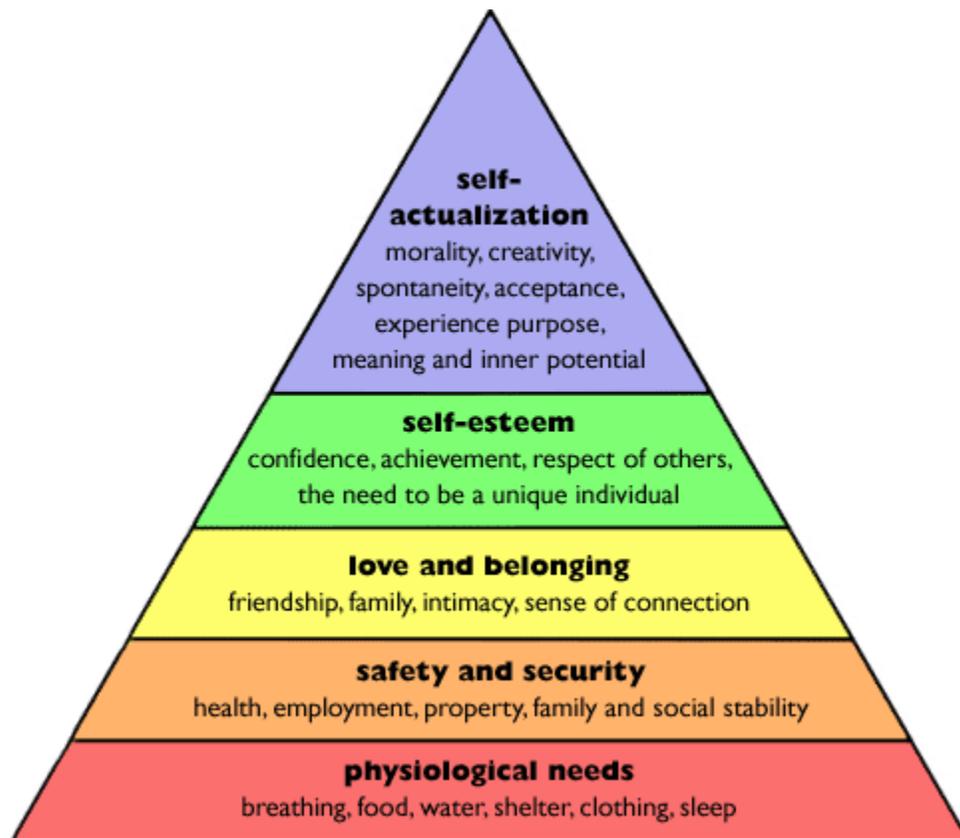




Weekend Miracles Host Family Training Part 2 Handouts

Handout # 18: Maslow's Hierarchy of Needs



Physiological Needs

1. Physiological needs are the physical requirements for human survival. If these requirements are not met, the human body cannot function properly, and will ultimately fail. Physiological needs are thought to be the most important; they should be met first. Air, water, and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection from the elements. While maintaining an adequate birth rate shapes the intensity of the human sexual instinct, sexual competition may also shape said instinct.

Safety Needs

2. With their physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. In the absence of physical safety – due to war, natural disaster, family violence, childhood abuse, etc. – people may (re-)experience post-traumatic stress disorder.

This level is more likely to be impacted in children because they generally have a greater need to feel safe.

Love and Belonging

3. After physiological and safety needs are fulfilled, the third level of human needs is interpersonal and involves feelings of belongingness. This need is especially strong in childhood, and can override the need for safety as witnessed in children who cling to abusive parents.

According to Maslow, humans need to feel a sense of belonging and acceptance among their social groups, regardless if these groups are large or small.

Many children become susceptible to loneliness, social anxiety, and clinical depression in the absence of this love or belonging element. This need for belonging may overcome the physiological and security needs, depending on the strength of peer pressure.

Esteem

4. All humans have a need to feel respected; this includes the need to have self-esteem and self-respect. Esteem presents the typical human desire to be accepted and valued by others.

Psychological imbalances, such as depression, can hinder the person from obtaining a higher level of self-esteem or self-respect.

Self-Actualization

5. This level of need refers to what a person's full potential is, and the realization of that potential. Maslow describes this level as the desire to accomplish everything that one can, to become the most that one can be.”

Handout # 19: Martian Child Worksheet

Throughout the review of video clips you will be asked to identify various stages of Maslow's Hierarchy of Needs and intervention techniques. Please use the space below to write down the key points reviewed.

Stages of Maslow's Hierarchy of Needs

Self-Actualization

Self-Esteem

Love and Belonging

Safety and Security

Physiological

Handout # 20: Cycle of Need

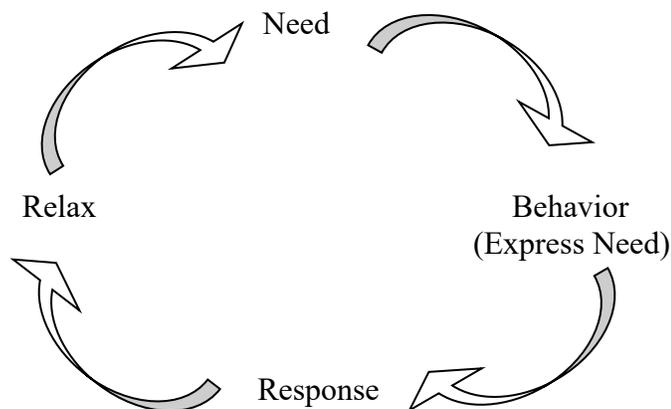
Definition of Attachment Elaborations:

1. Attachment is an enduring emotional relationship with a specific person.
2. This relationship brings safety, comfort and pleasure.
3. The loss (or threat of the loss) of the individual we are attached to evokes intense distress.

Key Points

1. Attachment is not just nice to have; it is a matter of physical as well as emotional survival.
2. To illustrate the point, talk about the infant who needs a caregiver to provide for all of its basic needs. If this does not happen, the infant will die.
3. The older child likewise needs caregivers who will provide for their physical and emotional needs.
4. Because attachment is necessary for children to grow and develop, their physical and emotional survival depends on their caregiver's ability to provide for their needs.
5. Help participants to understand that attachment is a critical foundation that must be in place in order for the areas listed to develop.
6. Without it, these areas of development will be compromised.

The Cycle of Need



Handout # 21: The Five Stages of Grief

Grief can occur as the result of a number of different events – someone we know dies, a relationship ends, we lose a pet, we have to give up a long-held goal in our life, or any other number of situations. There is one common denominator in all of these events, and that is loss. Grief is a process of physical, emotional, social, and cognitive reactions to loss. The grieving process is often a hard one to work through. It requires patience with ourselves and with others.

Although responses to loss are as diverse as the people experiencing it, patterns or stages that are commonly experienced have emerged. These stages were identified and named by Dr. Elizabeth Kubler-Ross. Knowing these five stages can sometimes help in coping with the process of grief, and recognizing that there is light at the end of the tunnel. It should be noted that although most people experience all of the following stages, they do not experience them with the same duration, or in the same order, or with the same intensity. It is a very unique process.

Denial

Denial is generally the first stage in the grief process. It can be experienced as numbness or avoidance or isolation or direct denial. It is a stage in which we just cannot believe that the loss is true. We may tell ourselves that it did not really happen. It does not seem real.

Anger

Another stage of grief is anger. At this point, we have gotten past some or all of the denial, but now we are angry about the loss. We may want to take it out on something or someone, or we may just express our anger in ways that are familiar to us.

Bargaining

In the bargaining stage, we are trying to come up with ways to get back what we lost or just find someone or something to blame. Common thoughts include "If only I had just" or "I wish we could have...." or "Maybe if I do this...." In the case of a lost relationship, we might actually bargain with the person we lost in an effort to get them back. "If I change my behavior, will you come back?"

Depression

The depression stage is just as it sounds, a time of sadness. It generally follows denial, anger, and bargaining when we feel helpless and hopeless to stop the loss. It may include crying, withdrawal, or any other way that expresses sadness.

Acceptance

The final stage is acceptance. Most often we have gone through all of the above stages, and in many cases cycled through the above stages more than once before getting to acceptance. At this stage, we have (to some extent) reorganized ourselves and our thinking to incorporate the loss. This does not mean that we no longer get sad about the loss from time to time, but the sadness is now a part of us and does not keep us from functioning normally most of the time. Over time, the intensity of the sadness generally diminishes, but may never entirely go away.

Armed with the knowledge of these five stages, we can now better understand ourselves and others who are going through the grief process. Recognizing the stages can increase your empathy and support for others, and provide permission for you to go through the process in your own way and in your own time.

Handout # 22: The Behaviors of Grief and Loss

1. **Shock**

- Numbness
- Denial
- Blunting
- Outbursts
- Weight change

2. **Protest**

- Bargaining
- Increased Affect
- Preoccupation with thoughts of loss/situation
- Searching
- Anger
- Yearning

3. **Disorganization**

- Confusion
- Depression
- Withdrawal
- Aimlessness
- Restlessness
- Apathy
- Feeling of unreality
- Decreased socialization
- Loss of interest
- Loneliness

4. **Reorganization**

- Trying new patterns of behavior
- Finding meaning in the new situation
- New interests or skills
- New or renewed interest in socialization

5. **Recovery**

- Engaging in everyday life tasks again after coming to acceptance that the loss has occurred

6. Deterioration

- Crying
- Anxiety
- Sleep or eating disturbance
- Sexual difficulties
- Clinical depression
- Irritability
- Self-criticism
- Guilt
- Hyperventilating
- Difficulty breathing and swallowing
- Nausea
- Sweating
- General malaise
- Stress related illness

Handout # 23: Children's Developmental Needs

- SECURITY
- FOOD, CLOTHING, SHELTER, HEALTH CARE
- NURTURING
- CONNECTEDNESS
- STABILITY, CONSISTENCY
- CONTINUITY AND PREDICTABILITY, AND SIGNIFICANT FAMILY RELATIONSHIPS
- LOVE AND ACCEPTANCE
- A SENSE OF BELONGING
- SPIRITUAL AND MORAL FRAMEWORK
- CONNECTIONS TO THE PAST
- SECURITY IN THE PRESENT
- HOPE FOR THE FUTURE
- LIFETIME FAMILY CONNECTIONS

GIVEN ITS TEMPORARY AND UNCERTAIN NATURE, THE FOSTER CARE EXPERIENCE HAS THE POTENTIAL TO WORK AGAINST CHILDREN'S HEALTH, GROWTH AND DEVELOPMENT

Handout # 24: Indian Child Welfare Act (ICWA)

Purpose

The purpose of the Indian Child Welfare Act is to help promote the stability and security of American Indian tribes and families (25 U.S.C. §1902).

Congress recognized that a large number of American Indian families had been torn apart by the often unwarranted removal of the children by non-tribal public and private agencies. (25 U.S.C. §1902 (4)). These children were placed in foster or adoptive homes that were non-Indian, affecting the children's cultural upbringing (25 U.S.C. §1902 (4)). The Indian Child Welfare Act establishes minimum federal standards for the removal of American Indian children and the placement of these children in foster or adoptive homes. It also provides funds to tribes for the operation of child and family services programs (25 U.S.C. §1902).

Jurisdiction

1. Unless jurisdiction is otherwise vested in a state by federal law, the act gives the tribe exclusive jurisdiction over any American Indian child who resides or is domiciled within the reservation (25 U.S.C. § (a)).
2. If the child is a ward of the tribal court, that court has exclusive jurisdiction over the child regardless of the residence or domicile (25 U.S.C. § 1911 (a)).
3. In the absence of good cause to the contrary or the objection of either parent, a state court must transfer any foster care or termination of parental rights proceeding concerning an Indian child not domiciled or residing within the reservation of the Indian child's tribe to the jurisdiction of the tribe (25 U.S.C. § 1911 (b)).
4. The child's tribe and custodian may intervene at any point in a state court proceeding when that proceeding addresses either foster care placement or termination of parental rights (25 U.S.C. § 1911 (c)).
5. All judicial proceedings, public acts and records of an American Indian tribe which are applicable to American Indian child custody of proceedings must be given full faith and credit (25 U.S.C. § 1911 (d)).

Definitions

Indian – any person who is a member of an Indian tribe, or who is an Alaska native and member of a regional corporation as defined in 1606 of title 43 (25 U.S.C. §1903(3)).

Indian Child – Any unmarried person who is under age 18 and is either: (a) a member of an Indian tribe or (b) eligible for membership in an Indian tribe and the biological child of a member of an Indian tribe (25 U.S.C. §1903(4)).

Custody Proceedings Covered by the Act

The Act applies to:

1. **Involuntary foster care placement** (voluntary placement is covered separately). In order to

remove an American Indian child from the home, there needs to be “clear and convincing evidence” that the continued custody of the child by the parents or Indian custodian is likely to result in serious emotional or physical damage to the child (25 U.S.C. § 1912 (e)). The act applies not only to the initial foster care placement, but also to all subsequent placements unless the child is being returned either to the parents or the Indian custodian from which the child originally was taken (28 U.S.C. § 1961 (b)).

2. **Termination of parental rights.** In order to terminate parental rights there must be a showing that the continued custody of the child by the parent or Indian custodian is likely to result in serious emotional or physical damage to the child. This finding must be supported by evidence beyond a reasonable doubt (25 U.S.C § 1912 (f)).
3. **Pre-adoptive and adoptive placements.** Pre-adoptive placement is the “temporary placement of an Indian child in a foster home or institution after the termination of parental rights, but prior to or in lieu of adoptive placement” (25 U.S.C §1903(iii)). The purpose of a pre-adoption proceeding is to insure that all placements are subject to the protections afforded by the act, and that the act’s adoptive placement preferences cannot be avoided by labeling an Indian child as not-adoptable (Bureau of Indian Affairs Report 1984 (67)). Adoptive placement is the permanent placement of an American Indian child, which includes any action resulting in a final decree of adoption (25 U.S.C §1902 (iv)).

Criteria for Placements

The Indian Child Welfare Act describes the criteria that must be met when placing a child in foster care or pre-adoptive care initially and when reviewing the child’s placement. The child must be placed in a setting that will meet any special needs that child may have and will also be the least restrictive setting which most approximates a family. The foster or pre-adoptive home must be within a reasonable proximity to the child’s natural home. Preference shall be given, in the absence of a good cause to the contrary, to a placement with (i) a member of the Indian child’s extended family; (ii) a foster home licensed, approved, or specified by the Indian child’s tribe; (iii) an Indian foster home licensed or approved by an authorized non-Indian licensing authority; or (iv) an institution for children approved by an Indian tribe or operated by an Indian organization which has a program suitable to meet the Indian child’s needs (25 U.S.C §1915 (b)).

When placing an American Indian child in an adoptive placement, preference shall be given, in the absence of good cause to the contrary, to a placement with: (1) a member of the child’s extended family, (2) other members of the Indian child’s tribe or (3) other Indian families (25 U.S.C § 1915 (a)).

Handout # 25: Multiethnic Placement Act of 1994 (MEPA) and Amendment of 1996 (IEP)

The Howard Metzenbaum Multiethnic Placement Act of 1994 (MEPA), 42 U.S.C.A. §5115a, prohibits denial or delay of placement for foster care or adoption by any agency that receives federal funds because of the child's or foster/adoptive parent's race, color or national origin. The law was intended to:

- Decrease the time children wait to be adopted.
- Prevent discrimination in the placement of children on the basis of race, color or national origin.
- Prevent discrimination on the basis of race, color or national origin when selecting foster and adoptive placements.
- Facilitate the development of a diverse pool of foster and adoptive families.

In August of 1996 Congress amended MEPA in order to strengthen its nondiscriminatory provisions and to provide stiff penalties for violation of the act. The anti-discrimination provisions of MEPA now state that any public or private agency or entity that receives federal assistance cannot:

- *Deny to any person the opportunity to become an adoptive or foster parent* on the basis of the race, color or national origin of the adoptive or foster parent or the race, color or national origin of the child involved in the foster or adoptive placement; and
- *Delay or deny the placement of a child for adoption or into foster care* on the basis of the race, color or national origin of the adoptive or foster parent or the race, color or national origin of the child involved in the foster care or adoptive placement.

MEPA was enacted to encourage trans-racial placements of children when appropriate same-race placements are not available. The act specifically permits the consideration of a child's cultural, ethnic or racial background and the ability of a potential foster parent to meet the child's related needs as one of many factors to consider in determining the best interests of a child. The Department of Health and Human Services published Policy Guidance in the Federal Register on April 25, 1995, to be used as guidelines for compliance by agencies. An updated Policy Guidance related to the amendment was made available in June 1997.

Non-compliance with this act is a violation of Title VI of the Civil Rights Act of 1964, 42 U.S.C.A. §2000d *et seq.* Any person who believes that she or he has been a victim of a violation of the act has a right to bring an action for relief in the appropriate U.S. District Court. Any entity found in violation of the law will lose considerable federal matching funds. MEPA does not affect the Indian Child Welfare Act of 1978, 25 U.S.C. 1901 *et seq.* (42 U.S.C.A. §5115a(f)).

MEPA/IEP – Multiethnic Placement Act of 1994 (MEPA), part of Improving America's Schools Act of 1995, Public Law 103-382, §§551-554, 108 Stat. 4056-4057 and Removal of Barriers to Interethnic Adoption (IEP), part of the Small Business Job Protection Act, Public Law 104-188, 110 Stat. 1755 #1808

Handout # 26: "Foster Care Anti-Discrimination Act" (AB 458)

In 2003, California passed state law Assembly Bill 458, the Foster Care Anti-Discrimination act. This law prohibits discrimination and harassment against children, birth families and Resource Parents on the basis of actual or perceived race, ethnic group identification, ancestry, national origin, color, religion, sex, sexual orientation, gender identity, mental or physical disability or HIV status. None of us would think it was OK to discriminate against people in most of these groups. However, I want to focus for a moment on sexual orientation and gender identity. In California, Resource Parents have a *legal* responsibility to protect Lesbian, Gay, Bisexual, Transgender, and Questioning youth from harassment and discrimination.

What is sexual orientation? That's right, it refers to whom you are emotionally and sexually attracted to. What are some of the different sexual orientations? Heterosexual, Gay, Lesbian, Bisexual (write these on a flip chart). I want to add two more categories, Transgender and Questioning (add to flip Chart). Can someone give me a definition for each of these? (Refer back to the definitions from meeting 2.) These categories are often shortened into the abbreviation LGBTQ.

Why do you think the Anti-discrimination Act included sexual orientation and gender identity in the new legislation?

Can you think of ways Resource Parents have discriminated against LGBTQ youth? Birth families?

Gay and lesbian youth are an especially at-risk population.

- LGBTQ youth are over-represented in the foster care system because birth parents are more likely to kick them out of the house once they disclose or are suspected of being gay. In addition, birth parents might resort to physical and/or sexual abuse to try to "change" the child/youth.
- LGBTQ youth are 4 times more likely to commit suicide. Why do you think this is?
- LGBTQ youth are twice as likely to abuse drugs or alcohol. Why do you think this is?
- LGBTQ youth are 3 times as likely to drop out of school. Why do you think this is?

One study in New York found that 78% of LGBT foster youth had been removed from at least one placement because of discrimination and hostility by their caregivers, due to their sexual orientation or gender identity. 56% of the youths in this study had spent time living on the streets because they felt "safer" there than they did living in their group home or foster home.

Many people have very strong feelings regarding sexual orientation. I am not here to change your mind or your value system. I am here to help you follow the law and to help you better help children and their families. I understand there are some of you who are not going to be able to get past your own feelings about this issue. Remember that PS-MAPP is designed to be a mutual selection process DCFS expects all Resource Parents to comply with the law.

What does DCFS require of Resource Parents?

- To provide the same safe and loving care they provide to the rest of their children.
- To provide a home free of harassment. This includes prohibiting children in the home from harassing each other. This also includes having rules that are fair and equal for all children.
- To sincerely work at being accepting of an LGBTQ child.
- To help children transition into adoptive homes regardless of the sexual orientation of the Adoptive Parent.
- To obtain any LGBTQ services and social activities needed for that specific child.

Handout # 27

Caregiver Responsibilities In Supporting Senate Bill 89

Caregiver should assist the youth in accessing sexual health services which include all of the services they can consent to as minors.

This may include:

- The caregiver can review the Reproductive and Sexual Health Care Rights with the youth.
- The caregiver can offer reliable, non-biased information on safe sex and birth control to the youth.
- It is the caregiver's duty to communicate with the caseworker (CSW) if referrals must be made or they require assistance accessing resources and services.

It is important to maintain the confidentiality of the youth and only disclose information that the youth allows to anyone including the caseworker (CSW).

This includes but is not limited to discussions of youth's:

- Sexual orientation
 - Use of contraceptives
 - Past services utilized
-
- The caregiver can direct the youth to reliable websites with information about various types of birth control methods for pregnancy prevention.
 - The caregiver can assist the youth in making an appointment with a health provider who can explain different birth control options.
 - Caregivers should respect and provide private storage for personal belongings of the youth in your care.
 - The caregiver shall provide transportation to the health care appointment.
 - Since Resource Families are the front lines of care for the youth, it is the caregiver's responsibility to arrange the timely transportation.

❖ Caregivers cannot refuse to link youth to services or to provide or arrange transportation due to religious affiliation or beliefs.

HANDOUT # 28

Foster Youth Education Rights AB 490

1. **RIGHT TO REMAIN IN YOUR SCHOOL OF ORIGIN**

- You have the right to stay in the same school after you move to a new foster care placement. Your “school of origin” can be:
 1. The school you attended when you first entered foster care,
 2. The school you most recently attended, or
 3. Any school you attended in the last 15 months that you feel connected to.
- Your school district must work with you, your education rights holder,* your caregiver, and your social worker/probation officer to develop a plan to transport you to your school of origin.
- If you are transitioning from elementary school to middle school or from middle school to high school, you have the right to transition to the same school as your classmates.
- If there is any disagreement about which school you will attend, you have the right to stay in your school of origin until the disagreement is resolved.

2. **RIGHT TO IMMEDIATE ENROLLMENT IN SCHOOL**

- You have the right to immediately enroll in your regular home school after you move placements.
- You cannot be forced to attend a continuation school or other alternative education program, such as independent study, even if you are behind in credits or have discipline problems at school.
- You have a right to immediately enroll in school and begin attending classes, even if you do not have the paperwork you would normally need for enrollment (such as birth certificate, transcript, or IEP) or you did not check-out from your previous school.
- Your previous school must send your education records to your new school after you enroll.
- You have the right to participate in any activities available at your new school, such as sports teams, tutoring, or after-school clubs, even if you miss a tryout or sign-up deadline.

3. **RIGHT TO PARTIAL CREDITS FOR HIGH SCHOOL STUDENTS**

- If you change schools during the school year, you have a right to partial credits in all classes that you are passing when you leave your old school, even if you do not complete the entire class.
- After you change schools, your new school must accept the partial credits issued by your old school.
- After you change schools, you have the right to be enrolled in the same or similar classes you were enrolled in at your last school.

- You cannot be forced to retake a class or part of a class that you have already completed with a passing grade, if it would make you off-track for high school graduation.
- You have the right to take or retake any class that you need to go to a California State University or University of California.
- Your grade cannot be lowered because you were absent from school for a court hearing, placement change, or a court-related activity.

4. GRADUATION RIGHTS

- You have the right to stay in high school for a fifth year to complete your school district graduation requirements, even if you are over 18.
- If you are behind on your credits, and you transferred schools after 10th grade, you may be eligible to graduate under AB 167/216 by completing only the state graduation requirements (130 credits in specific classes) instead of your school district's requirements.
- If you are eligible, the decision of whether to graduate under AB 167/216 is made by your education rights holder.

5. COLLEGE RIGHTS

- You have the right to have the application fee waived when you apply to a community college in California.
- You have the right to receive the maximum amount of federal student aid and you may be eligible for up to \$5,000 per year from the Chafee scholarship.

6. SCHOOL DISCIPLINE RIGHTS

- You cannot be suspended for more than 5 school days in a row or for more than 20 days in a school year.
- You have a right to be told why you are being suspended and the right to provide your version of events and evidence before you are suspended, unless there is an emergency. If the behavior for which you are being suspended could subject you to criminal charges, you should consult with your education rights holder or attorney before providing an oral or written statement to the school or police.
- Your attorney and social worker must be invited to a meeting before your suspension can be extended beyond 5 days and a suspension can only be extended if you are being considered for expulsion.
- You have a right to a formal hearing, and to be represented by an attorney at that hearing, before you are expelled.
- If you are facing a possible expulsion, your attorney and social worker must be notified. If you are in special education, your attorney and social worker must be invited to a meeting to decide whether your behavior was related to your disability.

7. RIGHT TO YOUR SCHOOL RECORDS

- You have the right to access your school records if you are 16 years or older or have finished 10th grade.
- Your social worker/probation officer and education rights holder can access your school records as well.

Education Rights Holders

Every foster youth under age 18 must have an education rights holder, who is required

to make education decisions in the youth's best interest. Foster youth who are 18 or older have the right to make their own education decisions. Your education rights holder may be your parent or legal guardian, your caregiver, or another person chosen by the court. Your education rights holder cannot be your social worker or probation officer, your attorney, or group home or school staff members. It is important to know who your education rights holder is. If you need information about who your education rights holder is, you can contact your social worker or attorney.

If you believe your education rights have been violated, you can file a complaint. The school has 60 days to investigate and give you a written response. For information about how to file a complaint, please visit the [CDE Uniform Complaint Procedures](#), or call the California Department of Education Coordinated School Health and Safety Office at 916-319-0914.

Handout # 29: Caregiver Information Sheet (SB 358)

This sheet is intended to give you information regarding current law, which entitles foster children to participate in age-appropriate, extracurricular, enrichment and social activities. Current law contained in Section 362.05 of the Welfare and Institutions Code (W&IC) provides that:

- Every child adjudged a dependent child of the juvenile court (a foster child) shall be entitled to participate in age-appropriate extracurricular, enrichment and social activities.
- Caregivers must use a “prudent parent standard” in determining whether to give permission for a foster child to participate in extracurricular, enrichment and social activities.
- Caregivers must take reasonable steps to determine the appropriateness of the activity in consideration of the child’s age, maturity, and developmental level.
- Any state or local regulation or policy which prevents or creates barriers to participation in those activities is prohibited.
- Each state and local entity is required to ensure that private agencies providing services to foster children have policies consistent with this section and that those agencies promote and protect the ability of foster children to participate in age-appropriate extracurricular, enrichment and social activities.

New law added the term “reasonable” to expand the meaning of the current prudent parent standard. Effective January 1, 2006, caregivers are required to use the new **reasonable and prudent parent standard**, which is defined as follows:

“Reasonable and prudent parent standard” means the standard characterized by careful and sensible parental decisions that maintain the child’s health, safety, and best interests.”

Every day, parents make important decisions about their children’s activities. Foster parents are faced with making the same decisions for the foster children in their care. However, when foster parents make decisions they also must consider licensing or approval laws and regulations to ensure the health and safety of foster children in care. The California Department of Social Services understands that state law and regulations have previously prohibited youth from participating in extracurricular activities unless certain requirements were met. Now, however, W&IC Section 362.05 empowers foster parents to approve or disapprove activities based on their own assessment using a “reasonable and prudent parent standard” without prior approval of the child’s social worker, the licensing or approval agency, or the juvenile court.

In enacting this law, the Legislature recognized the importance of making every effort to normalize the lives of foster children. Typical childhood activities in which foster children have been denied participation in the past include, for example, school-sponsored field trips or sports, sleep-over with friends, scouting, and 4-H activities. Frequently, foster parents are reluctant to sign permission slips for foster children, when this should not be the case. Participation in these types of activities is important to the child’s well-being, not only emotionally, but in developing valuable life-coping skills.

In applying the “reasonable and prudent parent standard,” foster parents are required to take “reasonable steps” to determine the appropriateness of the activity in consideration of the child’s age, maturity and developmental level. It is recognized that there are many different ways to determine whether an activity is appropriate for a foster child in your care.

Therefore, the following examples of “reasonable steps” that a foster parent may take in making this determination are provided as a guide to assist you in your decision-making process.

- Have adequate information about the foster child in your care so you can make informed decisions. For example, make an effort to be aware of anything in the foster child’s history or case plan, and of any orders issued by the juvenile court that may suggest that a particular activity would not be appropriate for the foster child. If you are not aware of the child’s history or if the case plan is silent on whether the proposed activity would be appropriate, you are encouraged to consult with the child’s social worker.
- Take into account the type of activity and consider the foster child’s mental and physical health, and behavioral propensities.
- Consider where the activity will be held, with whom the foster child will be going, and when they will return.
- Consider all the information you have gathered and ask the question: is this an age-appropriate extracurricular, enrichment or social activity?
- Take into account the reasonable foreseeable risks of an activity and what safety factors and direct supervision may be involved in the activity in order to prevent potential harm to the foster child (i.e., hunting, paint ball, archery or similar activities that may pose a higher risk).

This law only applies to participation in age-appropriate extracurricular, enrichment, and social activities. This law does not apply, for example, to unsupervised time at home. Any person having contact with a foster child for purposes other than those associated with a foster child’s participation in age-appropriate, extracurricular, enrichment and social activities must comply with existing criminal background check requirements specified in Health and Safety Code Section 1522 and W&IC Sections 39(d) and 361.4, as applicable.

Handout # 31: Department Policy on Discipline

Definitions – Discipline and Punishment

Punishment is a behavior designed to stop a behavior. Punishment is derived from the Latin, *punire*, which is associated with causing pain.

Discipline is defined as “training intended to produce a specified character or pattern of behavior.” The word discipline is derived from the Latin, *discere*, which means to learn. (Source: **The American Heritage Dictionary**)

Discipline of children who have been physically abused, neglected, emotionally maltreated or sexually abused should teach the following:*

- To understand feelings and needs;
- To understand the connection between feelings and behaviors;
- To learn healthy ways to get needs met (problem solve);
- To feel good about their relationships with adults and other children;
- To feel good about themselves (lovable, capable, responsible and worthwhile).

* Polowy, M., Wasson, D., and Wolf, M., (1985). Information on what discipline needs to teach is adapted from **Foster Parent Training — A Curriculum and Resource Manual**. Buffalo: The New York State Child Welfare Training Institute, State University College at Buffalo

Department of Children and Family Services Discipline Policy

Foster parents must agree and adhere to the following minimum requirements:

- Teaching and discipline must be handled with kindness and understanding.
- A foster child must not be deprived of food or family visit as punishment.
- A foster child must not be subjected to corporal punishment (spanked, pushed, pinched, or hit with any object).
- A foster child must not be subjected to verbal abuse, threats, or derogatory remarks about the child or the child’s family.

Behavior

In general, children behave a certain way because that is how they learned to interact with others and get their needs met. A child not only learns from parents, but also from other relatives, peers, teachers, television, books, movies, music and other adults and everything else the child experiences.

The foster home is but one additional learning experience for the child. The foster parent who expects the newly arrive child to automatically fit into the new environment is in for a disappointment. One of the foster parent’s jobs is often to assist the child in “re-learning” more appropriate ways of behaving and interacting with others. This will often be a trying and time-consuming process, but the outcome can be very helpful for the child and rewarding to the foster parent.

Behavior Management Suggestions

Discipline should be viewed as a continuum. The desirable movement is from externally administered discipline imposed by adults toward self-discipline. Discipline should be seen as a positive learning experience. It should be seen as instruction training and teaching rather than as punishment. Foster parents should consult with the CSW regarding the method of discipline for the child and for information about resource materials and training on discipline.

Discipline has two primary goals:

- To change or control the child's immediate behavior, especially if the behavior poses a danger to the child or others
- To teach the child to get along as a member of a family and community and eventually to be a responsible, mature adult.

The child's age and level of social, intellectual and emotional maturity should be considered in determining an effective means of discipline for a child.

Specific reasons a child in foster care may misbehave:

- Anger at being separated from parents
- Poor behavior modeling in the past
- Developmental lags (lack of knowledge or skill to behave appropriately)
- Effort to exert control on the situation
- Attention seeking through negative behaviors

The following forms of discipline may produce problems and are discouraged or forbidden:

- Corporal punishment is forbidden
- Scolding, nagging or shaming is discouraged because it can be harmful to the child's self esteem
- You may not deprive the child of food
- Family visits or contacts are not to be used as either reward or punishment. The purpose of visitation or contact is meant to encourage the maintenance of family relationships and resolution of family problems, not to influence the child's behavior

From: Department of Children and Family Services Foster Parent Handbook, p. 2-18 to 2-19.
2003

Handout # 32: 15 Effective Behavior Modification Strategies

1. Be a Role Model

Imitation is one of the most effective ways of learning. Parents must demonstrate or model what they want the child to do. How is this technique an effective discipline technique for children who have been abused and neglected?

2. Provide the Child with Time Out

Time out is a way to let the child know the behavior cannot continue. It gives the child a break from the activities or feelings that might have triggered the behavior, and it gives the parent a break to figure out what to do next. Time out can be taken in any safe and controlled place.

3. Provide Positive Reinforcers and Privileges

Most of us respond to the carrot at the end of the stick. Most of us worked in school to learn, and we wanted the reinforcers of good grades.

Reinforcers may be related to the immediate situation such as, “When we go to the store, if you stay with Mommy, walk rather than run and leave things on the shelf, then you can select a treat before you leave.” The key again is to be clear about what you want the child to do.

Reinforcers do not have to be things. A very important reinforcer is praise for what the child is doing well. Material rewards can often be replaced by praise and approval.

4. Take Away Privileges

Reinforcers provide positive shaping for behaviors. Sometimes negative behaviors need responses as they occur. It is often the parent who must think of logical consequences. We often learn by our mistakes, and then working through the consequences. Often as parents we will want to control the consequences or help a child understand the consequence. For example, if a ten-year-old child leaves a bike in the driveway, you may want to take away the privilege of riding the bike for the next day. The hope is that the child will be helped to see the connection between using the bike, and the responsibility for storing the bike in a safe place.

Privileges should not be taken away for too long. Often, 24 hours is enough for the consequence to be clear and meaningful. You want to give children the opportunity to put their learning into practice and to try again as soon as possible.

5. Provide Natural and Logical Consequences

A natural consequence means letting what would happen, happen. It means letting the course of action complete without interference. It means that parents will not act to protect their child from consequences that are likely to occur. Natural consequences can often help to change the behavior of a child who is not responsible or is very dependent on the parent. Let's look at an example of a child who can't find their school books in the morning. The natural consequence would be to let the child go to school without the books. Natural consequences for leaving toys outside the house may be the toys would get broken, rained upon, or stolen.

Logical consequences happen when parents step in to help the child avoid the natural consequences. A logical consequence for having a parent help the child find the school books is that the parent would be paid back in some way for the time spent helping the child. The child might do an extra chore for the parent. A logical consequence for leaving toys outside may be to lose the use of the toys for 24 to 48 hours or lose the privilege of taking the toys outside.

6. Ignore the Behavior

There are some behaviors that may just go away if we ignore them. You do not want to ignore behaviors that are too extreme or potentially dangerous to the child or to others. Ignoring tantrums can be effective; however, the child must first be in a safe environment.

As many of you know, the behavior will often increase when you first start to ignore it. So we have to be prepared to wait it out with children who have been abused and neglected. After the misbehavior is over, we need to remember to give the child positive attention.

7. Ensure That Restitution Occurs

One way to help a child become more responsible and learn logical consequences is for the child to make restitution. If a child steals something, he or she should return it with an apology, or pay for it in some way. That payment can either be monetary or through services the child performs. If children destroy someone's property, they should earn the money to replace what was destroyed.

8. Hold Family Meetings

Family meetings can be an effective way of openly discussing issues important to the whole family, and deciding on a course of action.

9. Develop Behavioral Charts

Behavioral charting can focus either on rewarding the accomplishment of certain behaviors or a decrease in undesirable behaviors. Clear, simple and specific behavioral charts are the most effective. Parents will see the best results in change in behaviors when they focus on 3 or fewer behaviors at one time. Behaviors that might be charted include: (1) make your bed before school; (2) walk the dog when you return from school; and (3) finish all your homework by 8:30 p.m. The child would be rewarded one star each time an activity is completed. If 15 stars are accumulated in a week, then a reward would be given on the weekend. The reward may be anything that the parent and child select. Some rewards parents have found effective are allowing the child to: select a movie to rent, pick a special family outing, buy a favorite treat, or choose the menu for a special meal.

10. Grandma's Rule or This for That

Some of the best systems of managing behavior are those that have been around for a while. Grandmas are seen as good common-sense rule makers. One of my grandmother's rules was before you could go out and play on Saturday, the housework had to be done. Some of my friends had grandmothers who believed that before you got dessert you had to eat your vegetables. Grandmothers seemed to believe that once this (*whatever they wanted to occur*) was done, then that (*whatever you wanted*) could occur.

11. Help the Child Understand Feelings

If behaviors are expressions of feelings, we can sometimes best help children manage behaviors by helping them to understand the feelings behind the behavior.

For example, when a child stomps around and slams doors after contact with parents, it might be most helpful to focus on the emotions rather than the behavior. Something a parent might say is, "When I hear you stomping around and slamming doors, I know something is going on with you. What I want to talk about is what you are feeling and thinking. Right now that is more important to me than the door slamming."

Parents can also use self-disclosure and reflections to help identify feelings: "I know that when people make plans with me and don't show up, I get angry and sometimes I worry. I would imagine that since your Dad didn't show up, you may be feeling both worried and upset."

12. Replace Negative Time with Positive Time

If you will chart or observe behaviors carefully, you will find that things that seem to occur all the time really don't happen all the time. There often are triggers to behaviors, something that occurs prior to the behavior. There are also periods when the behaviors don't seem to occur. We can help children manage behaviors by increasing the time they spend in activities that don't provoke troublesome behaviors.

We can look at decreasing or eliminating things from the environment that bring about acting out behaviors. For example, if children are getting into arguments every day in the kitchen before the evening meal, a specific activity might be planned during that time. Children could watch TV, listen to music or do homework, rather than be in the kitchen.

13. Provide Alternatives for Destructive Acting-Out Behaviors

Remember that behavior is the language of emotions. Children in foster care have many emotions that cause them to act out.

14. Make a Plan for Change with the Child

One effective way to change behavior is to make a plan to do something different. Set a goal for change. Identify some specific steps. Think of resources for carrying out the steps and establish a time frame. Then pick a way to keep track of the progress and the outcome.

It is very useful if plans are written down. It can help everyone to be responsible. It also can make it very clear what needs to change, and what will be different once change occurs. This is a little different from behavioral charting because it focuses on one behavior and the plan or steps to change it.

15. Make a Plan for Change with the Child and a Professional

One important resource in making a plan may be a professional who can help a child change. Make sure that you think of these resources, and your partners in child welfare, whenever you are planning for change with a child.

Many communities have therapists who specialize in working with children who have experienced abuse, neglect or maltreatment.

Handout # 33: Creating an Eco Map
Worksheet A

Handout # 34: Creating an Eco Map

Worksheet B

Name: _____

1. What are at least five additional "systems" that you know would be likely to be added to your Eco Map with the addition of a child through hosting, foster care or adoption? List them here:

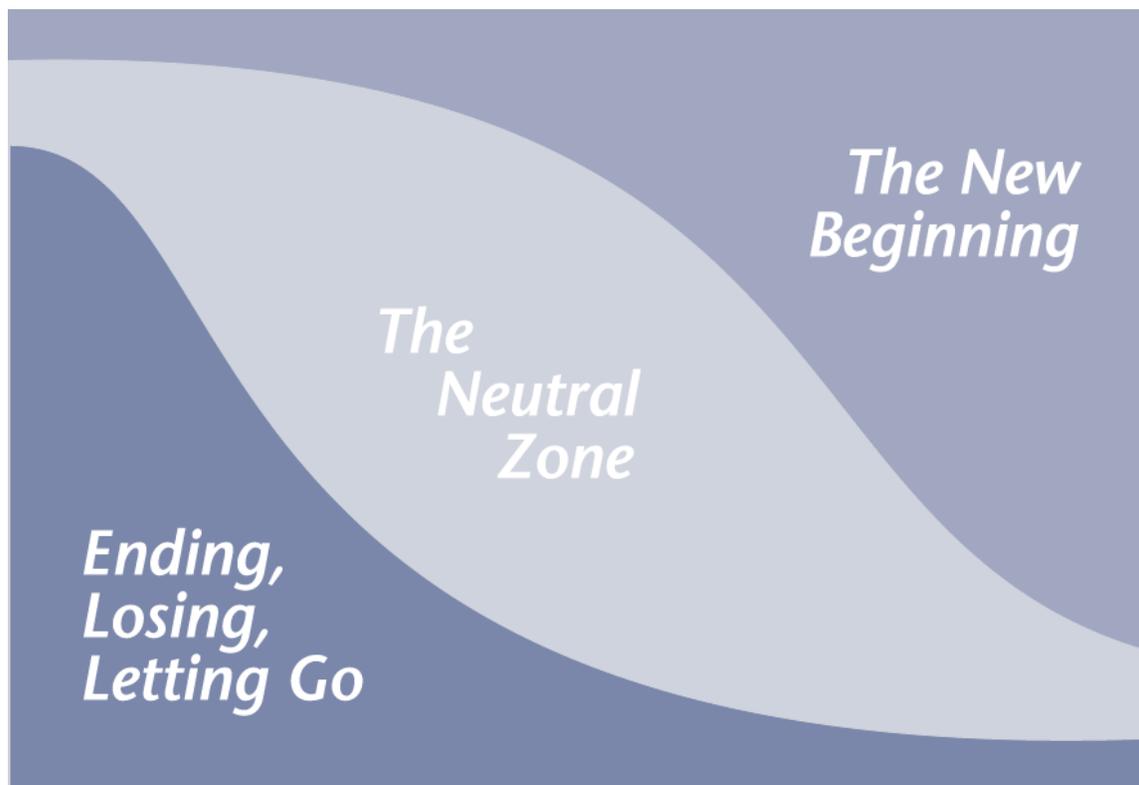
2. For each of the above systems, which would be a source of energy and which would require energy?

3. Which of your sources of energy might be negatively affected by your becoming a host, foster or adoptive family?

4. Which of your sources of energy might remain strong should you become a host, foster or adoptive family?

Handout # 35: Transitions

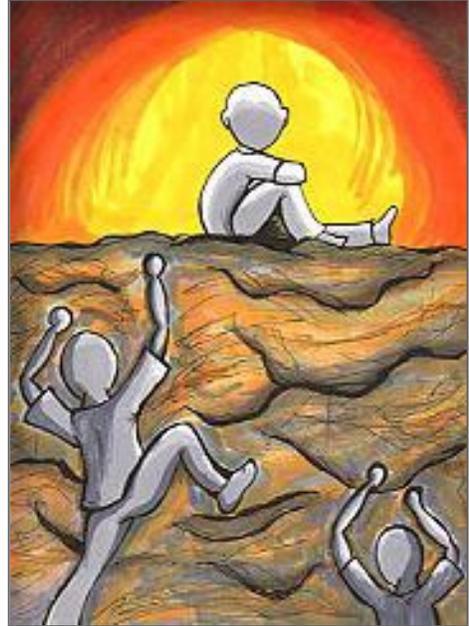
ENDINGS	NEUTRAL ZONE	NEW BEGINNINGS
<p>In this phase “the way things were” becomes no longer possible. The Endings phase involves loss, mourning, acknowledgement, letting go, getting closure, and saying goodbye to the old identity and the old way of doing things.</p> <p>This is our biggest challenge!</p> <p>As we go through life, we cannot move ahead without ending or leaving something behind. This ending often creates fear.</p> <p>To move ahead with a <i>transition</i>, our goal is to let go of the person we used to be, and find the new person we will become in a new situation. To move ahead we have to adjust our identity.</p>	<p>This is the “in-between” phase where we have accepted endings but the new way of doing things doesn’t yet feel comfortable.</p> <p>The Neutral Zone can be a confusing and chaotic time; but it can also be a very creative one.</p> <p>Possibly the hardest part of being in the Neutral Zone is being patient. We must be patient when we feel confused or uncertain, because that is when we do our best problem solving and when we are at our most creative. We cannot be afraid to be confused.</p> <p>We need to encourage our creativity during this time and explore all paths.</p>	<p>This phase is where a new way of doing things, a new identity, or a new opportunity for growth and progress emerges.</p> <p>The New Beginnings phase brings a feeling of finally having “arrived.”</p> <p>As we enter a new beginning, we have new understandings, new values, new attitudes, and most of all, new identities</p>



What People in Transition Need

- To determine what's over and what isn't. To decide what it's time to let go of and say goodbye to it. (Endings)
- To get through the neutral zone without rushing it, bogging down in it, or giving up. (Neutral Zone)
- To capitalize on the time in the neutral zone to open up to new possibilities. (Neutral Zone)
- To prepare to do things a whole new way. (New Beginning)
- To reinforce and solidify new behaviors. (New Beginning)

To review their transition experience and decide how to use what they have learned in the future



TRANSITION STRATEGIES

	What purpose does this phase serve?	Common Feelings	Useful Tools & Strategies
<p>Endings</p> 	<ul style="list-style-type: none"> •To progress or move forward •To honor where we have been •To create a new identity •To celebrate where we are going •To decide what it is time to let go of, and say goodbye to it •To make room in our lives for more 	<ul style="list-style-type: none"> •Sadness •Loss •Fear of loss of identity • Fear of mistake •Pain •Uncertainty •Denial •Difficulty •Resistance •Anger •Relief 	<ol style="list-style-type: none"> 1. Expect and accept signs of grieving - realize it is normal 2. Seek out a trusted friend, mentor, or support person to acknowledge and talk about feelings with 3. Realize that any over-reaction may not be related to the change at hand 4. Figure out what you are actually losing, and what you are not losing 5. Figure out what is ending and what is not ending 6. Think about and anticipate some possible pitfalls or secondary changes 7. Treat the past with respect (don't denigrate) 8. Create memory books or scrapbooks (life phase books) 9. Take a piece of the past with you 10. Create rituals for yourself to provide consistency 11. Hold celebrations to say goodbye 12. Figure out what can be replaced or redefined 13. Write a goodbye letter 14. Figure out who can help you and how 15. Write support letters

TRANSITION STRATEGIES

	What purpose does this phase serve?	Common Feelings	Useful Tools & Strategies
<p>Neutral Zone</p> 	<ul style="list-style-type: none"> • Time is needed for acceptance • Prepare for new beginnings • Necessary for creativity • Time to explore all paths • Transformation takes time • As a source of renewal • For perspective 	<ul style="list-style-type: none"> • Confusion • Uncertainty • Depression • Isolation • Chaos • Out of Balance • Life is upside down • Life has lost its purpose • Enjoyment of the creative process • Excitement • Anticipation 	<p>Take stock of strengths and abilities Gather information (build an understanding of the change and what might happen) Create a step-by-step plan Set short-term goals and celebrate little successes Identify support networks (rebuild support systems when needed) Use creative talents (writing, drawing, art, poetry, music, etc.) to express yourself Seek out new learning (take a class; learn a new skill, etc.) Establish routines Make a journal of experiences & associated feelings Spend intentional time alone for reflection (learn to cultivate receptivity) Write an auto-biography (create life maps) Take time to discover how perceptions have changed Create a life vision Discover that you really want (what are your dreams) Understand your temperament Reflect on the past Build relationship with a mentor or a trusted advisor Identify your resources Learn networking Experiment – try out new approaches and new possibilities</p>

TRANSITION STRATEGIES

	What purpose does this phase serve?	Common Feelings	Useful Tools & Strategies
<p>New Beginnings</p> 	<ul style="list-style-type: none"> • To become the person you want to be • To reaffirm your power and strength • To take more control of your life • To make an emotional commitment to do things a new way • To solidify new behaviors 	<ul style="list-style-type: none"> • Scared • Ambivalent • Peace • Calm • Happiness • Like a new person • A feeling of “being with it” 	<ol style="list-style-type: none"> 1. Remind yourself of the purpose for the change (keep the big picture in mind) 2. Reinforce what picture of how the end result was to look and feel like 3. Work your plan 4. Understand your role (or part) in your plan 5. Continue to celebrate successes (reinforce yourself) 6. Be consistent 7. Get right back on track after pitfalls (avoid “all or nothing thinking”) 8. Symbolize your new identity 9. Keep other / smaller changes from distracting you (when possible) 10. Identify how you will be different now 11. Speak your new identify to others 12. Write yourself a letter of recognition for what you have accomplished 13. Do a relationship check – identify those that will help you in your new beginning 14. Create a new beginning action plan to plan the future