

The Importance of Permanency

Positive outcomes of achieving permanency:

- Permanency is important for children to develop healthy secure relationships (Leathers, 2002) and serves to reduce the potential stressors that arise from being displaced multiple times (UC Davis, 2008).
- Youth who experience minimized placement changes are more likely to experience:
 - Fewer school changes
 - Less trauma and distress
 - Less mental health problems
 - Less behavioral problems
 - Increased probabilities for academic achievement
 - A lasting positive relationship with an adult (Gauthier, Fortin, & Jeliu, 2004; Rubin, Alessandrini, Feudtner, Mandell, Localio, & Hadley, 2004).
- Permanency can create strong peer alliances, which can buffer the impact of other losses and stresses and may offer protection against depression and bullying (Goldbaum et al., 2003, p. 142).
- Permanency can help a child form and maintain deep attachment to caretaker(s), which must be present to ensure a child's optimal physical and emotional growth and health (Szalavitz and Perry 2010).
- Permanency promotes a long-term sense of connectedness in young people (Donohue, Bradley-king, Cahalane, 2013).

Outcomes when permanency is not achieved:

- Frequent placement moves not only compounds the issue of being separated from one's parents, but can also result in separation from siblings, relocating to a new geographical area, and experience a sense of not belonging; all of which can lead to distress and have a profound negative emotional impact (UC Davis, 2008).
- Children who are removed from their homes and then who experience placement disruption can lead to them experiencing profound distress and a sense of loss and not belonging, all of which can lead to distrust and a fear of forming secure healthy relationships (UC Davis, 2008).
- Placement disruptions can increase stress-induced related responses and create alterations in the brain (UC Davis, 2008).
- Multiple placements increases the probability of high mental health service use (Rubin, Alessandrini, Feudtner, Mandell, Localio, & Hadley, 2004).
- Educational delay is associated with school changes, and the levels of stress, anxiety, and personal hardship encountered by youth who must deal with school changes are likely to be a significant contributing factor in lowered school performance (Donohue, Bradley-King, & Cahalane, 2013).