

AGENDA

- I. Welcome
 - A. Housekeeping
- II. Introductions
- III. History of Child Welfare Services
- IV. “A Time to Walk In Another’s Shoes”
- V. Requirements
- VI. Answering the Call Family Pocket Guide

DESCRIPTION OF IMPACT MEETINGS AND PROCESS

MODULE

TITLE AND OVERVIEW

- 1** **IMPACT INTRODUCTION** – The resource family will begin to build a relationship with other members of the group and develop guidelines for group dynamics. They will also understand the history of child welfare and become familiar with an overview of the Department of Human Resources and the Division of Family and Children Services. Resource parents will also begin their exploration of becoming a resource parent.

- 2** **OVERVIEW OF THE FOSTER CARE AND ADOPTION PROCESS** – Resource parents will understand the purpose of foster care and adoption and the types of care available to children that come into care. Resource parent will also understand how children come into care and their role in permanency planning.

- 3** **PLACEMENT TO PERMANENCY** – The resource family will be provided with information on how legal aspects of the system works for the permanence of children by participating in discussions regarding legal risk placements, concurrent planning, the court system structure, the rights of children, birth families and resource families.

- 4** **THE FOSTER CARE TEAM** – To promote partnership in parenting by helping the prospective resource parent understand the important of team building; the importance of communicating and working with DFCS and other service providers; and his/her role on the Foster Care Team.

- 5** **ADOPTION** – Resource parents will understand parenting differences when adopting and become familiar with the traits and skills that create a successful adoption.

DESCRIPTION OF IMPACT MEETINGS AND PROCESS

MODULE

TITLE AND OVERVIEW

- 6** **RESOURCE AND PRIMARY FAMILY CONNECTIONS** – Resource families will learn how to support, develop and build positive relationships with primary families. Resource parents will understand how to manage visitation and work with children through the process.
- 7** **IMPACT OF TRAUMA ON CHILD DEVELOPMENT-**
The resource family will become familiar with the guidelines for child development and understand the impact and effect of trauma to child development.
- 8** **SEPARATION, GRIEF AND LOSS** – Resource parent will understand the influence and impact to children of separation, grief and loss. Resource families will become aware of the impact of separation, grief, and loss on their own lives and begin a process by which they can talk openly about this subject.
- 9** **ATTACHMENT** – The resource parent will become familiar with attachment and attachment disorder and its impact on parenting.
- 10** **SERIOUS EMOTIONAL DISTURBANCES** – Resource parents will become familiar with some emotional diagnosis that are common to children in care and know some strategies for supporting children.

DESCRIPTION OF IMPACT MEETINGS AND PROCESS

MODULE

TITLE AND OVERVIEW

- 11** **SEXUAL ABUSE AND SEXUALITY** – Resource parents will become familiar with and understand the definitions and types of child sexual abuse. Provide resources parents with information on the dynamics of child sexual abuse and different sexual behaviors that constitute sexual abuse. Resource parents will have a understanding of some characteristics of children who have been sexually abused.
- 12** **CREATING A SAFE ENVIRONMENT FOR THE SEXUALLY ABUSED CHILD** - The resource parents will become familiar with techniques to parent a child displaying inappropriate sexual behavior. The resource parents will have an understanding of ways to prepare themselves, family members and their environment to avoid any false allegations, while providing the best care for the child.
- 13** **UNDERSTANDING AND PREVENTING MISBEHAVIOR-** Parents will understand the reasons children in care misbehave and will become familiar with responsive discipline techniques.
- 14** **BEHAVIOR MANAGEMENT TECHNIQUES** – Resource parents will be able to understand the difference between punishment and discipline and their role in implementing the DFCS discipline policy. Techniques will be provided for applying appropriate discipline for children in care.

DESCRIPTION OF IMPACT MEETINGS AND PROCESS

MODULE

TITLE AND OVERVIEW

- 15** **TRANSCULTURAL PARENTING** – To help resource families recognize the influences of racial and cultural diversity and its impact on their ability to parent children whose culture is different from their own.
- 16** **PLANNING FOR CHANGE: ASSESSING THE IMPACT OF RESOURCE PARENTING ON THE FAMILY SYSTEM** – Resource parenting will inherently create change in the family system. Resource parents must evaluate their family system and then evaluate the impact of the addition of a child or children into the system. Consequently, many resource families may select out after this component. Others will have a strengthened resolve to continue the process.
- 17** **MERGING FAMILY SYSTEMS** – Resource parents will focus on the impact of fostering or adopting on their family system from placement to permanency; and understand the need for siblings to be placed together and understand the need to reduce placement moves.
- 18** **ADVOCATING THROUGH PARTNERSHIPS** – The resource parent will be able to work collaboratively with community service providers and will be able to advocate on behalf of the child to obtain appropriate services.
- 19 & 20** **UP CLOSE AND PERSONAL: SHARING THE EXPERIENCE (PANEL)** – To give prospective resource parents and adoptive parents an opportunity to learn more about resource care and adoption by hearing directly from person experienced in these programs, as well as from those agencies and resources who support these programs.

HISTORY of CHILD WELFARE

- 1850's Thousands of children roam the streets of NYC in search of food, money and shelter. They are prey to disease and crime. For protection, children form gangs. Police faced with a growing problem arrest the vagabonds, some are as young as 5.
- 1853 Minister Charles Loring Brace disgusted with the conditions of the children in NYC, becomes the founder of the Children's Aid Society. The Orphans Trains, as they have come to be known, send children to live in new homes in rural America. Between 1854 and 1929 more than 100,000 children are sent to the country.
- 1874 After being abandoned by her mother, ten-year-old MaryEllen is repeatedly abused by her caretaker. A charity worker investigates and finds MaryEllen chained to her bed and covered with bruises and scars. The charity worker intercedes by persuading the Society for the Prevention of Cruelty to Animals to take the case to court. There are no laws to protect children from abuse.
- 1875 The New York Society for Prevention of Cruelty to Children is created. Other states quickly follow suit, creating child(ren) protection agencies.
- 1909 The first White House Conference on Children convened in 1909, acknowledged the right of every child to grow up in a family.
- 1912 On April 9, 1912, President William Howard Taft signed into law legislation establishing a Children's Bureau to "investigate and report...upon all matters pertaining to the welfare of children and child life among all classes of our people."
- 1936 Passage of the Social Security Act establishes aid to dependent children and the child-welfare system. This establishes federal foster care programs
- 1959 The Child Welfare League of America conducts a national study on foster care. The study reveals social services are not uniformly delivered. The move to permanency planning is begun.
- 1974 Child Abuse Prevention and Treatment Act becomes law.
- 1978 The Indian Child Welfare Act is enacted to protect Indian children from removal from their tribes and to assure that tribes are given the opportunity to raise Indian children in a manner that reflects the unique values of Indian culture.
- 1980's The Adoption Assistance and Child Welfare Act targets money only for preventative services and programs that reunite foster children with their families. A shift is seen in keeping families together, rather than separate.
- 1994 The Multi-Ethnic Placement Act amended by the Inter-Ethnic Provision Act requires that diligent recruitment be provided for children in care and that race be removed as a factor for the placement of children.
- 1996 Health Insurance Portability and Accountability Act requires protection of personal information. Case information of families and children in care fall into this category.
- 1997 The Adoption and Safe Families Act (ASFA) is enacted. After many years, the shift is now toward permanency for children, which reaffirms a child's need for and connection to a family.