



DAY Four

DAY Four of 21st Century Caregiving: Foster VC Kids Resource Family Training will serve as an introduction to normalcy and cultural competence. Every child deserves to be a child. Every child deserves his/her own identity. These are the overarching themes of today's training. Children need to have opportunities, experiences and connections that enrich their lives and help them grow into fully realized and functioning adults. The dialogue and self-assessment you begin today, and continue for homework, will allow you to explore these important, but perhaps uncomfortable subjects that will shed some light on your ability to provide quality care to older children and children of a different race and culture than your own. The night will end with foster youth voices who provided their perspective on the foster care experience.



Today's OBJECTIVES

- 1 Normalcy.** Define normalcy and articulate its importance in achieving positive outcomes for children and families.
- 2 Normalcy Requirements.** Identify normalcy requirements and the role a resource family plays in helping a youth live a healthy childhood.
- 3 Normalcy Plan.** Develop a normalcy plan.
- 4 Cultural Competence.** Define cultural competence and articulate its importance in reaching positive outcomes for children and families.
- 5 Racial Disproportionality.** Define racial disproportionality and explain the role a resource family can play to help address racial bias.
- 6 Becoming Culturally Competent.** Identify strategies systems of care and individuals can utilize to work toward culture competence.
- 7 Racial and Ethnic Identity.** Explain the role Resource families play in helping youth develop their racial and ethnic identity.



Success Story!

Gil and Kathryn's Story...

Gil and Kathryn have been a approved resource family for seven years, and in that time, they have cared for numerous teenage girls. They believe in total commitment to their foster children, and include them in everything they do as a family. All of their teenage foster youth participate in family vacations, whether in state or out of state, as well as all the day-to-day family activities. They do not believe in placing their foster children in respite care, as they would not do this with any of their biological or adopted children. Because they care for teenagers, Kathryn and Gil are faced with all of the typical teenage normalcy situations. They feel it is tremendously important for them to have the same experiences their biological and adopted children have been afforded.

While residing in the home, the foster youth are encouraged to obtain part-time employment and their driving permits. They also encourage their girls to participate in extracurricular school activities/sports. When this does occur, the entire family will show up to cheer them on at their event. Gil and Kathryn understand the importance of allowing their girls to earn trust, so they are allowed to go to the mall, friend's homes, and date without adult supervision while residing in their home. The standing rule is that Gil and Kathryn have the opportunity to meet their foster youth's friends and boyfriends/girlfriends, just like they do with their biological and adopted children. Kathryn believes you can't help who you are attracted to and has been able to support foster children who have been attracted to and dated other females. Two of the foster youth who currently reside in the home have lived in other homes since coming into care, and when they were placed in the home they couldn't believe the "ball was in their court" in regards to their freedom because they had never been allowed to participate in "normal" teenage activities in their previous placements. The foster youth placed in the home this year had not previously experienced a Christmas with this family, and could not believe their Christmas morning. They stated they never had a better Christmas and were so shocked, yet thankful, for all Kathryn and Gil provided them. Kathryn and Gil want all their foster children to be able to experience as much as possible while they reside in the home because they know their girls may never have those kinds of opportunities again.

Nurturing NORMALCY

The policies regarding normalcy in the Welfare and Institution Code and RFA Written Directives involve balancing the goals of normalcy and safety for the youth and providing the caregivers with as much flexibility as possible to enable the youth to participate in normal life experiences.

According to W&IC and RFA Written Directives, foster children should be allowed and encouraged by the licensed out-of-home caregivers and service worker to engage in appropriate social and extracurricular activities to promote the child's social development and maturity.



Determining Safety & Appropriateness.

ADULT SUPERVISION.

Consider if there will be adult supervision.

DILIGENCE.

Be as diligent in determining approval for such events as you would for your own children.

FAMILIARIZE YOURSELF.

Use your parenting skills to familiarize yourself with the individual or group that the child wishes to spend time with and evaluate the child's maturity level and ability to participate in the activity appropriately.

BACKGROUND CHECKS NOT REQUIRED.

Criminal, delinquency and abuse/ neglect history checks for dating, outings and activities with friends, families and school and church groups are not necessary for participation in normal school & community activities, or for the use of occasional-short term babysitting.

ASK FOR SUPPORT.

Ask your child's social worker for support and guidance when making decisions.

“ Establishing “normalcy” means that [foster youth] get to do what their friends do, that they have a chance to pursue their interests and build dreams for their future and, most importantly, that they have a family who cares about them, just like their friends. ”

Reasonable & prudent Parent Standard



The RPPS enables caregivers to make a range of decisions about the children in their care. To read the Department of Social Services All County Information Notice about the RPPS, you may visit <http://www.ccl.d.ca.gov/res/pdf/IR201501.pdf>

These include:

- Participation in age-appropriate extracurricular, enrichment, and social activities including things like school sports, after school clubs, and school related trips/activities.
- The use occasional short term babysitters for 24 hours or less, without having to request they be fingerprinted and CPR/First Aid trained.
- Setting effective limits while still respecting the child's rights.

In applying the RPPS, a caregiver should:

1. Have adequate information about the activity;
2. Take reasonable steps to determine the appropriateness of an activity;
3. Take into account any foreseeable risks; and
4. Ask themselves the following questions:
 - Does this activity seem reasonable?
 - Is this activity age-appropriate? A caregiver should consider the foster child's maturity level, mental and physical health, and developmental level. (Age-appropriate is defined in the 22 CCR § 89201(a)(2) as "...activities or items that are generally accepted as suitable for children of the same chronological age or level of maturity. Age appropriateness is based on the development of cognitive, emotional, physical, and behavioral capacity that is typical for an age or age group.")
 - Are there foreseeable hazards?
 - Is there anything based upon the foster child's case history with the current caregiver or licensee (such as truancy or running away) to suggest that this activity would not be appropriate for the foster child?
 - Does this decision maintain the foster child's health, safety and best interest
 - Does this activity assist in normalizing life in foster care?



Foster children's RIGHTS

RFA Written Directives state that foster children are afforded specific rights. While we want children to have normative childhood experiences, there are special protections (such as these rights) in place for children in foster care that don't apply to the adopted or birth children in your home. Any violation of these rights is considered a lack of compliance with written directives and your requirements as a licensed resource family.

Foster Children's Rights Include...

- To live in a safe, healthy, and comfortable home and to be treated with respect.
- To be free from physical, sexual, emotional or other abuse, or corporal punishment.
- To be free from discrimination, intimidation, or harassment based on sex, race, color, religion, ancestry, national origin, disability, medical condition or sexual orientation or perception of having one or more of those characteristics.
- To receive adequate and healthy food and adequate clothing.
- To wear their own clothing.
- To possess and use personal possessions, including toilet articles.
- To receive medical, dental, vision, and mental health services.
- To be free of the administration of medication or chemical substances, unless authorized by a physician.
- To contact family members (unless prohibited by court order) and social workers, attorneys, foster youth advocates and supporters, Court Appointed Special Advocates (CASA), and probation officers.
- To visit and contact brothers and sisters, unless prohibited by court order.
- To contact Community Care Licensing Division of the State Department of Social Services or the State Foster Care Ombudsperson regarding violations of rights, to speak to representatives of these offices confidentially and to be free from threats or punishments for making complaints.
- To be informed by the caregiver of the provisions of the law regarding complaints.
- To make and receive confidential telephone calls and send and receive unopened mail (unless prohibited by court order).
- To attend religious services and activities of their choice.
- To maintain an emancipation bank account and manage personal income, consistent with their age and developmental level, unless prohibited by the case plan.
- To not be locked in any room, building, or facility premises, unless placed in a community treatment facility.
- To not be placed in any restraining device, unless placed in a postural support and if approved in advance by the licensing agency or placement agency.
- To attend school and participate in extracurricular, cultural, and personal enrichment activities, consistent with your age and developmental level.
- To work and develop job skills at an age appropriate level that is consistent with state law.
- To have social contacts with people outside of the foster care system, such as teachers, church members, mentors, and friends.
- To attend Independent Living Program classes and activities for children 16 and older.
- To attend court hearings and speak to the judge.
- To have storage space for private use.
- To review their case plan if over 12 years of age and to receive information regarding out-of-home placement and case plan, including being told of changes to the plan.
- To be free from unreasonable searches of personal belongings.
- To have all juvenile court records be confidential (consistent with existing law).

INDEPENDENT LIVING *program*

Every year, hundreds of young adults set out to establish themselves and their future in California's communities without parental guidance. Through the Independent Living Program, CFS works to provide these young adults with the assistance they may need to thrive.

ILP offers a full range of services designed to assist and support emancipating foster youth (ages 16-21) in their transition to independent living. Services include weekly life skills classes, employment and educational support, health care, housing search assistance, social events celebrating students' successes, and after care support for emancipated youth. The purpose is to teach basic life management skills to teens so they may live with self-awareness, self-reliance, and self-sufficiency upon maturing into adulthood.

Through the Independent Living Program these young adults are better prepared for the challenges and opportunities ahead. That being said, independent living is not enough. These youth will be even more challenged if they emancipate without a caring, committed relationship intact.

YOUR ROLE as *A Resource family*

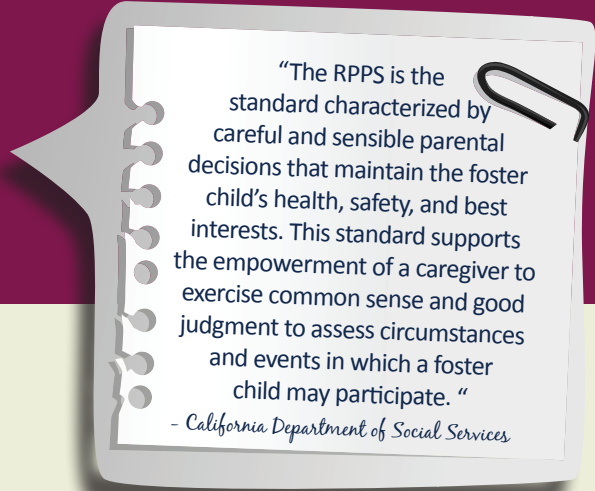
Your role as Resource family, along with your social worker gives you a prime opportunity to be that teacher in the areas of basic life skills such as money management, food management, personal appearance & health, housekeeping, transportation, education planning, job seeking, job maintenance, emergency/safety skills, community resources, interpersonal skills, legal and housing.

Independent Living Programs will also provide your teen with opportunities to participate in group activities, community field trips and college tours in order to enhance these types of topics with hands on learning. Independent Living Programs are coordinated through your child's social worker beginning at the age of 16. As is true for children and adults of all ages, youth participating in ILP still need a family for continued care, support, and role modeling.



Developing a Normalcy Plan

Worksheet



“The RPPS is the standard characterized by careful and sensible parental decisions that maintain the foster child’s health, safety, and best interests. This standard supports the empowerment of a caregiver to exercise common sense and good judgment to assess circumstances and events in which a foster child may participate.”

- California Department of Social Services

1

What are some age appropriate activities for a 5/10/16 year old child?

2

What are some age-appropriate responsibilities for a 5/10/16 year old?

3

What are some age-appropriate consequences for a 5/10/16 year old?

4

What kind of access to phones and other technology is appropriate for a 5/10/16 year old?



Understanding CULTURAL COMPETENCE

What is Cultural Competence?

When culture is ignored, families are at risk of not getting the support they need, or worse yet, receiving assistance that is more harmful than helpful.

CULTURE:

- Informs our understanding of when support is needed;
- Influences how and from whom we seek support; and
- Influence how we attempt to provide support.

“Cultural is to humans as water is to fish.”

-Terry Cross, Executive Director,
National Indian Child Welfare Association

The Child Welfare League of America defines cultural competency as: “The ability of individuals and systems to respectfully and effectively respond to people of all cultures, classes, races, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each.”

A definition of cultural competency in public child welfare should also consider age, especially concerning youth transitioning out of the child welfare system. A context of cultural competency means a commitment to re-evaluate the exclusive, adult-centered culture of child welfare agencies at minimum and an active agenda for empowerment and inclusion of youth at best.

Culture **DEFINED**

The word “culture” means the “integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious or social group.”

Racial

disproportionality

Evidence shows that children of all races are equally as likely to suffer from abuse and neglect, but children of color, especially African American children, are more likely to enter and remain in foster care. — GAO Report, African American Children in Foster Care (2007)

CONTRIBUTING FACTORS INCLUDE:

- A higher rate of poverty,
- Challenges accessing support services,
- Cultural misunderstanding, and
- Lack of affordable housing

WHAT CAN YOU DO TO HELP ADDRESS RACIAL DISPROPORTIONALITY?

Co-Parenting

Involving the parent in the decision-making process.

Reunification & Permanency

Supporting efforts for reunification and permanency.

Advocacy

Advocating for the child and family.

Mentoring

Mentoring the Biological Parents.

CULTURAL COMPETENCE CONTINUUM

Cultural Destructiveness. Characterized by attitudes, policies, and practices that are destructive to cultures and consequently to individuals within the culture.

Cultural Incapacity. When a system does not intentionally seek to be culturally destructive but lacks of capacity to help minority clients or communities because of biased beliefs.

Cultural Blindness. Characterized by the belief that service or helping approaches traditionally used by the dominant culture are universally applicable, regardless of race or culture.

Cultural Pre-Competence. Where systems and individuals are making efforts to improve and there is a desire to provide quality services and a commitment to diversity. This level lacks the information on how to maximize these capacities.

Cultural Competence

Five Essential Elements for a Culturally Competent System of Care

1. Value, accept and respect diversity
2. Conduct cultural self-assessment
3. Manage the dynamics inherent when cultures interact
4. Acquire an institutionalized cultural knowledge
5. Adapt service delivery to accommodate diversity

Understanding Cultural Competence

Becoming a Culturally Competent Individual

A culturally competent system requires culturally competent individuals. To become culturally competent, you must have the following:

Self Awareness including your cultural and social economic lens, biases, style preferences.

Understanding of the Impact Your Cultural Lens has on your role, communication style, and perceptions.

Commitment to Learning more about the culture of interest and respecting families as the primary source for defining needs and priorities.

Cross Cultural Communication Skills and an increase in your sensitivity to alienating behaviors.

Flexibility & Tolerance. Be prepared to work with children and families in a culturally diverse and at times incompetent world.

Learning About Our Own Culture

We view our world through our own cultural lens. This lens affects how we see ourselves and how we see others. It also has a significant impact on the choices we make and the paths we take in our lives.

Learning how cultural influences have molded your own life opens a window of self-awareness that allows you to honestly look at how your preferences, bias, and perceptions play a part in your views of and interactions with people of other cultures.

Learning About the Culture of Others

How can you learn about the unique nature, strengths and experience of the child? How can you make sure that you individualize the care you provide to the child? You can learn about his/her culture by:

- Studying and reading about the culture.
- Talking and working with individuals from the culture.
- Participating in the daily life of the culture.
- Learning their language.



“People can only live fully by helping others to live. When you give life to friends you truly live. Cultures can only realize their further richness by honoring other traditions...”

-Daisaku Ikeda, Japanese Peace Activist and Buddhist Leader

"I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any."

-Mahatma Gandhi,
Spiritual/Political Leader

Improving Cross-Cultural Communication

Educate yourself. Understand that there are potential problems inherent in cross-cultural communication and that you must make a conscious effort to overcome these problems. Gestures, words, and responses hold different meanings to different cultures. Taking time to educate yourself about the culture of a child will help you be sensitive to these differences.

Look at Your Own Culture. Understand how your cultural lens impacts your perception of others. This will help you identify biases or stereotypes you may use when interacting with the child or his/her family.

Practice Understanding. To better care for your child, try to understand the impact that culture plays on his/ her values, perspectives and behaviors. Try to understand how those factors impact the Biological Family as well.

Stop, Drop and Roll! Step back and reflect, use active listening. What you think is a conflict, might instead be a misunderstanding between cultures.

Suspend Judgment. Don't judge the child or family because of their differences. Acknowledge those differences and honor those differences. This includes the socio-economic status of families.

Adapt. You will need to be flexible and open-minded to bridge cultural differences and build connections.

Video REACTIONS

1 Overall impressions of the concepts brought up in the video regarding racial and ethnic identity and trans-racial families?

2 What are the top two or three points highlighted by the film that you would want to address in your day-to-day role as a Foster Parent?

3 Does the film raise any concerns for you about caring for youth in regards to these issues?

4 How can you further integrate racial and ethnic identity into your role as a Foster Parent?





Cultural Competence Resources

ORGANIZATIONS, WEBSITES, BOOKS, ARTICLES AND MORE...

The Georgetown University Center for Child and Human Development.

(<http://gucchd.georgetown.edu/>) The Georgetown University Center for Child and Human Development (GUCCHD) has long provided leadership in cultural and linguistic competence and in addressing health and mental health disparities and inequities.

Building Culturally and Linguistically Competent Services: To Support Young Children, Their Families, and School Readiness.

(<http://www.aecf.org/upload/publicationfiles/hs3622h325.pdf>) This publication was developed by Georgetown University Center for Child and Human Development (GUCCHD), under the direction of Phyllis R. Magrab and written by Kathy Seitzinger Hepburn with funding from the Annie E. Casey Foundation. The purpose of this tool kit is to provide guidance, tools, and resources that will assist communities in building culturally and linguistically competent services, supports, programs, and practices related to young children, their families.

Introduction to Cultural Competence: A Training Tool (2006)

(<http://friendsnrc.org/cbcap-priority-areas/cultural-competence>) This publication was developed by FRIENDS National Resource Center for Community-Based Child Abuse Prevention (CBCAP), a service of the United States Department of Health and Human Services, Administration for Children and Families, Children's Bureau, a federally mandated Training and Technical Assistance Provider for CBCAP lead agencies.

Knowing Who You Are (2005) (<http://www.casey.org/Resources/Initiatives/KnowingWhoYouAre/video.htm>). This 24-minute video features 23 individuals (youth in care, alumni, child welfare professionals, birth families, and resource families) who share their perspectives about why race and ethnicity matter and the importance of integrating racial and ethnic identity into child welfare practice.

Struggle for Identity: Issues in Trans-racial Adoption (<http://nysccc.org/about-us/programs/nysccc-videos/struggle-for-identity/>) This guidebook, by the Iowa Foster & Adoptive Parents Association, was created to help parents and children in trans-racial homes learn how to thrive in and celebrate their bicultural family; and for children to gain a strong sense of racial identity and cultural connections.

Trans-racial Parenting in Foster Care and Adoption: Strengthening Your Bicultural Family (<http://nysccc.org/about-us/programs/nysccc-videos/struggle-for-identity/>) A training tool, developed by New York State Citizens' Coalition for Children and Photosynthesis Productions, was designed to inform adoptive and Resource families about the needs of their children of a different race or ethnicity. The video presents a starkly realistic account of the trans-racial adoption experience. Narrated by young adults who were adopted as children, this 20 minute documentary examines the effects of trans-racial adoption on individuals, families, and society.

White Privilege: Unpacking the Invisible Knapsack (<http://www.nymbp.org/reference/WhitePrivilege.pdf>) This article is now considered a 'classic' by anti-racist educators. It has been used in workshops and classes throughout the United States and Canada for many years. While people of color have described for years how whites benefit from unearned privileges, this is one of the first articles written by a white person on the topic.

Trans-Racial Parenting

YOUR RESPONSIBILITY AS A CAREGIVER

Trans-racial foster families consist of children of one race or culture being raised by parents of a different race or culture. Trans-racial families are considered families of color.

White parents of children of color have the responsibility to help their children define themselves as a member of their own genetic racial community.

By connecting your children to their own race and culture, they will learn to grow in their roots while incorporating what they are learning from you about their identity in a trans-racial home.

QUESTIONS TO ASK YOURSELF

It is important to evaluate your own beliefs about other cultures and other races before parenting trans-racially. Every person has biases, and uncovering them is a lesson in self-awareness and an opportunity for personal growth.

Here are questions to ask yourself:

- How many friends do you have of another race or culture?
- What types of things do you seek to know about other cultures?
- Do you attend multi-cultural events and celebrations?
- What do you know about specialized skin and hair care for children of color?
- Have you incorporated other races and cultures into your home life?
- Are the schools in your area diverse with children of many cultures?
- What cultures are represented in your church?
- How do your extended family members view people of different races?

PARENTING TASKS FOR THE TRANS-RACIAL PARENT

- Interact with people of your child's race—form friendships with people of all cultures, valuing diversity.
- Live in a diverse, integrated neighborhood
- Recognize multiculturalism is an asset and valued.
- Seek out mentors within your child's culture - for yourself and for your child.
- Choose integrated schools that offer unbiased educational materials.
- Stand up to racism and discrimination. Have a no tolerance policy for it.
- Provide the appropriate hair and skin care for your child.
- Make your home a bicultural home.
- Talk about race and culture often.
- Go to places where your child is surrounded by people of his/her same race and culture.
- Incorporate culturally relevant food, celebrations, and stories into your home.





Trans-Racial Parenting

Answering the Difficult Questions Worksheet

1

To child: "Where's your real mom?"

2

To child: "Why don't you look like your mother...or sister/brother?"

3

To child: "Why are you in foster care?"

4

To child: "What does it feel like to be fostered?"

5

To child: "Do you miss your Biological Parents?"

6

To Foster Parent: "Where did you get her?"

7

To Foster Parent: "She is so lucky to have been fostered by you."

8

To Foster Parent: "Do you have any children of your own?"

9

To Foster Parent: "Are they REALLY brother and sister?"

10

To Foster Parent: "How could his parents have abandoned such a sweet little baby?"

11

To Foster Parent: "What do you know about her real parents?"

DAY Four

Thoughts, Feelings & Actions NOTES



Day Four Homework

In preparation for Day Five, your homework this week will be to complete this short online training about child development. This will help us understand typical development, how abuse and neglect impacts development, and how a child's development may impact how you parent. You can find this training at <http://wcpds.wisc.edu/childdevelopment/index.html>.

Thoughts and reflections on effects of abuse & neglect:

A focus on typical development