



Foster
VC Kids

Ventura County Children & Family Services
fosterVckids.org



DAY
Four

Day *Four* At-a-Glance

Section	Time	Materials	Activities
Review, Ice Breaker and Introduction to Day 4	35 Minutes	<ul style="list-style-type: none"> • PPT 4. 1-4.3 • Participant Guide 	<ul style="list-style-type: none"> • Icebreaker: Every name Tells a story
Normalcy	1 Hour	<ul style="list-style-type: none"> • PPT 4.4-4.14 • Participant Guide 	<ul style="list-style-type: none"> • Video/Discussion: <i>Anna Out</i> • Developing a Normalcy Plan
Cultural Competence	1 Hour 30 Minutes	<ul style="list-style-type: none"> • PPT 4.15-4.32 • Participant Guide 	<ul style="list-style-type: none"> • Video/Discussion: <i>Knowing who You Are</i>
Voices of Youth	15 Minutes	<ul style="list-style-type: none"> • PPT 4.33 • Handout: <i>Voices of Youth</i> 	
Homework Assignment	5 Minutes	<ul style="list-style-type: none"> • Participant Guide 	
Wrap-up	5 Minutes	<ul style="list-style-type: none"> • PPT 4.34 • Evaluation 	Complete Evaluations

About Day *Four*

Overview

Day Four of the 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 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 tonight, and continue for homework, will allow participant's to explore these two important subjects that will shed some light on their ability to provide quality care to older children and children of a different race and culture than their own. The night will end with feedback from foster youth who provided their perspective on the foster care experience.

Case Studies: You will be utilizing case studies throughout the remainder of the training so that participants may have the opportunity to apply their learning.

Real Cases: You will want to make it clear to the participants that all of the case studies used in this curriculum are de-identified families with any identifying information altered or removed.

Learning Objectives

- ✓ Define normalcy and articulate its importance in achieving positive outcomes for children and families.
- ✓ Identify normalcy requirements and the role a Resource Family plays in helping a youth live a normal childhood.
- ✓ Develop a normalcy plan for a teenager.
- ✓ Define cultural competence and articulate its importance in reaching positive outcomes for children and families.
- ✓ Define racial disproportionality and explain the role a Resource Family can play to help address racial bias.
- ✓ Identify strategies systems of care and individuals can utilize to work toward culture competence.
- ✓ Explain the role Resource Families play in helping youth develop their racial and ethnic identity.

Trainer Preparation

In addition to the Trainer's Guide, Participants' Guides, and PowerPoint Slides, Day Four will require the trainer to locate and prepare the following supplemental materials:

Videos:

- Aging Out from LA Times*

- Knowing Who You Are...
Helping Youth in Care Develop their Racial and Ethnic Identity.*

Handouts:

- Voices of Youth*

Evaluation Form:

- See appendix for the evaluation form to be completed by the participant.

Attendance Form:

- See appendix for the attendance form.

Resources

Building Culturally and Linguistically Competent Services: To Support Young Children, Their Families, and School Readiness (2004)

<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.

California Youth Connection: Summary of Foster Youth Speaks Out

<http://www.cal youthconn.org/files/cyc/PDF/SpeakOutReport.pdf>

This publication was developed by the California Youth Connection with funding from the Annie E. Casey Foundation. This document summarizes recommendations for change provided by current and former foster youth.

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 (1997 and 2007)

<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.

Trans-racial Parenting in Foster Care and Adoption: Strengthening Your Bicultural Family

http://www.ifapa.org/pdf_docs/TransracialParenting.pdf

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.

Review, Ice Breaker and Introduction to Day Four

Materials

PPT 4.1-4.3
Participant Guide



35 Minutes
Flipchart Paper/Markers

Presentation –Review

- **Review** *Day Three of training. Briefly cover the following:*
 - *Partnership in Foster Care, and*
 - *Co-Parenting, Connections and Attachment.*
- ▶ Last week we explored dynamics of a successful partnership as well as your role as a partner within the system of care. This included the central link between Resource Family, RDS, RFA and social worker.
- ▶ In discussing partnership, we reviewed the **Partnership Agreement** as well as how the case plan serves as a roadmap for all partners in the professional foster care team to help the child achieve permanence.
- ▶ We also learned about the critical importance of attachment for a child's development and discussed the Resource Family's role in the attachment process.
- ▶ We also discussed the concept of co-parenting and the Resource Family's role as a family mentor.

ASK

Based on what you learned this last week:

- ? **What excites you most?**
- ? **What worries you most?**
- ? **What questions do you have?**

- **Elicit** *answers. Briefly discuss.*
- **Review** *Day Three Homework.*

Say:

- ▶ Today, we will explore a few more ways we can provide excellent parenting for a foster child by allowing him/her to experience normalcy and by helping him/her remain connected to his/her cultural background. Let's begin.



PowerPoint Presentation – Day Four Learning Objectives (SLIDES 4.1-4.3)



21st Century Foster Parenting :
Foster VC Kids Professional Resource
FamilyTraining Day 4

SLIDE 4.1

PowerPoint Title Slide: PowerPoint Title Slide: 21st Century Caregiving: Foster VC Kids Resource Family Training. (Day 4)

SLIDE 4.2

PowerPoint Slide: Day Four Learning Objectives

- ▶ The learning objectives for Day Four of the **21st Century Caregiving: Foster VC Kids Resource Family Training** include the following:
 - ▶ Define **normalcy** and articulate its importance in achieving positive outcomes for children and families.
 - ▶ Identify **normalcy requirements** and the role a Resource Family plays in helping a youth live a normal childhood.
 - ▶ Develop a **normalcy plan**.
 - ▶ Define **cultural competence** and articulate its importance in reaching positive outcomes for children and families.
 - ▶ Define **racial disproportionality** and explain the role a Resource Family can play to help address racial bias.
 - ▶ Identify strategies the systems of care and individuals can utilize to **work toward culture competence**.
 - ▶ Explain the role Resource Families play in **helping youth develop their racial and ethnic identity**.



SUMMARIZE

- ▶ Every child deserves to be a child. Every child deserves his 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. Today we will explore these themes by exploring normalcy and cultural competence.



Icebreaker Activity – Every Name Tells a Story

Resource:

Every Name Tells a Story
by Leah Carson Powell,
M.A., Family
Development Program,
University of New Mexico

INTRODUCE the Activity

- *Post Slide 4.3 as you introduce this activity.*
- ▶ Before we get started with today's topics, let's take a moment to share a little bit about each of our histories.



PURPOSE of Activity

- *Prepare for the day of training.*
- *Stress the importance of personal history and culture.*
- *Allow participants the opportunity to grow in comfort with one another so that they may share and participate more freely.*

DIRECTIONS for Activity

- **Tell everyone the story behind your name.** Don't just say, "I was named after my mother's favorite aunt." Explain why that aunt was your mother's favorite. Then explain how you are very different or very similar to the person after whom you were named.
- **Instruct** each participant to pair off and share a story about how they got their name. Ask each to share as much information as they can.
- **Instruct** each participant to share the name and story of their partner with the large group. Throughout the process, you can help participants identify things they have in common and interesting differences among them (especially if they share the same name).



SUMMARIZE

- ▶ It used to be common practice to Americanize ethnic names. Changing a child's name takes away part of their identity. While this is not common practice anymore, we still do things through ignorance or cultural bias that can impact the child's sense of self-worth, undermine the relationship we are trying to build with the child and, ultimately, have negative consequences on positive outcomes for the child.



TRANSITION

- ▶ Let's begin today's discussion by examining how we can help a child hold onto his/her sense of identity by fostering his/her sense of normalcy.

Normalcy

Materials

PPT 4.4-4.14

Participant Guide

Flipchart Paper/Markers

Aging Out video LA Times

Handout: *Normalcy Plan*



1 Hour

Presentation –Introduction to Topic

- ▶ A sense of normalcy is important for us to thrive, to grow, and to enrich our lives. Foster children have sometimes faced barriers to normalcy because of rules set up to protect their safety. However, normalcy is critical to achieving successful outcomes for children who like anyone else, need the freedom and encouragement to form their own sense of self.
- ▶ The Department of Social Services and child welfare partners across the state of California have made it a priority to create a culture of normalcy for children in foster care by implementing the Reasonable and Prudent Parent Standard(RPPS). This allows all of us to:
 - Provide the youth with a “normal” life experience in out-of-home care.
 - Empower the out-of-home caregiver to encourage youth to engage in extracurricular activities that promote child well being.
 - Allow for reasonable parenting decisions to be made by the out-of-home caregiver without waiting to obtain the social worker or Juvenile Court approval.
 - Reduce the need for social workers to either give permission or to obtain Juvenile Court approval for reasonable care giving activities.
 - Respect the rights of youth in out-of-home care.
- ▶ You should also involve the child and Biological Parent in this decision-making process.
- ▶ Additionally, you should use your social worker and the professional care team as a support if you have questions about a youth’s participation in something or other prudent parent decisions.

SHOW VIDEO

- **Show the Aging Out from LA Times**
<http://framework.latimes.com/2014/04/30/aging-out-voices-from-those-in-the-foster-care-system/>.
- *Discuss video briefly and answer any questions. Point out the link between providing normalcy and skill building to youth in care and improved outcomes.*



PowerPoint Presentation – (SLIDE 4.4-4.13) Normalcy Requirements

What are the Policies Regarding Normalcy?



SLIDE 4.4

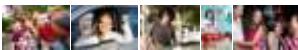
PowerPoint Slide: What are the Policies Regarding Normalcy?

- ▶ The policies regarding normalcy 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 the RPPS, foster children should be allowed and encouraged by the licensed out-of-home caregivers, and service workers, to engage in appropriate social and extracurricular activities to promote the child's social development and maturity.
- ▶ “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.” -Gary Strangler, Casey Youth Opportunities Initiative, Huffington Post, July 2014

The Reasonable & Prudent Parent Standard

The RPPS enables caregivers to make a range of decisions about the children in their care. These include:

- Participation in age-appropriate extracurricular, enrichment, and social activities
- The use occasional short term babysitters for 24 hours or less
- Discipline that is respectful of the child's rights



SLIDE 4.5

PowerPoint Slide: The Reasonable & Prudent Parent Standard

- ▶ The RPPS enables caregivers to make a range of decisions about the children in their care.
- ▶ 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.
 - ▶ How to set effective limits while still respecting the child's rights



SLIDE 4.6

PowerPoint Slide: Normalcy FAQ: Driver's License

- ▶ **Can a teenager in foster care get a driver's license?** Ventura County supports youth getting driver's license. The Independent Living Program will pay for driver's training and education. The social worker can sign on the driver's license application on behalf of the youth.
- ▶ The caregiver, or another adult, will need to add the youth to their insurance.



SLIDE 4.7

PowerPoint Slide: Normalcy FAQ: Employment

- ▶ **Can a teenager in foster care get a job?** Work permits are granted through the school district and can be initiated at age 14 1/2. Once the school district supports the work permit based on the youth have a 2.0 or better, employment is coordinated by the caregiver, in consultation with the social worker.

SLIDE 4.8

PowerPoint Slide: Normalcy FAQ: Overnights

- ▶ **Can a teenager (or any child) in foster care spend the night at a friend's house?** Yes. Activities such as these, for children, are allowable through the Reasonable & Prudent Parent Standard. While this plan is to allow for children to experience many of the same freedoms that children in intact families have, it clearly calls to attention the need for responsible and appropriate planning. 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 interests?
- Does this activity assist in normalizing life in foster care?



SLIDE 4.9

PowerPoint Slide: Normalcy FAQ: Dating

- ▶ **Can teenagers in foster care date?** It is very natural for foster teens to want to date; that's a normal part of growing up. Our responsibility, along with the social worker, is to help teenagers make good judgments about where they are going and who they are with. Help guide your teen with appropriate boundaries and limits, as you would with your own children. Don't be afraid to say no if you believe a situation is not in your teen's best interest. This is also a good time to partner with the birth family on the care of the child!
- ▶ Remember to always discuss this issue with your social worker so that, together with the teen, everyone is in the know.

SLIDE 4.10

PowerPoint Slide: Use of Cell Phones and Other Technology

- ▶ If a foster child is placed in your home with a cell phone that is being paid for by their parent (or other party), a Resource Family may not remove that phone but may place restrictions regarding usage. Restrictions, however, may not limit a foster child's ability to contact relatives (unless prohibited by a court order), attorney, youth advocates, his CASA, probation officer, social worker, RFA worker or state foster care ombudsman. Ongoing payment of the phone should be discussed with the social worker, family and youth.
- ▶ Children in foster care are allowed to access computers, tablets, smart phones in a manner that is consistent with other children in the home and the developmental appropriateness. Restrictions may be placed as a consequence or disciplinary measure provided restrictions are the same for all children in the home.
- ▶ Children in foster care are allowed to access FaceBook, Twitter, and other social media. Restrictions may be placed as a consequence or disciplinary measure provided restrictions are the same for all children in the home. Monitoring any use of technology is critical for the safety of children.

**SLIDE 4.11**

PowerPoint Slide: Normalcy FAQ: Allowance

- ▶ **At what age should my foster teen be receiving a monthly allowance?** Caregivers are highly encouraged to provide an allowance to begin to teach youth about money management and responsibility. The amount should be determined on an individual basis and be negotiated between the teen, Resource Family and Social Worker.
- ▶ Just as you would for your own children, receiving allowance for completing chores is an acceptable method as well as a normal part of childhood. It should be fair and consistent for all the children in your household. You should run your plan by your other team members to make sure it is fair.

**SLIDE 4.12**

PowerPoint Slide: Independent Living Program

- ▶ **What is the Independent Living Program?** Adolescence is a time of preparation for the future. For many foster youth, this is a time of confusion and self-doubt. Traditionally, foster youth would simply “age out” of the child welfare system with little or no appropriate supports or living skills. As a result, these former foster children were ending up dependent on welfare or homeless as adults. Independent Living Programs are designed to target foster youth and provide them with a full continuum of services to assist them in building on strengths, addressing areas of need while moving towards independence through self determination. Children have a right to participate in these services when offered.
- ▶ 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.

SLIDE 4.13

PowerPoint Slide: Independent Living: Role of the Resource Family



- ▶ You, as Resource Family, play a critical role as family teachers, helping your foster child fill in the gaps he/she may have experienced along the way.
- ▶ Your role as a 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 Services 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. The Independent Living Program is coordinated through your child’s social worker beginning at the age of 16.



SLIDE 4.14

PowerPoint Slide: 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 regulations and your requirements as an approved resource family.
- ▶ We will review these and discuss.



DISTRIBUTE Handout

- *Distribute Foster Children Rights.*
- *Have each participant take turns reading the various rights and their interpretation of these rights.*
- *Elicit questions and concerns from group.*
- *Resource Families may feel that these rights are too much for children and contradict normalcy for children. Remind the group that historically, children in foster care have needed additional protections to ensure their safety while in the child welfare system.*



Developing a Normalcy Plan

INTRODUCE the Activity

- **Keep Slide 4.14 on the screen as you introduce this activity.**
- ▶ Let's take this opportunity to talk about how you will support normalcy in your home and insure you are complying with foster children's rights.



PURPOSE of Activity

- *Develop a deeper understanding of normalcy for foster children, as well as the rights they are entitled to.*

DIRECTIONS for Activity



- *Refer participants to **Participant Guide Day Four: Developing a Normalcy Plan Worksheet**.*
- ***Instruct** participants to take notes and use this worksheet to guide their discussion.*
- ***Divide** participants into small groups.*
- ***Give** each group an assignment to imagine they are planning for a child aged 5, 10 and 16. Explain that the children are on par with their peers in emotional and social development.*
- ***Provide** each group with flipchart paper and markers.*
- ***Ask** each group to develop a normalcy plan that includes:*
 - Participation in age-appropriate activities.
 - Access to phones, internet and other technology
 - A list of age-appropriate responsibilities.
 - A list of age-appropriate consequences that are in compliance with foster children's rights.
- ***Instruct** each group to select a speaker to report to the large group.*

- **After** 10 minutes, ask each small group's reporter to share their normalcy plan.



SAMPLE RESPONSES for Age-Appropriate Activities

- ❖ Participate in after school academic programs and sports
- ❖ Participate in recreation sports, dance, art, music, and other classes
- ❖ Participate in scouts, 4H, after school program, & faith related programs.
- ❖ Obtain employment (15 years and older).
- ❖ Participate in activities with friends and peers (movies, shopping) without supervision.
- ❖ Date without supervision.
- ❖ Participate in unsupervised school functions such as homecoming and prom.
- ❖ Have access to unsupervised phone usage.
- ❖ Have a cell phone.
- ❖ Travel with other youth and adults.
- ❖ Have picture taken for yearbook/publications.
- ❖ Participate in school and after-school organizations and clubs.
- ❖ Receive public recognition for accomplishments.
- ❖ Participate in community events.



SAMPLE RESPONSES for Age-Appropriate Responsibilities

- ❖ Take driver's education.
- ❖ Personal care (bathing, teeth brushing, washing personal

laundry, taking medication).

- ❖ Chores (making bed, washing dishes, vacuuming, sweeping, feeding pets, yard work).
- ❖ Complete homework as assigned every day.
- ❖ Attend school.
- ❖ Receive tutoring as needed.
- ❖ Attend case plan meetings and court hearings.
- ❖ Discuss school plans (develop educational plan).
- ❖ Participate in Independent Living Program.



SAMPLE RESPONSES for Appropriate Consequences

- ❖ Time away from activities for problematic behaviors (within reason). The consequence cannot result in an effective denial of access to activities.
- ❖ Provide reasonable curfews.
- ❖ Provide reasonable hours to use the phone, computer, etc.
- ❖ Establish rules (e.g. homework must be finished before you can go to the mall with your friends).
- ❖ Require advanced notice and permission for all activities.
- ❖ Require adult supervision, if concerns exist.
- ❖ Familiarize with the individual or group before granting permission.



SUMMARIZE

- ▶ A sense of normalcy allows us to grow, learn and enrich our lives. By empowering, you, the resource family, with the authority to use your common sense and to let your foster child be a child, you can, in-turn, empower your child with fulfilling experiences and a foundation for a bright future.

Cultural Competence

Materials

PPT 4.15-4.32

Participant Guide

Flipchart Paper/Markers



1 Hour
30 Minutes

Presentation –Introduction to Topic

- ▶ Every County is a diverse community with children of many backgrounds. To ensure success when working with children and their families, it is important to value, respect, and appropriately respond to cultural differences.
- ▶ As a resource family, you may be fostering a child with a different cultural background than your own, be it race, religion, language, socio-economic level or other differences.
- ▶ To promote a sense of identity and normalcy for the child and to provide for the child's emotional well-being and long-term outcomes, it is not only critical that you are sensitive to and honor the unique cultural beliefs and values of the child and his/her family, it is also critical that you are aware of your own cultural beliefs and values so that you may gauge your own responses.



PowerPoint Presentation – (SLIDE 4.15-4.23) Cultural Competence Overview

SLIDE 4.15

PowerPoint Slide: Terry Cross Quote

- **Ask** for a volunteer to read the quote aloud.
 - ▶ "Culture is to humans as water is to fish."
- ▶ To help a child maintain a sense of identity and normalcy, to effectively communicate and connect with the child and to help him/her heal, you must become culturally competent in terms of that child and his/her family.



- ▶ Additionally, while law prohibits placement based on race, you must assess your own ability to effectively parent children of other cultures including other races, ethnicities, religious backgrounds, sexual preferences, etc.

Ask:

- ? What are some risks for a child whose cultural identity is not maintained?**

Sample Responses:

- ❖ *A child loses a large part of his/her identity.*
 - ❖ *Minimizing the importance of cultural identity can be interpreted by a child as minimizing the child's importance.*
 - ❖ *Reduced capacity for connection to caregiver because of cross-cultural communication difficulties.*
- ▶ Remembering back to the *Five Connections* activity from our last session, when I asked you to give up the people, places and things that we hold dear, you found the task difficult, if not impossible.
 - ▶ We know that children in foster care potentially face the loss of so many connections; connections that make them who they are. It is our job to help them maintain these connections, including cultural ones, so that they may maintain a sense of identity and their sense of self-worth.



SLIDE 4.16

PowerPoint Slide: Culture and Family Services

- ▶ 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.
- ▶ Influences how we attempt to provide support.



Resource:

Building Culturally and Linguistically Competent Services to Support Young Children, Their Families and School Readiness

SLIDE 4.17

PowerPoint Slide: What is Cultural Competence?

- ▶ Let's explore the meaning of cultural competence and why it is so important for the work that we do in child welfare.
- ▶ The Child Welfare League of America defines cultural competency as
 - ▶ "The ability of individuals and systems to respond respectfully and effectively 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."
- ▶ 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."



SLIDE 4.18

PowerPoint Slide: What is Cultural Competence?

- ▶ 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.



SLIDE 4.19

PowerPoint Slide: What is Racial Disproportionality?

- ▶ According to the Department of Health and Human Services,

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.

- ▶ A higher rate of poverty and challenges in accessing support services, as well as racial bias or cultural misunderstanding and difficulties in finding appropriate permanent homes, were identified as the main factors influencing the proportion of African American children in foster care.
- ▶ Systemic changes are being made to address this racial disproportionality at national, state and local levels.



SLIDE 4.20

PowerPoint Slide: Racial Disproportionality: Contributing Factors

- ▶ Some of the factors that contribute to difficulties for children exiting foster care and being reunified with their families include:
 - ▶ Lack of affordable housing.
 - ▶ Distrust of the child welfare system.
 - ▶ Lack of culturally/linguistically sensitive substance abuse treatment and mental health services.
 - ▶ Lack of supports and other services in poor neighborhoods.



SLIDE 4.21

PowerPoint Slide: Racial Disproportionality: The Role of the Foster Parent

- ▶ As a Resource Family, in addition to becoming culturally competent and being sensitive to and honoring the cultural background of your foster child, you can help address racial disproportionality and cultural bias by:
 - ▶ Co-parenting and involving the Biological Parent in the decision-making process for the child.
 - ▶ Supporting efforts for reunification and permanency.
 - ▶ Advocating for the child and family.

- ▶ Mentoring the Biological Parents.

The Five Essential Elements

**Resource:**

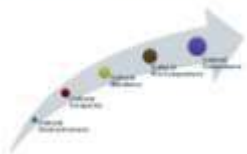
Building Culturally and Linguistically Competent Services to Support Young Children, Their Families and School Readiness

SLIDE 4.22

PowerPoint Slide: The Five Essential Elements for a Culturally Competent System of Care

- ▶ A culturally competent system of care enables people to work effectively cross-culturally and demonstrates a capacity to fully incorporate the five essential elements of culture competence in all aspects of policy making, administration, practice, and service delivery and systematically involves consumers, key stakeholders, and communities
- ▶ The **five elements of cultural competence** include the capacity to:
 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; and
 5. Adapt service delivery to accommodate diversity.

The Cultural Competence Continuum

**SLIDE 4.23**

PowerPoint Slide: The Cultural Competence Continuum

- ▶ Cultural competence is a process and does not happen overnight. Breaking through stereotypes and bias is a complex and difficult process, but one that leads to positive change for people and the community. People and systems move along a continuum of competence.
- ▶ According to researchers, there are five progressive steps along the continuum to becoming culturally competent. These include:
 - ▶ **Cultural Destructiveness**—This is the most negative end of the continuum and is characterized by attitudes, policies, and practices that are destructive to cultures and

consequently to individuals within the culture.

Ask:

? What are some examples of cultural destructiveness?

Sample Responses:

- ❖ *Genocide.*
 - ❖ *Slavery.*
 - ❖ *School segregation.*
 - ❖ *The Tuskegee experiment in which doctors studied the impact of syphilis on African-American men who were told their syphilis was merely "bad blood".*
 - ❖ *English-only policies that prohibit people from using their native language.*
- ▶ **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.

Ask:

? What are some examples of cultural incapacity?

Sample Responses:

- ❖ *Not providing bilingual services when needed.*
 - ❖ *Coming to inappropriate conclusions because of biased views of the world.*
 - ❖ *Inability to understand the mistreatment because of extreme bias.*
- ▶ **Cultural Blindness**—This midpoint of the continuum is characterized by the belief that service or helping approaches traditionally used by the dominant culture are universally applicable, regardless of race or culture. These services ignore cultural strengths and encourage assimilation.

Ask:**? What are some examples of cultural blindness?****Sample Responses:**

- ❖ *Treating everyone the same, regardless of their cultural background.*
 - ❖ *Many programs and services that came out of the Civil Rights Movement were developed, not necessarily with everyone's best interest in mind, but in the mind-set of "Treat everyone the same."*
 - ❖ *The light tan bandage that for years was sold as "flesh-colored." It was, but only if you were a fair-skinned white person.*
 - ❖ *Standardized testing practices.*
- ▶ **Cultural Pre-Competence**—Moving towards the more positive end of the continuum, 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 and can lead to tokenism.

Ask:**? What are some examples of cultural pre-competence?****Sample Responses:**

- ❖ *Hiring minority staff and leadership that represent the community being served.*
- ❖ *Waiting rooms reflect culture of population (photos, magazines, music).*
- ❖ *Cosmetic changes that reflect the community.*
- ❖ *Initiating training.*

- ▶ **Cultural Competence**—characterized by acceptance and respect for difference, continuing self-assessment, careful attention to the dynamics of difference, continuous expansion of knowledge and resources, and adaptation of services to better meet the needs of diverse populations.

Ask:

? What are some examples of cultural competence?

Sample Responses:

- ❖ *Developing cultural libraries.*
- ❖ *Diversifying professional staff.*
- ❖ *Involving the community in the development of services and decision-making activities.*
- ❖ *Bringing in representatives of the community to conduct workshops for the professionals who will serve them*

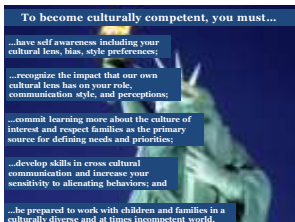


PowerPoint Presentation – (SLIDE 4.24-4.27) Becoming A Culturally Competent Individual

SLIDE 4.24

PowerPoint Slide: Becoming A Culturally Competent Individual

- ▶ A culturally competent system requires culturally competent individuals. To become culturally competent, you must:
 - ▶ Have self awareness including your cultural lens, bias, style preferences, including class and socio-economic biases.
 - ▶ Recognize the impact that our own cultural lens has on your role, communication style, and perceptions.
 - ▶ Commit learning more about the culture of interest and respect families as the primary source for defining needs and priorities.



- ▶ Develop skills in cross cultural communication and increase your sensitivity to alienating behaviors.
- ▶ Be prepared to work with children and families in a culturally diverse and at times incompetent world.



SLIDE 4.25

PowerPoint Slide: Learning About Your 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, perceptions all play a part in your views of and interactions with people of other cultures and classes.
- ▶ And, remember, "We cannot give away that which we do not possess." If you are unaware of how culture has affected your own thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles relationships and expected behaviors, how can you be sensitive to this in others.



SLIDE 4.26

PowerPoint Slide: Learning About the Culture of Others

- ▶ How then, do you go about 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, and
- ▶ Learning their language.



SLIDE 4.27

PowerPoint Slide: Improving Cross-Cultural Communication

- ▶ To improve your cross-cultural communication, you can:
 - ▶ **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, 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. And 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. What is important to you and your family may be different than what's important to the family of origin. Be mindful of what's important to you as a parent and understand that it may be different, not better or worse just different, than that of a birth family.
 - ▶ **Adapt.** You will need to be flexible and open-minded to bridge cultural differences and build connections.



Resources:

Struggle for Identity: Issues in Trans-racial Adoption by New York State Citizens' Coalition for Children

Discussion was adapted from Knowing Who You Are: Helping Youth in Care Develop Their Racial and Ethnic Identity by the Casey Family Programs

Video/Discussion: Knowing Who You Are: Helping Youth in Care Develop Their Racial and Ethnic Identity

INTRODUCE the Video

Trainer's Notes: *Be prepared for the video to possibly evoke strong emotions, both positive and negative, for some of the viewers and prepare ahead of time on how best to handle this in the context of a group discussion. Create a safe environment where participants know they will be heard as they share their views and opinions by establishing ground rules for the discussion. Encourage everyone to engage in active listening—especially when someone reacts in a way or shares an opinion that causes disagreement.*

- ▶ This documentary examines the effects of trans-racial adoption on individuals, families, and society and is designed to Resource Families about the needs of their children of a different race or ethnicity.
- ▶ As we discussed, racial and ethnic identity formation is an important part of human development and is a part of our overall identity formation. It is influenced by childhood and school-age experiences. Racial and ethnic identity comes to the forefront during adolescence and continues throughout our lifetime. Ultimately it affects how we see ourselves and our group membership within the context of a multicultural society.
- ▶ Talking about race and ethnicity can be uncomfortable. It is necessary; however, especially if we want to help youth develop their racial and ethnic identity.

PURPOSE of Video/Discussion

- *Allow participants to identify the importance of helping youth in out-of-home care develop a healthy sense of racial and ethnic identity.*
- *Provide participants with the opportunity to explore the role they play, as Foster Parents, in supporting the development of healthy racial and ethnic identity formation for youth in care.*

DISCUSSION for Video



- *Refer participants to **Participant Guide Day Four: Video Reactions**.*
- ***Divide** participants into small groups.*
- ***Instruct** each group to use the following questions to guide their discussion:*
- ***Show video.***

Discussion Questions:

- ❓ *What are your overall impressions of the concepts brought up in the video regarding racial and ethnic identity and trans-racial families?*
 - ❓ *What are the top two or three points highlighted by the film that you would want to address in your role day-to-day role as a Resource Family?*
 - ❓ *Does the film raise any concerns for you about caring for youth in regards to these issues? If so, please describe them?*
 - ❓ *How can you further integrate racial and ethnic identity into your role as a Resource Family?*
- ***Instruct** each group to select a speaker to report to the large group.*
- ***After** 10 minutes, ask each small group's reporter to share their*

conclusions.



SUMMARIZE

- ▶ Racial and ethnic identity work can and should be integrated into day-to-day work with a child, including the care of a child. It is not something that can be adequately addressed in one or two conversations with youth. We need to look at it in the context of every aspect of each youth's life—where they live, how it affects them at school and in their community, their connections to their Biological Family, their access to mentors and role models who they can relate to, the messages they may be hearing, etc.
- ▶ For a child that is placed in a home of a different culture than his/her own, it is of critical importance that a Resource Family help the child maintain the connections that will allow the child to maintain his racial and ethnic identity. Let's explore trans-racial parenting a little more.



PowerPoint Presentation – (SLIDE 4.28-4.31) Trans-racial Parenting

SLIDE 4.28

PowerPoint Slide: Trans-racial Parenting

- ▶ 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.



Resource:

Trans-racial Parenting in Foster Care and Adoption: Strengthening Your Bicultural Family



SLIDE 4.29

PowerPoint Slide: Trans-racial Parenting

- ▶ Resource Families have the responsibility to help their children define themselves as a member of their own genetic racial and cultural community.
- ▶ Whether of a single race or a mixed race, (biracial), children either feel “a part of” or “separate from.” Without connection to their own roots, a black/Hispanic child being raised in a white world will feel “separate from” the white people surrounding him who look different than him. S/he will also feel “separate from” the black/Hispanic people they look like, who have the same cultural background, but he has no connection to. The same is true of a white child being raised by/within family of color.
- ▶ Another consideration is the difference you and your child may have concerning religion. People of Christian, Jewish, Muslim, Jehovah's Witness and 7th Day Adventist faiths, for example do not share the same beliefs and customs surrounding diet or holidays.
- ▶ A child needs connection to those that have shared culture and race. This is vital to his healthy development. No matter how he is raised, society will assign him to the race and culture of being Hispanic, and without connection, the child will feel lost and isolated, not fitting in with the white culture they were raised in and not fitting in with his/her own racial culture. 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. They become bicultural, bridging the gap between the two worlds.



SLIDE 4.30

PowerPoint Slide: Trans-racial Parenting

- ▶ Knowing this, 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 before deciding to parent trans-racially:
 - ▶ How many friends do you have of another race or culture? Other classes/ socio-economic statuses?
 - ▶ 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 and classes?



SLIDE 4.31

PowerPoint Slide: Parenting Tasks for Trans-racial Parents

- ▶ Children living in trans-racial homes need parents who recognize their need to know their cultural roots.
- ▶ Experts recommend that parents do the following things to meet the cultural needs of their children:
 - ▶ Interact with people of your child's race – form friendships with people of all cultures, valuing diversity.
 - ▶ Live in a diverse, integrated neighborhood.
 - ▶ Recognize that 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.



Trans-racial Parenting: Answering the Difficult Questions



INTRODUCE the Activity

- *Post Slide 4.32 as you introduce this activity.*
- ▶ During this activity, we will explore some common questions both you and your foster child may experience. Some of the questions you and your child will face may center around being in foster care, others may center around issues of race and culture.
- ▶ This activity will allow you to begin exploring how to equip your child with potential answers to these questions by strengthening their sense of racial identity and self-esteem and helping them to form boundaries. If they have a history of abuse, boundaries are a confusing concept and children in care can believe that they are “everybody’s property” and boundaries do not exist. The answers can help children learn that their life story is private, as is their body; and they have the power to choose with whom to share their private story.
- ▶ The answers you provide when faced with these difficult questions will model this for children as well.

PURPOSE of Activity

- *Help participants identify potential answers to difficult questions in order to help children strengthen their sense of racial identity and self-esteem and to help them form boundaries.*

DIRECTIONS for Activity



- *Refer participants to **Participant Day Four: Answering the Difficult Questions.***

- **Divide** participants into small groups.
- **Instruct** participants to prepare potential answers to some common questions
- **Provide** each group with flipchart paper and markers.



SAMPLE RESPONSES for "Where's your real mom?" (Child)

- ❖ "That's personal and I don't share that."
- ❖ "My parents love me very much."



SAMPLE RESPONSES for "Why don't you look like your mother...or sister/brother?" (Child)

- ❖ "I am wanted by my family."
- ❖ "I am wanted and loved by more than one family."



SAMPLE RESPONSES for "Why are you in foster care?" (Child)

- ❖ If your child is comfortable answering this, he or she might say "I need to live where it's safe right now."
- ❖ They may also opt to walk away or say they don't feel comfortable answering that question.



SAMPLE RESPONSES for "What does it feel like to be fostered?" (Child)

- ❖ "What does it feel like not to be adopted?"
- ❖ With close friends, and depending on your child's age, they may choose to be more open with their answer to this question.



SAMPLE RESPONSES for "Do you miss your Biological Parents?" (Child)

- ❖ "I don't want to talk about that..."
- ❖ "Yes, I miss them and I don't want to talk about it right now."



SAMPLE RESPONSES for "Where did you get her?" (Resource Family)

- ❖ "If you have more than one child, consider answering to include all of your children, such as "She is from Korea; Anthony is from Des Moines; and..."
- ❖ It's always okay to say "This isn't the place to discuss that" or "That's personal" and change the subject or walk away.



SAMPLE RESPONSES for "She is so lucky to have been fostered by you." (Resource Family)

- ❖ "We are the lucky ones to have her in our lives. We love her so much."



SAMPLE RESPONSES for "Do you have any children of your own?" (Resource Family)

- ❖ "Just these four." (referring to your birth and adoptive children).



SAMPLE RESPONSES for "Are they REAL brother and sister?" (Resource Family)

- ❖ "We're really their parents and they are really brother and sister."
- ❖ "We're a real family...no imaginary family members here."



SAMPLE RESPONSES for "How could his parents have abandoned such a sweet little boy?" (Resource Family)

- ❖ "It was very difficult for his mother, but she couldn't take care of ANY babies and we are helping her learn the skills she needs."



SAMPLE RESPONSES for "What do you know about her real parents?" (Resource Family)

- ❖ "She doesn't have any fake parents. If you mean her birth family, that's private. I'm real and I am happy to talk to you more about foster parenting."
- ❖ "I'm not comfortable sharing such personal information."



SUMMARIZE

- ▶ In general, you should teach your child that he or she doesn't have to answer any of these questions if he or she isn't comfortable doing so. Their life story is for them to decide when to share, how much to share and with whom to share it. You can guide this conversation and prepare them for questions, allowing them to choose what to say.



TRANSITION

- ▶ Now let's hear what some of our youth have to say about normalcy and quality caregiving .

Voices of Youth

Materials

PPT 4.33



15 Minutes

Handout:
Voices of Youth



Presentation –Introduction to Topic

- **Post Slide 4.33.**
- ▶ Before we close for the day, I wanted to share with you some of the things that foster youth said about their experience in the foster program. Foster youth were asked about what makes a good caregiver, how a Resource Family can make the foster experience better, how they define normalcy and what a Resource Family can do to help them feel more comfortable and meet their needs.
- ▶ These quotes both reflect positive and negative feelings about Resource Families and their experience within the foster care system.

DISTRIBUTE Handout

- *Distribute **Voices of Youth** which can be found in the appendix.*
- **Allow** the participants 10 minutes to read the handout.
- **Briefly** discuss.



SUMMARIZE

- ▶ It is important we hear what youth have to say about their experience in foster care and what they want out of the foster care experience because they hold a unique perspective that only their voice can express - and they probably understand the system better than anyone.
- ▶ As you can see, what the youth are asking for and what they experience as positive are some of the very things we are addressing in this training.



TRANSITION

- ▶ Let's look at this week's homework assignments.

Homework Assignments

Materials

Homework Workbook
Day Four



10 Minutes



Homework
Workbook

Presentation –Introduction to Topic

- ▶ Let's take some time to discuss this week's homework.
 - **Use** this opportunity to explore how they can gain more knowledge about normalcy and cultural competence through their homework and field activities.
- **Refer** participants to **Participant Guide: Day Four Homework**.
- **Explain** this week's **Assignment**. Participants will be required to complete the brief online training course on development. This can be found at <http://wcpds.wisc.edu/childdevelopment/index.html>. This will help prepare us for Day Five's topic.
- **Elicit** questions and comments about the homework. Briefly discuss.



SUMMARIZE

- ▶ Again, taking the time to complete this homework and field work will provide you an opportunity for self-reflection, a greater sense of fostering and will allow you to transfer the skills and knowledge you are building in the classroom.
- ▶ Remember to keep talking
- ▶ Additionally, the Foster VC Kids website has resources you can use.



TRANSITION

- ▶ Now let's wrap up for the day

Wrap-up

Materials

PPT 4.34
Evaluations



5 Minutes



End of Day Four

Thank you
for participating.



Presentation – Wrap-up

- *Process the work day with the participants.*

Ask:

- ? **What did you learn from today's session?**
 - ? **How will you integrate these new skills into your plan to become a Resource Family?**
 - ? **What did you experience today that would not be useful to you as a Resource Family?**
- *Elicit responses and briefly discuss.*

SUMMARIZE

- *Post Slide 4.34.*
- ▶ Today we learned about providing an environment in which foster child(ren) can experience normal childhood activities that allow them to learn, grow and feel a part of their peer group. We also examined how Independent Living Services works to help prepare foster children for the future. Additionally, we explored the importance of maintaining cultural connections. We completed today's training by hearing directly from the voices of youth. As we move through the training and homework activities, you will continue to gain knowledge and skills so that you may provide quality parenting and give a child the opportunity to experience a childhood full of experiences and cultural connections.
- ▶ Please continue to be open-minded and take advantage of this new learning experience. Also remember that this training is part of the mutual selection process and that ongoing assessment will continue throughout the training.
- ▶ Thanks for your input and participation and I will see you _____ (*date, time, and location of the next day of training*).

EVALUATIONS

If evaluations are being used they should be distributed and completed at this time.