties of a foster family (Barabanova, 1995; Oslon and Kholmogorova, 2001; Oliferenko, 2003; Osipova, 2005; Bellamy, 2008; Leathers et al., 2012; and others), supervision of a foster family (Oslon, 2001, 2006; Osipova, 2002, 2005; Chernyshova, 2004; Ivanova, 2007; Khrustalkova, 2007, 2008, 2009; Palieva, 2008; Zakharova, 2009; and others).

Health factor of foster children has a key role in our research. We studied a problem of foster family care about orphans with disabilities as the most urgent one, since the majority of potential guardians want to take a healthy child into their family. However, it frequently happens that children with disabilities get into a foster family due to a lack of healthy children. Thus, to study the peculiarities of establishing the relationships between foster parents and their foster children with disabilities is especially important, since foster parents are not always psychologically ready to take such a child into their family, which certainly influences the character of their relationships. Many researchers indicate a number of physical and psychological peculiarities among children who have been brought up in depriving conditions (Langmeyer and Mateychek, 1984; Lisina, 1986; Shipitsina, 2005; and others). That is why there are both types of families among respondents: those with foster children with disabilities and families with healthy foster children. Biological families with disabled children are also among respondents. The mentioned above problem exists not only in Russia, but all over the world.

However, there are very few works that deal with foster family care about disabled orphans and children without parental care. Having analysed the current state of this problem, we could find just a few articles in the international and local scientific literature (Agarkov et al., 2012; Ubozhenko, 2013; Aleksandrova and Vatoropina, 2014; Welch et al., 2015; and others). At the same time, the research works do not deal with the problem of establishing child-parent relationships between foster parents and their foster children with disabilities.

As a result of monitoring, we have made a ranged list of psychological problems which characterise the functioning of foster families in Republic of Adygheya. Among them there are:

- peculiarities of child-parent relationships (difficulties of establishing a contact, adaptation to each other, interaction);
- developmental problems of foster children (difficulties in school curriculum apprehension, misbehaviour (deception, theft, violation of rules and prohibitions), frequent illnesses, problems with peers and adults, issues of transitional age);
- discrepancies between foster parents' ideas about their foster child and the reality (the mismatch of the ideas and reality, disappointment in a child).

The above mentioned problems of foster families in the Republic of Adygheya are also common for the rest of the country, and they also are of international character. It is proved by the research works of Minuchin et al., 1990; Gurko, 2006; Johnson et al., 2006; Chiara Berti, 2009.

Method

Description of the Research Samples

The experimental research was conducted on the samples of foster families of Republic of Adygheya in Foster Family Supervising Service of State Educational Establishment of Republic of Adygheya for children who need psychological-pedagogical and medical-social help "Diagnostic and Consulting Centre" and secondary schools of the republic.

The experimental group consisted of 51 foster families, which included 85 foster parents (48 mothers and 37 fathers, aged from 27 to 61). The foster families bring up 60 foster children with disabilities. The children have various psychological or physical disabilities (mental retardation, psychological retardation, impaired vision, blood system disease, respiratory disease, digestion disease, etc.). All the families have been bringing up the children for more than 3 years.

Apart from experimental group, there were two control groups. The first control group consisted of 50 families who bring up 50 biological children with disabilities -85 parents (49 mothers and 36 fathers, aged from 23 to 60). The second control group consisted of 46 foster families, who bring up 120 healthy foster children. There were 80 foster parents (44 foster mothers and 36 foster fathers, aged from 28 to 69).

Thus, the general sample of the research consisted of 147 families (250 parents who bring up 230 children).

The families volunteered in the research. The amount of respondents was constant throughout the whole experiment.

Methods of the Research

We used the following methods of research: 1) questionnaire "Analysis of family interactions" (Eidemiller and Yustitskis, 2002); 2) questionnaire "Parent-child interaction" (Markovskaya, 2000); 3) "Parent's Essay" technique (Karabanova, 1998); 4) original interview of foster parents designed to study problems and difficulties in educating a foster child.

The results went through qualitative and quantitative analyses with the help of methods of mathematical statistics (rating procedure of the selected data, calculation of the average measures, standard deflection, and Student's t-criterion). The essays went through content analysis.

Stages of the Research

The research was conducted from 2011 to 2015 in a number of stages. During the first stage, we made a sample of participants consisting of foster parents. We also received their consent for participation in the research and analysed the data received by monitoring of effectiveness of family forms of upbringing in Republic of Adygheya. During the second stage, we conducted experimental work with the foster parents. They answered the questions in the questionnaires and wrote essays. During the third stage of the research, we analysed and gave interpretation of the received data and made the corresponding conclusions. All the data were processed qualitatively and quantitatively.

Results

In order to define the main directions of the research, we analysed the data of the annual republic's monitoring of effectiveness of family forms of upbringing, which has been conducted since 2009. Thus, three main directions were pointed out: child-parent relationships in a foster family, peculiarities of a child's development in the condition of family care, and foster parents' view of their foster children.

The Problems of Child-Parent Relationships

The analysis of family upbringing in the experimental and control groups has shown the following.

Foster parents of foster children with disabilities demonstrated contradictoriness in their level of protection during upbringing, and that is expressed in their desire to devote the maximum of time and attention to a foster child with disabilities (compared to biological parents, where $t=2.47$; $p=0.0147$). It goes together with estranged attitude and real amount of attention to a child, when something serious takes place (significant discrepancies were between biological parents ($t=3.35$; $p=0.001$) and foster parents of healthy foster children ($t= 6.25$; $p<0.001$).

Foster parents of foster children with disabilities are characterised with the highest rate of indulgence, which is connected with the maximum and not critical satisfaction of any demands of their children. There were significant differences in the samples: biological parents with disabled children ($t=3.97$; $p=0.0001$) and foster parents with healthy foster children ($t=2.20$; $p=0.0291$). They tend to spoil their foster child, follow any his/her desire, projecting their own unsatisfied demands on him/her and thus, parents try to recompense their own demands through methods of upbringing. (Eidemiller and Yustitskis, 2002, Eidemiller et al., 2005).

The opposite style of upbringing, which is ignoring a child's demands, was discovered among 1% of foster parents of healthy foster children ($t= -4.10$; $p<0.001$).

Some foster parents have an excessive number of demands and impose many responsibilities on their foster children with disabilities; however, it is a more common situation for foster parents with healthy foster children ($t= -4.12$; $p<0.001$) and biological parents with children with disabilities ($t= -4.04$; $p<0.001$). This quality originates from inharmonious upbringing, based on high moral responsibility (Eidemiller and Yustitskis, 2002, Eidemiller et al., 2005), which is connected with discrepancy between demands to a child and his/her abilities. It increases the risk of a child's psychological traumatisation. At the same time, biological parents of children with disabilities demonstrate discrepancy in amount of imposed demands and responsibilities, which can be explained by the difficulty of assigning a proper number of demand, adequate for children's abilities ($t=3.55$; $p=0.0005$).

Minimum of punishment for violation of rules by a child is a more frequent phenomenon compared to situations when there are too many punishments. However, biological parents punish their children with disabilities more often ($t= -3.08$; $p=0.0023$).

Technique "Analysis of family interactions" allowed to find out some reasons of inharmonious family upbringing, which can be divided into several types: 1) disruption of structural and role aspect of family life (expansion of the sphere of parental feelings, encouragement of childish qualities in a teenager, projection of parent's own unwanted qualities on a child); 2) disruption of the mechanism of family integration (lack of development of parental feelings, certain changes in aims concerning a child, which depend on a child's gender), 3) disruption of the system of mutual influence of members of the family (parents' lack of educational confidence, phobia to lose a child) (Eidemiller and

Yustitskis, 2002). The analysis of the results of parental survey helped to find out the most frequent reasons for upbringing with pathological effect.

19% of foster parents want their foster children with disabilities to have feminine qualities (compared to foster parents with healthy foster children: t=2.02; p=0.0448). Such changes in parental aims for their child, which depend on his/her gender, result either in indulgent hyper-protection (in case of a girl) or emotional rejection and unconscious hostility (in case of a boy).

Besides, the established discrepancies were revealed in factors, which characterise the reasons for upbringing with a pathological effect. They are expansion of the sphere of parental feelings (compared to foster parents with healthy foster children: t= -2.33; p=0.0207), parent's lack of confidence in upbringing skills (compared to foster parents with healthy foster children: t= -2.298; p=0.0228, compared to biological parents: t= -3.53; p=0.0005), phobia to lose a child (compared to biological parents: t= -7.39; p<0.001), projection of parents' own unwanted qualities (compared to biological parents: t= -2.49; p=0.0136), preference of masculine qualities in a child (compared to foster parents of healthy foster children: t= -2.05; p=0.0415).

The results of parental survey, which was done with the help of questionnaire "Interaction between a parent and a child" (Markovskaya, 2000), are presented in accordance with the revealed established discrepancies in selected groups. The analysis of the established discrepancies of the scale "Demanding/Undemanding parent", presented in the questionnaire, has shown that foster parents of foster children with disabilities turned to be a less demanding group of educators towards their foster children among all the groups of parents, while biological parents demonstrated the highest rates according to this scale (where t= -3.20; p=0.0017) and, as a result, impose the biggest amount of demands.

The data of the scale "Emotional distance – intimacy between a child and a parent" depict parent's idea of his/her emotional intimacy with a child (Markovskaya, 2000). Emotional intimacy with children is more obvious in families with biological parents (t= -2.54; p=0.0121) and foster parents with healthy children (t= -2.56; p=0.0115). There are difficulties in establishing intimate relationships in foster families, where there are children with disabilities, though many parents see their relationships as emotionally warm (62%). Such situation is more frequent in families where there are children of primary school age (74% of respondents) and less often in families with teenagers (53%).

The analysis of established discrepancies of the scale "Rejection – acceptation of a child" has shown that the most accepting parents among all of the questioned groups are biological parents of children with disabilities (t= -5.11; p<0.001), while foster parents of foster children with disabilities experience difficulties in acceptation of them (compared to foster parents with healthy children: t= -2.17; p=0.0312), though many of them declare rather high level of acceptation of their foster children (59%), especially of teenagers (72%).

The established discrepancies of the scale "Concord – discord between a child and his/her parents" prove that there is a lack of concord, frequent discords and difficulties to come to an understanding between foster parents and foster teenagers with disabilities (53%). Biological families more often demonstrate a high level of concord between parents and a teenager (t= -2.52; p=0.0144).

The scale "Concerns over a child" allowed to see whether parents have any concerns over a child of pre-school and primary-school age as a factor that may cause a child's neurotic reactions (Markovskaya, 2000). Foster parents of foster children with disabilities of primary school age have a low level of concern over them (61%). At the same time, biological parents often demonstrate a higher level of concern over their children, and hence, cause neurotic reactions in them (t= -13.13; p<0.001). Foster parents of healthy foster children are the group with the lowest level of concern (t=2.12; p=0.0360).

The analysis of established discrepancies of the scale "Inconsistency – Consistency of a parent" has shown that the most consistent in their relationships with children are biological parents (t= -3.64; p=0.0004), and the least consistent are foster parents of foster children with disabilities.

The data of the scale "Authority of a parent" characterise self-esteem of a parent in his/her influence on a child (Markovskaya, 2000). This scale is included only into the questionnaire for parents of teenagers.

Foster parents of teenagers with disabilities have a low authority for their foster children than biological parents (t= -6.93; p<0.001) and foster parents of healthy foster children (t= -2.56; p=0.0117), despite the fact that they consider it to be high.

The last scale of the questionnaire "Child's satisfaction with relationships with his/her parents" characterises mutual level of satisfaction with relationships between parents and children (Markovskaya, 2000). Foster parents of foster children with disabilities are not satisfied with the relationships with their children enough (compared to foster parents of healthy foster children: t= -2.39; p=0.0181).

The described above data can be completed by the results of the analysis of foster parents' essays, which allows obtaining data about the system of family upbringing, the second parent's role and goals and values of foster children's education.

The parameter "Description of the system of family upbringing" includes peculiarities of the type of family upbringing, possible statement of values and goals of upbringing in the essay, possible phenomenon of "delegation" in child-parent relationships, the role of the second parent in the process of upbringing, influence of the grandparents' family, etc.

The analysis of essays has shown that in 85% of them there is no description of peculiarities of family upbringing of foster children. Parents are not inclined to reflect their system of upbringing and don't focus their attention at the way their foster children are brought up in the family.

The following values and goals of upbringing foster children are described in the parents' essays (we have listed the most frequent content units):

- obedience in the family and respectful attitude to the members of the family, first of all, to the foster parents;

- children's education and profession, assistance in the child's adult life;

- honesty, mannerliness, tidiness, thrift, common skills;

- harmonious relationships between members of the family encouraging and developing friendliness in foster children.

The analysis of the role of the second parent in the system of upbringing of foster children has shown that the role of the second parent is not mentioned at all in 79% parental essays. This role is described only in 16% essays. Meantime, time the role of the second parent (usually of a father) is insignificant in 12% essays, while it is considered significant and important in upbringing of children only in 5% essays

The evaluation of effectiveness of the system of upbringing in parental essays has shown the following. Direct or indirect pointing on who is responsible for emerging difficulties are the following:

- 44% foster parents impose the responsibility on their foster children, blaming them in emerging difficulties and problems in family life;

- 36% foster parents share responsibility between themselves and their foster children and believe that both parties cause problems in child-parent interaction;

- 12% impose responsibility on circumstances;

- 4% believe they are responsible for difficulties in parent-child relationships.

Only 19% essays demonstrated criticism of his/her parental competence.

The View of a Foster Child

To study the view of a foster child, we used a technique "A parent's essay" (Karabanova, 1998). The parents were supposed to write an essay "My special foster child". We want to point out the most significant tendencies.

The analysis of the formal signs of the foster parents' essays showed that there is a lack of information, which should be provided by foster parents per se, on specific problems of development and upbringing foster children with disabilities. The essays put the emphasis on different actions which should be taken when upbringing a foster child, while the main idea is connected with the "re-making" foster children, correcting their negative peculiarities. The majority of foster parents are oriented to social rules and norms and hyper-socialisation.

We used the following parameter of analysis of the content: how often a child's name is used in the text, description of the history of a child's development, his/her individual desires and qualities of a personality, peculiarities of relationships of a child with the author of the essay and other members of the family, evaluation of a child, the author's attitude to a child, the description of the system of family upbringing and the evaluation of its efficiency.

65% cases can be characterised with conditional acceptation of children by their foster parents. Their essays contain many positive descriptions of their foster children, however, there are conditions and assumptions ("if he is obedient", "if he learns to understand me", "if he accepts the rules of our family", then "we will have a friendly family", "he will be able to easily adjust", "he will become a decent member of the society", "I will be able to love him/her as my own child", etc.). Moreover, 80% of foster parents either use their child's name very little, or do not use it at all in the essays, using personal pronouns instead of children's surnames. Avoidance of a child's name indicates that a parent lacks a sense of safety and that he hasn't accepted the importance of a child's personality in full (Karabanova, 1998).

12% of essays demonstrate ambivalent attitude to foster children, 8% show indifferent attitude to them, in 6% of essays an obvious rejection of a child can be seen, while in 5% this rejection is latent. Thus, 31% of foster parents demonstrate either negative or indifferent attitude to their foster children. A strong emotional significance of a child to a parent can be seen only in 4% of the essays. Such essays are characterised by a wide usage of diminutive names of the children, pet names ("my little hare", "my sunshine", "kitten", "my little ray of sunshine").

Within the parameter "Description of the history of a child's development", we analysed time spans in the essays (past, present, future, past and possible events). 82% of foster parents focused on their present and engagement in current events, gave their detailed descriptions. Many of them didn't make any prognoses.

Taking into consideration such features of the essays' body, we could get very little data that could characterise peculiarities of foster children's development. It is remarkable that all foster children, who took part in the research, have spent more than three years in their foster families. Despite children's relatively long period of living in the families, the parents gave very little information about peculiarities of their children's development, focusing their attention on current problems and difficulties or on their total absence.

Description of a child's qualities takes an important place in the analysis of parental essays. We have pointed out the following peculiarities of children's qualities: description of positive qualities of foster children – 46% of essays (e.g., "quickly learnt to help around the house", "very attentive", "nice", "good at learning", "thoughtful, always offers to help", "happy to learn our family traditions, meets the relatives", etc.); description of negative qualities – 16% of essays (e.g., "rude, we can't say a word", "very nervous", "he steals things", "he lies", "lazy, doesn't want to do anything", "shabby", etc.). 11% of essays are characterised by a certain balance in description of both positive and negative qualities of a child, while 22% of essays don't describe any qualities and preferences of children.

A parent can evaluate his/her child directly or indirectly (Karabanova, 1998; Liders, 2008). 56% of foster parents give positive, 20% - ambivalent and 11% of parents give negative evaluation of their children. We were unable to define parents' evaluation of their children in 8% of essays since the description bore an indifferent character.

Developmental Problems of Foster Children

The data received after interviews and questionnaires show that more than half of foster parents of foster children with disabilities (67%) were aware of problems and difficulties connected with upbringing children. As for foster parents of healthy children and biological parents, it is 52% and 2% accordingly. Foster parents receive the information about peculiarities of orphans and difficulties of interaction with them from specialists of guardianship authorities, staff of boarding establishments, and from specialists of supervising services at the stage of collecting all the documents. Biological parents, on the contrary, don't often expect a child to be born with disabilities.

At the same time, many foster parents of foster children with disabilities and healthy children, as well as the majority of biological parents, pointed out

that that they absolutely didn't expect to come across such difficulties. Psychological unpreparedness of foster parents (that includes underestimation of the level of seriousness of a child's state) to take an orphan (especially with disabilities) caused discrepancy between expected situation and reality. It created additional difficulties in upbringing of foster children, which can bring the latter back to boarding establishments.

According to the report of the Committee on Family, Women's and Children's Issues of the State Duma of Russian Federation, the most frequent reasons of denial are a foster child's unfavourable appearance, development, behaviour (29% of returns), many health issues (18%), poor heredity - from parents' point of view - (10%), lack of confidence in personal competence as a foster parent (6%), negative influence of a foster child on biological children (5%) (Semya et al., 2009). We can also add to the reasons of returns a feeling of disappointment in foster child, the problem of initial motivation to take a child, psychological incompatibility of a foster child with a foster parent, difficulties of a child's transitional age, redoubling of deviations in development (Osipova, 2009).

The analysis of parental essays also allows of point out a number of problems that foster parents have to face when upbringing foster children: theft (14%), deception (12%), increased proneness to conflict (11%), poor academic results (6%), absence of moral regulators of behaviour (6%), damage of things (5%), vagrancy (5%), foul language (4%), absence of social skills (4%), toxic substance abuse (2%). Thus, 59% of foster parents have to look for ways of overcoming foster children's disruptive behaviour and 10% have to deal with learning problems.

Foster parents tend to see the reasons for difficulties in the negative background of their foster children, including "harsh experience in the orphanage" or negative influence of a biological family (25%), a foster child's negative features of character (19%), difficulties of a transitional age (14%).

Discussion

Our research allows making the following statements which characterise the peculiarities of relationships between foster parents and their foster children with disabilities.

1. Foster parents are characterised by instability of the level of protection in the process of upbringing their foster children with disabilities and discrepancy in demonstrating it, which can be seen in desire not only to devote much time to their foster child, but also to satisfy his/her demands utterly and without criticism.

2. Foster parents are characterised by hypersocialisation, orientation to follow social norms and rules which results in the increased amount of demands and responsibilities imposed on foster children and tendency to bring them up in terms of increased moral responsibility. At the same time, parents want their children to get rid of drawbacks, imposing minimum of punishment for violation of family rules.

3. The main reasons for upbringing with a pathological effect are expansion of the sphere of parental feelings, lack of confidence in upbringing skills, a phobia to lose a child, projection of parents' own unwanted qualities, a

desire to develop in a child certain qualities that belong to this or that gender.

4. Interaction of foster parents with foster children with disabilities can be characterised in such terms as minimum of demands, lack of emotional intimacy and psychological acceptance, lack of harmony, low parental authority, and insufficient satisfaction with relationships.

5. Foster parents accept their foster children conditionally. They are engaged in solving current problems. Parents view difficulties that emerge during the process of upbringing as unexpected. They tend to underestimate the seriousness of physical and psychological state of their foster children. Bringing up foster children, foster parents have to solve the problems of disruptive behaviour (deception, theft, vagrancy, damage of things, absence of moral regulators of behaviour, etc.) and learning problems.

6. Foster parents are characterised by a low level of reflection on peculiarities of upbringing of foster children and insufficient criticism of their parental competence. The system of upbringing is characterised by an insignificant role of the second parent (usually of a foster father).

Thus, the stated above conclusions can complete and concretize the list of psychological peculiarities which we revealed while analysing the data of monitoring research which focused on effectiveness of family forms of children placement in Republic of Adygheya. Now the expanded list of specific features of relationships between foster parents and their foster children is as following:

- peculiarities of child-parent relationships in a foster family (lack of collaboration, harmony, emotional intimacy, acceptance and as a result lack of satisfaction in relationships);

- problems in upbringing of foster children (practicing such styles of family upbringing that lead to pathology, lack of reflexivity among foster parents, low significance of the second parent in the system of upbringing, foster children's resistance to education, and lack of upbringing experience in solving such problems);

- personal problems of foster parents and foster children which are revealed in the system of parent-child relationships (lack of confidence among foster parents, high level of social anxiety, strong orientation to fulfil social norms and rules and to "fix" foster children; low level of social-psychological competence among foster children, undeveloped communicative skills, increased level of aggression, anxiety, suspicion together with a high demand of emotionally close and safe relationships);

- psychological unpreparedness of foster parents and foster children with disabilities to live together and establish relationships, based on mutual attachment (unpreparedness of foster parents to accept their children's issues; unpreparedness of foster children to psychologically interact with their foster parents, to live in the family, to establish relationships and be a part of them; unpreparedness of both sides to have emotionally intimate relationships).

Conclusion

Studying of peculiarities of foster families is a relatively new branch in the Russian psychological science, so currently we are dealing with accumulation of

empirical data and planning further research of foster families and opportunities to provide such a family with psychological help.

The quality of relationships between foster parents and foster children is one of the most significant factors which provide stability of a foster family. It is impossible to improve the effectiveness of child-parent relationships without knowledge of peculiarities of their establishment in families with foster children, the main arising problems and their solutions.

In this connection, we insist on increasing the amount of practical classes for prospective foster parents in the courses designed for people who want to take an orphan or a child without parental care into their family. The candidates should not only learn the peculiarities of upbringing of foster children, but also develop skills of establishing the contact, constructive problem solving and communication with a deprived child, to learn how to build relationships based on emotional attachment. Besides, prospective parents should learn to analyse their own expectations connected with having a foster child in their family, and also to change them in correspondence with life situations in order not to complicate the establishment of child-parent relationships.

Along with practical classes, it is important to continue psychological work on improving the efficiency of child-parent relationships in a foster family during the stage of mutual adaptation of parents and a new member of the family – a foster child. In connection with this, families that have recently accepted orphans can take part in special programs, which allow getting to know each other better, to establish initial contact and emotional attachment and to learn how to maintain them. It will help to make the adaptation process less complicated for all members of foster family.

The system of professional supervision of foster families in Russia and in Republic of Adygheya in particular is a new and developing trend. It demands applied researches which can reveal different segments of life and functioning of foster families in order to find more effective and optimal means of assistance and support. This research gives the description of child-parent relationships under a certain angle and it definitely doesn't reflect the entire picture. The subsequent topics for the research can be the following: studying the motivation of taking foster children into the family, including secret motivation; peculiarities of relationships in a foster family (relationships between foster children and biological children of foster parents, relationships between foster children, relationships with other relatives of foster family), psychological portrait of foster parents, effective means of psychological assistance to a foster family, and many others.

Acknowledgments

Disclosure statement

Notes on contributors

Liliya Arturovna Aslamazova is a Candidate of Psychological Sciences and an associate professor at Adyghe State University, Maykop, Republic of Adygheya, Russian Federation.

Alla Anatolievna Yurina is a Candidate of Philological Sciences and an associate professor at Adyghe State University, Maykop, Republic of Adygheya, Russian Federation.

Fatimet Pshimafovna Khakunova is a Doctor of Pedagogic Sciences and a professor at Adyghe State University, Maykop, Republic of Adygheya, Russian Federation.

Lyubov Pavlovna Kochenkova is a Candidate of Pedagogic Sciences and an associate professor at Adyghe State University, Maykop, Republic of Adygheya, Russian Federation.

References

1. Allen, B., Timmer, S.G., Urquiza, A.J. (2014). Parent–Child Interaction Therapy as an attachment-based intervention: Theoretical rationale and pilot data with adopted children // Children and Youth Services Review. V.47. P. 334-341.

2. Barabanova, V.V. (1995). Knowing the difficulties in child development and learning to overcome them. *Family orphanage: reality, problems and perspectives in modern Russia.* Moscow: House (25–26).

3. Bobkin, A.E. (1998). Foster family: psychological diagnostic a prospective parent. *Family in Russia.* 3-4. (97-111).

4. Bolshakova, L.N. (2004). *Social-psychological adaptation of parents and children in a foster family.* (Master's thesis), Yaroslavl.

5. Brown, J.D., Anderson, L., Rodgers, J. (2014). Needs of foster parent resource workers // Children and Youth Services Review. V.46. P. 120-127.

6. Chernyshova, L.A. (2004). *Social and psychological adaptation of a child in a foster family and assistance in psychological correction to foster families.* (Master's thesis), Samara.

7. Chiara Berti, L.P. (2009). Different ecological perspectives for evaluating residential care outcomes: Which window for the black box? *Children and Youth Services Review.* Vol. 31, 10, pp. 1080-1085.

8. Cooley, M.E., Petren, R.E. (2011). Foster parent perceptions of competency: Implications for foster parent training // Children and Youth Services Review. V.33. P. 1968-1974.

9. Dubrovina, I.V., Ruzskaya, A.G. (editor.) (1990). Psychic development of children from orphanage. M.: Pedagogy.

10. Eidemiller, E.G., Dobryakov, I.V., & Nikolskaya, I.M. (2005). *Family diagnosis and family psychotherapy.* St. Petersburg, Rech Publ.

11. Eidemiller, E.G., & Yustitskis, V.V. (2002). Psychology and psychotherapy of a family. St. Petersburg, Piter Publ.

12. Ivanova, M.V. (2007) *Social-pedagogical rehabilitation of orphans in a foster family.* (Doctoral dissertation). Saint Petersburg

13. Ivanova, N.P. (2008) Social adaptation of children in a foster family. *Family in Russia.* 2. (59-65).

14. Johnson, R., Browne, K.D. and Hamilton-Giachritsis, C.E. (2006). Young children in institutional care at risk of harm. *Trauma Violence Abuse.* 7. (34-60).

15. Karabanova, O.A. (1998) Projective technique "Parent's essay" in psychological counselling. *Family psychology and family therapy.* 1. (59-73).

16. Kholmogorova, A.B. (2002). Scientific basis and practical tasks of family psychotherapy. *Moscow psycho-therapeutical journal.* 1. (93-119).

17. Khrustalkova, N.A. (2007). System of complex supervision of a professional foster family. *Pedagogy.* 2. (52-58).

18. Langmeier, J., & Matějček, Z. (2011) *Psychická deprivace v dětství.* Praha: Karolinum.

19. Leathers, S.J., Spielfogel, J.E., Gleeson, J.P., Rolock, N. (2012). Behavior problems foster home integration, and evidence-based behavioral interventions: What predicts adoption of foster children? // Children and Youth Services Review. V.34. P. 891-899.

20. Liders, A.G. (2008) *Psychological exam of a family.* Moscow: Akademiya Publ.

21. Lisina, M.I. (1986) *Problems of ontogenesis of communication.* Moscow: Pedagogika Publ.

22. Minevich, O.K. (2009) *Social and psychological conditions of adaptation of children in foster families.* (Master's thesis), Tambov.

23. Markovskaya, I.M. (2000) *Training of interaction of parents and children.* St. Petersburg: Rech Publ.

24. Minuchin, P., Brooks, A., Colapinto, J., Genijovich, E., Minuchin, D., Minuchin, S. (1990). Training Manual for foster parents based on an ecological perspective on foster care. New York: Family Studies.

25. Minuchin, S. (1974). Families and family therapy. Cambridge, MA: Harvard University Press.

26. Mukhina, V.S. (1989) Psychological help to children who live in orphanages. *Questions of psychology.* 1. (32-39).

27. Nissim, R. (1997). Children living in substitute families: Historical perspectives on family placement: Patronage or partnership? Oxfordshire Social Services, England UK // Educational and Child Psychology. V.14 (2). P. 4-12.

28. Ovcharova, R.V. (2003). *Psychological supervision of parenthood.* Moscow: Institute of Psychotherapy Publ.

29. Oliferenko, L.Y. (2003). Foster family is an institute of childhood protection. Recommendations to a social pedagogue *Social pedagogy.* 2. (77-88).

30. Osipova, I.I. (2002). *Foster family as a forming social institute.* (*Master's* thesis), Moscow.

31. Osipova, I.I. (2009). Phenomenon of the second orphanhood in modern Russia. *Orphanage.* 1 (30). (14-19).

32. Oslon, V.N. (2006). *Placement of orphans: professional foster family.* Moscow: Genesis.

33. Oslon, V.N., & Kholmogorova, A.B. (2001). Psychological supervision of foster professional family. *Questions of psychology.* 4. (39-52).

34. Palieva, N.A. (2008). *Upbringing and development of personality of orphans in alternative forms of family placement* (Doctoral dissertation) Stavropol.

35. Prikhozhan, A.M., & Tolstykh, N.N. (2007). *Psychology of orphanhood.* Moscow: National fund of child protection from violence.

36. Semya, G.V. (2004). *Foundations of psychological security of children without parental care* (Doctoral dissertation), Moscow.

37. Semya, G.V., Zaitsev, G.O., & Zaitseva, G.O. (2009). *Monitoring of orphans and children without parental care, and development of family forms of their placement in Central Federal District in 2008.* Moscow: Variant Publ.

38. Shipitsina, L.M. (2005). *Psychology of orphans.* St Petersburg, University of St. Petersburg Publ.

39. Spivakovskaya, A.S. (1991). Psychological help to the families who took children from state establishments for upbringing. In V.S. Mukhina *Reader: Deprived of parental care.* (pp. 127-132). Moscow, Prosveshcheniye.

40. Spivakovskaya, A.S. (1999). *Psychotherapy: game, childhood, family.* Moscow, EKSMO-press.

41. Storer, H.L., Barkan, S.E., Sherman, E.L., Haggerty, K.P., Mattos, L.M. (2012). Promoting relationship building and connection: Adapting an evidence-based parenting program for families involved in the child welfare system // Children and Youth Services Review. V.34. P. 1853-1861.

42. Ternovskaya, M.F. (2004). *Pedagogical basics of adaptation of children – social orphans in the system of patronizing upbringing.* (Master's thesis). Moscow.

43. Ushakova, E.V. (2003). *Social and psychological abilities of a foster family as a rehabilitation structure for orphans.* (Master's thesis). Moscow.

44. Varga, A.Y. (2001). Systematic family psychotherapy: Brief lecture course. SPb.: Speech.

45. Zakharova, Zh.A. (2009). *Social and pedagogical supervision of the process of upbringing of a foster child in a foster family.* (Doctoral dissertation). Kostroma.

46. Zernitskiy, O.B. (2002). Motives of adoption and peculiarities of parental positions in families with foster children. *Bulletin of psycho-social and correctional-rehabilitation work.* 1. (45-50).