

*Engaging Youth and Those Around Them
In the Process of Permanence*

***Preparing Youth for
Permanent Family Connections***

*Preparing Everyone for
Permanent Family Connections*

**A Program to Develop Champions of
Permanent Family Connections for all Teens**

**Bob Lewis
Sue Badeau**

Edited with and for California, March 2005

**Edited to a One- day curriculum by: Bay Area Academy
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California Training Component One: Talking with Youth

Equipment Needed



LCD or Overhead Projector and Screen

Flip Chart and Pad, with Marking Pens

Microphone, if it is a large group

Water and Glasses for refreshments during breaks

CD or Cassette Tape Player

TV & VCR

Curriculum and Transparencies, or Computer with loaded PowerPoint Presentation

Name Tents, Markers, and Stickers

All Handout Materials for participants

Extra Paper, Pens, and Pencils

"Fidget Toys" such as Stress Balls, Hackey-Sacks, Logos, and Play-Dough all of which have been shown to increase participants mental alertness

This guide and program were initially developed with assistance from the New York City Administration for Children's Services and funds from the Freddie Mac Foundation 2003.

SYMBOL KEY



= TIME NEEDED TO CONDUCT SEGMENT



= SLIDES NEEDED IN THIS SEGMENT



= FACILITATOR-LED SECTION



= LARGE GROUP DISCUSSION



= EQUIPMENT NEEDED FOR THIS SEGMENT



= ASK THE CLASS A QUESTION



= TEACHING POINT



= BREAK INTO SMALL GROUP DISCUSSION



= HANDOUTS NEEDED FOR THIS SEGMENT



= HIGHLIGHT A STORY AS AN ANECDOTE



= RESOURCES TO SHARE WITH CLASS

Learning Objectives

By the end of this component, participants will be able to:

- Define permanence as it pertains to youth in foster care.
- Assess whether a "permanency orientation" has been incorporated into their personal and agency practices.
- Identify critical stages of youth development that impact their ability to think, communicate and make decisions about permanence in their lives.
- Utilize respectful and effective approaches to communicating with youth and their surrounding support systems regarding permanence, including respectful listening, engagement and follow-up.
- Develop youth-specific permanency plans in collaboration with youth.
- Utilize appropriate strategies to assist youth in preparing for family living.
- Conduct a meaningful records-search when reviewing a case record.

Agenda for One-Day Curriculum

	Content
20 – 30 minutes	Introductions & Expectations
25 minutes	Youth Development
35 minutes	Focus on Permanence
15 minutes	Break
10 minutes	Identify the Time and Place
20 minutes	Communicating with Youth
30 minutes	Getting a Youth Point of View
30 minutes	Preparing for Family Living
60 minutes	Lunch
10 minutes	Review what was important from Morning.
15 minutes	Preparing Youth
15 minutes	6 Steps to Finding Connections
40 minutes	Identifying & Engaging a Youth's Network
20 Minutes	All Parenting is Shared
15 Minutes	Break
15 Minutes	Who Needs to be Prepared
45 Minutes	We've all Got Issues
10 minutes	Wrap up

Segment One: Introductions and Expectations	
	Time to conduct this segment is 20 minutes
	Slides used for this segment: <u>Slide # 2: "Workshop Introduction"</u>
	<p><u>Handouts or Materials Needed for This Segment:</u></p> <ul style="list-style-type: none"> • Agenda • Name Tents, Markers, Stickers
	<p><u>Facilitator:</u></p> <ul style="list-style-type: none"> • Welcome participants • The following can all be done prior to the actual start of the session to save time: • Introduce facilitator(s) • Go over logistics of facility (i.e. location of restrooms). • Indicate name tents, markers, stickers and fidget toys and ask participants to make their own name tents. • Participants make name tents. • Go over agenda - "During our time together today, here are the concepts we will focus on and some interactive activities we will engage in."
	<p><u>Slide #2: "Workshop Introduction"</u> Distribute materials</p> <p>Our challenge is to make permanence as intuitive as safety in your agencies.</p> <p>Reflect for a minute on the fact that everyone in your agency sees the child, his/her caregivers and the environment through a "safety lens". This training is one element to install a "permanence lens" in your agency as well.</p>



Facilitator:

On the flip chart or on a white board post the formula:
 $\text{Focus} \times \text{Competence} \times \text{Passion} = \text{Success}$.

If any one of them drops to zero, the answer is zero. Every worker has passion for the care of the children. Fear may make us lose focus, fear of not being able to keep our promise of a family for every youth. If we don't know what to do the answer is still zero - competence.

- This workshop is about Focus and Competence.



Ask participants to introduce themselves, identify their hopes/expectations for the training and ask any questions about the agenda or logistics of the day.

- Do not skip or shortcut participants' introductions: it makes a difference if their feelings are heard and for later networking.

Segment Two: Youth Development and First Exercise

	<p>Time to Conduct this Segment is 25 minutes</p>
 	<p><u>Slides Used for this Segment:</u> <u>Slide #3:</u> "Youth Development for Success." <u>Slide #4:</u> "What is the Key Task of Adolescence?" <u>Slide #5:</u> "Some of the Tasks/ Milestones."</p> <p><u>Equipment Needed for this Segment (optional):</u></p> <ul style="list-style-type: none"> • CD or Tape Player (optional) • CD or Tape of the Song "Kids" from Bye, Bye Birdie (optional) <p><u>Handouts or other Materials Needed for this Segment:</u></p> <ul style="list-style-type: none"> • Adolescent Development • Ten Tasks of Adolescence
	<p style="text-align: center;"><u>BELONGING</u></p> <p><u>Facilitator Teaching Point:</u></p> <p>We are going to spend the next few minutes talking about important elements of positive youth development. As we proceed, it will be helpful if you can have one or more real young people that you know well in your mind. This slide demonstrates that there are four critical elements to successful and positive youth development. I encourage you to think about how our focus on permanence will help youth to achieve genuine usefulness, power, competence and belonging.</p> <p><i>(Reconnecting Youth and Community by National Clearinghouse on Families & Youth. http://www.ncfy.com/reconnect.pdf.</i></p> <p>How does your agency encourage the development of all four?</p>



Slide #4: “What is the Key Task of Adolescence?”

Facilitator Directions:

Ask these question for discussion:

- What is the Key Task of Adolescence?
- Think of Youth you know personally or yourself as a teen.
- What characteristics come to mind when you think of teenagers?
- Think about the major developmental tasks adolescents are going through.

Activity

Jot down the top 2-3 tasks you think teens are working out, developmentally, during these years.

Facilitator Directions:

Spend the time discussing adolescent development based on the handouts. There are many myths and concerns about adolescent development that need clarification in almost every audience. Review the Adolescent Development Handout - The NORMAL developmental tasks of adolescents are in line with planning for permanence - Can you see how this might be so?



Slide 5 “Some of the Tasks/ Milestones”

Facilitator Directions:

Ask the group what they think the task of Adolescence is?

After the group has expressed their ideas review these basic tasks of Adolescence. How do they fit with permanence? For more advance training go over Harvard’s “10 Task of Adolescence” and relate it to youth in care.

Facilitator Teaching Points:

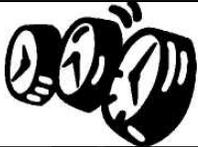
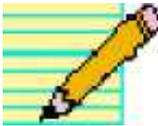
Task 10 talks about connection and thinking in a number of ways. Relate these tasks to making life long connections.



Some people think of teens in this stage of development as jumping on a trampoline. The trampoline represents the home and the parents. The young person bounces against the parent and sails in an opposite direction - trying on an identity that is totally different from the parent. But they bounce back to the base every so often before

	<p>trying something else out again. (Not so different from the toddler hugging Mom's knee before running off to play).</p> <p><i>Imagine what happens to a teen that has no permanent family to bounce against? Their "trampoline" becomes mushy and they find themselves trying to "bounce" off of sand or water. This is a tough challenge.</i></p> <p><i>Teens are supposed to question everything and everyone- this is normal. Yet often, for teens in foster care, this normal questioning takes on a different appearance. It can also impact the way an adolescent may respond to a discussion about permanence.</i></p>
	<p><u>Facilitator Directions:</u> Wrap up this segment with a few moments of final discussion; respond to questions, etc. e.g. the 10th task of Adolescence from <i>Raising Teens</i>, by A. Rae Simpson. http://www.hsph.harvard.edu/chc/parenting/report.pdf</p> <p><u>Task Ten:</u> "Renegotiate relationships with caring adults," not separate from them. This segues into the next section. Use whatever comes to mind or suits your group.</p>

Segment Three: Focus on Permanence

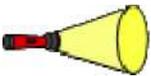
	<p>Time to Conduct this Segment is 35 minutes</p>
	<p><u>Slides Used for this Segment:</u> <u>Slides #6:</u> “Permanence is Everyone’s Job” <u>Slide #7:</u> “Permanence is for the Future” <u>Slide #8:</u> “Permanence can be Created” <u>Slide #9:</u> “Permanence can be Created” <u>Slide #10:</u> “Critical Elements – ICBS” <u>Slide # 11:</u> “Range of Legal Connections” <u>Slide # 12:</u> "Youth Development for Success"</p>
	<p><u>Handouts or other materials needed for this segment:</u></p> <ul style="list-style-type: none"> • “Permanence is for the Future Case Studies.” • “What Are the Comparisons Between Different Forms of Legal Permanence?”
	<p><u>Slide #6</u> “Permanence is Everyone’s Job”</p> <p><u>Facilitator Directions:</u> Present these 4 teaching points and generate discussion around these questions, beginning with the statement that permanence is everyone's job!</p> <ol style="list-style-type: none"> 1. PERMANENCE IS FOR ALL YOUTH: Including those who will need adult residential care, or those with a permanency plan of Independent Living. 2. PERMANENCE CAN BE CREATED: There are important elements of permanent family connections. We can assist youth in creating these connections for themselves before they leave care. 3. PERMANENCE IS FOR NOW: What does permanence mean for young people preparing to leave care in the context of “Development for Success?” 4. PERMANENCE IS FOR THE FUTURE: What might it mean in 5, 10 or 20 years?

  	<p><u>Slide # 7</u> “Permanence is our Future”</p> <p>Keep slide # 7 on screen during the following discussions:</p> <p><u>Group Activity:</u></p> <p>Break the class into small groups and assign each group one of the four “<u>Permanence is for the future case scenarios</u>” (Terry, JD, Peggy's daughter, Lu's son) to discuss. Give each group approximately 10 minutes to discuss the case and determine if there is a young person on their own caseload who may have similar future needs. Ask the small groups to also generate a list of other future scenarios in which adults long past turning 18 or 21 still need to be connected to a family, and/or have them discuss situations in their own adult lives when connection with family has been important.</p> <p><u>Facilitator</u> - Reconvenes the group and poses the question: <i>What is permanence, and are there key elements of permanence that we should help all young people obtain?</i></p>
 	<p><u>Slide #8</u> “Permanence can be Created”</p> <p>Put up slide # 8, and ask the full group to react to this statement about permanence.</p> <p><u>Teaching Point:</u> <i>"Stuart Foundation Annual Youth Permanence convening came up with the following list of key elements that would describe a permanent family relationship - why don't you take a minute to mull these over, and keep them in mind as we discuss specific youth throughout the rest of the morning."</i></p> <p>http://www.cypyp.org/</p>
	<p><u>Slide #9</u> “Permanence can be Created”</p> <p><u>Facilitator Directions:</u> Review the point on the slide. Look for agreement.</p> <p><u>A Parent or Two</u> – A parenting relationship with at least one adult. <u>Intent:</u> A mutual understanding that this relationship is intended to last forever. <u>Unconditional Commitment:</u> On the part of the adult. <u>Participation:</u> Of all parties in the relationship. <u>Lifelong and Mutual:</u> Support and involvement. <u>Intimacy & Belonging.</u></p>

	<p><u>Slide #10</u> “Critical Elements: ICBS”</p> <p><u>Facilitator Teaching Point:</u> It's not rocket science. It's more difficult! We never have all the variables. Actually, an easy way to help remember these critical elements of a permanent family relationship is with the mnemonic device, ICBS, a youth's best defense.</p> <p>Intent Commitment Belonging Status (i.e. legal status, societal recognition)</p>
	<p><u>Slide #11</u> “Range of Legal Connections”</p> <p><u>Facilitator Directions:</u> Briefly talk about the bundle of child's rights that come with each form of legal connection. Describe, therefore, how adoption is the highest form of legal permanence after the birth family. Make an analogy to temporary work vs. full time regular work, e.g. health benefits, life ins. etc. Go over handout, “What Are the Comparisons Between Different Forms of Legal Permanence?”</p>
	<p><u>Wrap-up this segment with slide # 12:</u></p> <p><u>Teaching Point:</u> As this discussion and exercise have demonstrated, creating the "belonging-ness" that comes as part of a permanent family provides the context in which a young person can more successfully achieve a sense of usefulness, power and competence.</p> <p><u>Wrap up this section by asking:</u> How can a young person develop a better sense of his/her own <i>power with a permanent family connection?</i> ... <i>Competence...</i> ... <i>Usefulness...</i></p>

	<p>ground”?</p> <ul style="list-style-type: none"> • Brochures about Adoption. • Articles from Foster Care Youth United about family, e.g., “<i>Finding Family</i>” California Permanency for Youth Project, etc. <p>If a young person says, “I’ve been thinking . . . “- does this require a response at the moment? (Note to Facilitator - The answer you want to get to is "No" -sometimes seeds lie dormant a bit before growing)</p>
	<p>Teaching Points: <i>If you are "permanency oriented", i.e. ALWAYS thinking about connections for the youth, you can look for opportunities to talk about people, events, or experiences (from the present or past) as well as hopes for the future -- and in that case - Seize the Moment! ANYTIME and ANYPLACE might be right</i></p>

<h3>Segment Five: Communicating with Youth</h3>	
	<p>Time to Conduct this Segment is 20 minutes</p>
	<p><u>Slides needed for this section:</u> Slide # 14 “How to Talk about Permanency” Slide # 15 "Filling the Vase" Slide # 16 "Filling the Vase" Slide #17 “Filling the Vase” Slide # 18 “Rule...” Slide # 19 "Know Your Goal and Focus" Slide #20 "Using the Media”</p>
 	<p><u>Equipment Need for this Segment:</u></p> <ul style="list-style-type: none"> • TV & VCR • Flip Chart <p><u>Handouts needed for this section:</u> Communication Tips</p>

	<p><u>Teaching Point:</u></p> <p>There are two roles in talking to youth: the listener and the person communicating ideas. Focus on their role as a listener. Encourage them to spend more time listening than talking. When they are in the role of communicator, stress the importance of asking questions and giving ideas rather than answers. Focus on starting relationship NOT with adoption. If participants struggle with skills around talking to teenagers refer them to the handouts while supporting their difficult point. You can also explain that this is a good area for future training.</p>
	<p><u>Slide # 14</u> “How to talk about permanency”</p> <p><u>Facilitator Directions:</u> Ask the class, “If you were to put together a handout on “Tips for talking to Adolescents about permanence”, what tips would you have?” What would be your role as a listener?</p> <p>Write down the tips they come up with and lead them to the points in the handout. Focus on: respect, allowing for disagreement, finding areas of agreement, not expecting full buy-in, repeating and repeating messages of empowerment.</p>
 	<p><u>Facilitator Directions:</u> Record responses on flip chart.</p> <p>The following is the material you will draw out of the class and some case examples that you can use:</p> <p><i><u>Listen Beyond Words:</u> Use good listening skills - pay attention to body language, make eye contact, try to position yourself at eye level, scan for tone, and use facial expressions.</i></p> <p><i><u>Repeat Actions and Messages of Empowerment:</u> Do not position yourself to be looking down at the young person, ask questions that demonstrate you are listening, lose your watch, and ignore the clock. Do not focus on correcting grammar, slang, etc, but on the other hand, do not slip into using slang yourself.</i></p> <p><i>After Craig said he didn't want to be adopted, because at 17 he's too old and besides he has his girlfriend, his worker said, "OK, I can understand that, but if you were going to be adopted, who would it be?" Craig thought for a moment and then said, "Someone who knew my mother."</i></p> <p><i><u>Allow for Disagreement without Triggering Oppositional Behavior:</u> Make clear statements such as “It is OK if we disagree.” “I am interested in hearing your point of view, even if it is different</i></p>

than mine,"

"I am totally against adoption." "OK, we can agree on that, but can you tell me what it is about adoption that gets you going? Can we talk about it? What do you say? Or like Craig above, "OK, you're not interested in adoption, but if you were what would it take?"

Have strategies ready in case behavior does begin to escalate.

Know the young person and which de-escalation Techniques will be most effective -

- go for a walk
- take a break
- change the setting
- other ideas?

One 14 year-old boy started raising his voice and cursing as soon as the idea of adoption planning was raised. "You people ruined my family! You're just in it for the money! I'm not going take this." The worker's answer was "Whoa! OK!

OK! I'm sorry that happened to you. We don't have to talk about it now. I do need to talk with the other boys about it and you can stay and listen or wait for another time."

Bring the light of your own experience to the words and non-verbal cues you are getting, but don't get distracted by your "own stuff". Know your own "triggers" and create some of your own "self-talk" strategies to re-focus on the youth at hand when your own issues begin to get in the way.

For example, if in your face, defiance is especially difficult. Know that and ask a colleague to work with you. If exposing the pain of loss is impossible for you to sit through for personal reason, try rehearsing what you will say and think about sharing your experience without making it the youth's problem. Loss is universal. "I lost my mother last year, too and it's always too soon," is not burdening the youth, just an acknowledgement of understanding.

Even when there appears to be a big gulch between views, seek areas of agreement, no matter how small -these can be critical starting points for future discussions - listen with an ear for "what part of 'DO I agree' he is saying? "I never want to be adopted. How could you get adopted by someone you don't know?" We agree. One needs to know the person who's adopting well enough to make a commitment



 	<p><i>to make a commitment.</i></p> <p><i>Don't expect full buy-in of ideas that you have presented. Changing ideas, moving forward is an incremental process - Listen for small glimmers of movement, or willingness to consider or reflect on options and possibilities.</i></p> <p><i>Shamila, 17, in a group home, was very hesitant to talk about any connection she had to other adults outside the agency. Her “paranoia” was based on her experience with the system to date. The social worker started talking about finding her someone to live with. When the worker backed up and started talking about connection for life instead of adoption, Shamila was willing to talk about a woman friend she knew.</i></p> <p><u><i>Keep at it, One Conversation is Never Enough</i></u> <i>The first time we talked, Darren said he would have to know a family for at least 2 years before he would consider adoption. After he met some folks and started learning about the process, he said he would need one year. Don't push. Give them time to process the ideas. Come back to it even if the answer has been "no."</i></p> <p><i>BC refused to be adopted when she was 14 because the foster mother asked her foster brother first. Since she was the oldest and came to live there first. She felt that she “should” have been asked first. She greatly regretted that her foster mother never asked again.</i></p>
  	<p><u>Slide # 15</u> “Energy”</p> <p><u>Slide # 16</u> “Good feelings”</p> <p><u>Slide # 17</u> “The Youth we Work With”</p> <p><u>Teaching Point:</u> The next three slides help the participants understand youth in foster care. The focus is to understand how it is to be a foster child so that the participant can make better decision on how to deal with behavior.</p> <p><u>Facilitator Directions:</u> Start by showing the first slide and saying that one can understand behavior from the perspective of energy. Imagine that people have a vase of energy. For most people, the vase of energy is a little over <i>half full</i>. If something good happens, it gets a little higher and if something bad happens, it gets lower. Youth in foster care often have very little in their vase. Life has</p>

been so hard that they have used the energy to cope with daily living and with their feelings. The more they misbehave, the more the vase empties and the less positive feedback they get. This explains much of the behavior we see that is so hard to deal with. When the vase is empty they have little energy to deal with stress, to share or tolerate mistakes. Often when we want our Youth to “admit” that they did something wrong or work on a problem, they refuse. It would completely deplete their vase of energy and they need something in the vase to survive. They must hold on to the little they have at all cost. So they lie, and/or get angry or take flight to avoid losing the little bit of psychic energy that they possess. This is the reason why we have to approach them with positives about them, the things that they like or excel at, before we can have hard conversations with them. We have to fill the vase first, so that they have something to work with when they feel bad.

Optional activity given time:

Find a volunteer to play Anna.

Role Play: *The trainer plays a social worker who has come to talk with Anna about a possible adoptive home with a woman that Anna knows, as she is a friend of the family, of her best friend and has spent some time with the woman in the past. Tell the group that you are going to get started and that they then can ask questions and help you out by using the list they made and their handouts: “Communication Tips” “Tips Related to Expressing Anger.”*

Anna stated clearly, emphatically that she was not interested in adoption, but made no real attempt to leave; maybe a little move as if to go to the door, but very slowly. The worker picks up the slack by talking about another client's difficulty in talking about adoption because she found it hard to think about meeting new people: Would they like her? Would they be nice? How would she be able to tell?



Teaching point: Remember the rule of thumb in talking with a young person:

3LT
Love, Listen, Learn & Teach



Slide # 18 “Rule”

Facilitator: Turn to Slide # 18 “Rule:” Learn to avoid the A word and cover the material in trainer notes on the slide.



Slide #19: "Know Your Goal and Focus"

Facilitator Directions: Continue to lead a facilitated discussion on the topics presented, drawing out the following points:

***Talk softly and often about family connection:** Avoid loaded words like "adoption" and speak, instead, about relationships, connections, etc. Raise the idea gently and pay attention to the response. Its OK to move on to less emotional or stressful topics, but don't give up -keep circling back.*

For one young man the worker talked about the statistics of youth who age out and not wanting him to become one of those statistics. Under those circumstances, he might have someone...

Another boy was vehement in a group of teens: "After all we've done, who would want us!" Later, he privately said there was someone whom he thought would adopt him.

Present thoughts and ideas for them to consider – Ask the group to brainstorm some of the possible options.

Facilitator: Record the ideas on a flip chart and include some of the following if they don't come up –

- *Not for today, but for tomorrow as well.*
- *Not someone to tell you what to do, but someone to ask how you are.*
- *Connections to past, as well.*
- *Someone to claim you.*
- *If you were going to consider a family connection, who might it be?*



- *Want to meet some folks who, like you, are waiting, have been adopted, etc?*
- *When you're really happy, whom do you want to share it with?*
- *When you're feeling really down to whom do you go?*
- *If you get hurt who should we call?*

Partialize to the Point of Acceptance - In other words - A young person does not have to agree to make a lifetime commitment to a family in the opening conversation.

Maybe they will agree that someday they might like to join a family, or in the future having a family to celebrate holidays might be nice.

Maybe it would be OK just to meet a couple of families, etc.

Maybe you can agree that we'll talk about it again in the future.

Will you take the next step of making a family tree with me?

For a teen who is parenting, do you want your child to have grandparents, aunts, uncles, cousins, etc available to them, who love them?

Imagine, and Help the Youth Imagine a Family Connection:

"If you were part of a family, what would that be like?"

"What might the best part be?"

"What might the hardest part be?"

"How long would it take before you felt you fit in?"

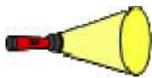
"What would it take to feel like you belong?"

Don't Expect the Youth to Take all the Risks- Be sure she is clear about everyone's role and responsibilities in this process, and her own power to slow things down, express doubts or concerns, and ask for more information.

At a recent meeting of youth in foster care, when asked what would have been most helpful prior to moving in with a family, the most common answer was, "I wish I had a picture and information about the family before I had to meet them in person."

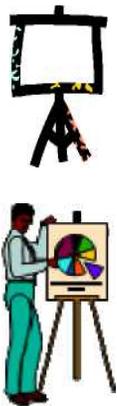
Offer options

Parents need to be the ones to offer to adopt, not wait for the child. It's too risky for the youth to be first.



Go over it again, keep circling back, "softly & often."

To every child we take into care; society makes the promise of restoring them to a healthy, nurturing family for life. The promise is irrevocable and so the job isn't over until we do it.



Slide # 20 "Using the Media"

Facilitator Directions: Cover these tips on using media.

While watching a TV show or movie, during a commercial break, ask, "How do you think he feels right now?" or "Hmmm, seems like she really needed her family in this situation, have you ever felt that way?" or "Looks like that character is really in a jam - who do you think he will turn to for help? What would you do in that situation?"

When listening to music - "Sounds like the writer of this song is sad or depressed - what do you think?" "Who do you think he turns to for support when he feels this way?" "Who would you turn to if you felt this way?"

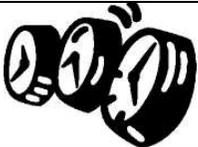
When viewing a piece of art that is upbeat/cheerful: "Hmmm, looks like this artist had something to celebrate when she painted this - do you agree?" "What might be a cause for such celebration?" "How do you celebrate when you have something good happening in your life?"

These are just a few examples of the ways that a worker can use the media and the arts to help a youth engage in discussions about relationships, family connections, etc.

- Ask the group to share their own experiences with using this approach.
- Show a brief clip from a video, a medium that they are very comfortable with - e.g. Antwone Fisher clip (show clip meeting Eva).
- Knight's Tale - Leaving home or finding his father.
- White Oleander.
- Seabiscuit - Being "given away" for his own good.

Teaching Point: *Using music, art, television shows or movies as a starting point for dialogue can be less threatening to a young*

	<p><i>person - they can discuss an issue in the "third person" before they are ready to personalize it.</i></p> <p>Use whatever media they relate to most easily.</p> <p>Ask the group to share their own experiences with using this approach.</p>
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<p>Segment Six: Getting a Youth's Point of View</p>	
	<p>Time to Conduct this Segment is 30 Minutes</p>
	<p><u>Handouts or Materials needed for this Segment:</u> <u>Video:</u> <i>Telling it Like it is: Youth and their Struggle for Permanence</i></p>
	<p><u>Slide # 21:</u> "And Your Teens View."</p>
	<p><u>Facilitator Directions:</u> Show three digital stories from the above video.</p> <p>Divide the group into small groups of 4-5 people assigning them one of the youth from the video. Give the following instructions:</p> <p><i>I would like you to talk to one another in small groups, answering the questions posted on this slide with your particular young person in mind. .</i></p> <p>Allow the groups 10 minutes for this exercise and then bring them back together or have them discuss the questions and the young person in small groups.</p> <p>Give each group a moment to share with the group some key ideas that came out of their discussions.</p>



End this segment with a question - *How can you get into and respect a young person's point of view while still recognizing that they don't have a good idea of permanence and probably can't because they haven't experienced it?*

Segment Seven: Preparing for Family Living



Slides Used for this Segment:

Slide #22: "Helping Teens Prepare"

Slide #23: "Loyalty"

Slide #24: "Life is Loss"

Slide #25: "The Stages of Grief"

Slide #26: "Think of a Time When"

Slide #27: "Teens need to understand..."

Slide #28: "Self- Esteem"

Slide #29: " Behavior Management"

Slide #30: "Self Determination"

Slide #31: "Preparing for Family Living"



Handouts or Materials needed for this Segment:

Handout: Stages of Grief

Handout: Moving Toward Acceptance

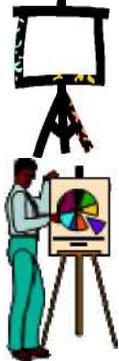
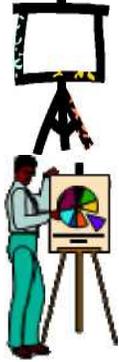
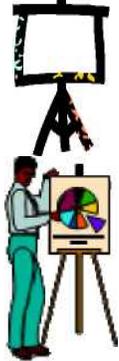
Handout: Think of a Time When



Slide #22 "Helping Teens Prepare"

Loss is one issue with which everyone is familiar, personally and professionally. In the words of Dr. E.M. Hallowell (1999), "life is loss." Whether because of its commonness or because of its painful reality, loss remains a very challenging issue for professionals to address. Our culture is virtually stuck in denial even for the most universal experience of loss – death.

While there may be cultural and social supports for losses due to death, divorce or moving, there are virtually none for the losses suffered by the foster and adopted youngsters who have experienced a life–pattern of repeated loss. There are no social rituals for a child who has to move from one family to another. Workers and supervisors tend to insulate themselves or become immune to the process when they have to move a child.

	<p><u>Slide # 23: “Loyalty”</u></p> <p><u>Facilitator Directions:</u> This is an important issue. Follow the notes on the slide.</p>
	<p><u>Slide #24: “Life is Loss”</u></p> <p><u>Facilitator Directions - Mini Lecture:</u> Grief is associated both correctly and mistakenly with pain. The only way to assuage and heal the pain is through the process of grief work. There are several stages of grief through which one passes from denial to acceptance. It is a learned skill. People hesitate to teach the skill because they mistakenly associate the process with inflicting loss. Youth within child welfare systems have already experienced many losses. They have layers upon layers of painful experience, but no useful framework in which to organize it into acceptance or understanding. The next exercise offers ways for social workers to help young people begin to address their own losses.</p>
	<p><u>Slide # 25: “Stages of Grief”</u></p> <p><u>Facilitator Directions:</u> Briefly review the stages of grief handout. Discuss with the group how these concepts might best be presented to teens. Have participants read over the stages of grief themselves. Discuss the stages as much as the participants are willing to engage in the discussion. Be sure to tell them that there is no “correct” order to the stages. People can skip and do skip around. It is just as likely that a person will go through all of them to get to an acceptance or loss. Do not imply that the loss will go away or that the feelings about the loss will be free of pain. Next explain that for better understanding, we are going to look at our own losses a bit.</p>
	<p><u>Slide # 21: “Think of a Time When”</u></p> <p><u>Facilitator Directions:</u> Refer to the <i>Think of a Time When</i> handout</p>

	<p>for this exercise. Ask the participants to “think of a time when someone you know left you. They might have died, moved, or just plain let you down. Concentrate on this for a moment. To help you focus please write answers to the questions on your handout.”</p> <p>Work with the group around their feelings of loss and the stages of grief. Use the acceptance stage handout to get them to consider the next steps. Teach them how to teach people about moving through the stages of grief.</p>
	<p><u>Slide # 27</u> “Teens need to understand...” <u>Slide # 28</u> “Self- Esteem” <u>Slide # 29</u> “ Behavior Management” <u>Slide # 30</u> “Self Determination”</p> <p><u>Facilitator Directions:</u> These slides relate to the points on slide 22. Quickly go over the slides to reinforce the material. Follow the notes on the power point slides.</p>
	<p><u>Wrap up this discussion with:</u> All children whom a professional relocates move into a war zone. Loss and bewilderment are everywhere. We need to acknowledge that experience of reality, regardless of how different our own perception, which may be one of “rescue” from a very dangerous or hurtful environment. We must recognize our responsibility in causing some of that pain by removing a child from family (if not you directly, then a colleague).</p> <p>Another important element is the acceptance and reality of the stages of grief, in and for us, as professionals working with these wounded children.</p>
	<p><u>Slide # 31</u> “Preparing for Family Living”</p> <p><u>Facilitator Directions:</u> This segment is very brief and is the last part of this segment. The goal is not to teach everything the participants need to know about helping a young person prepare for family living, but rather to bring them to a place of recognition where they have a crucial responsibility in working with youth and to provide a few tips, as well as some resources where they can learn more. Therefore, this is a "facilitator led/lecture style" segment. One way to facilitate without boring the audience is to ask them for one response to each of the points.</p> <p>A facilitator note shows that although this material can’t be ignored in working with youth, we don’t have the time to do</p>

anything more than what is highlighted it here. Questions need to be headed off with some similarity, referring to the slide and moving down the bullet points one by one, and highlighting a few key points:

Deinstitutionalization: *For youth that have spent as few as four months in residential settings, they will have acquired some “institutional” behaviors and patterns. They will need to re-learn family living.*

Mutual Responsibilities in family living: *Everyone has a role and responsibility – Not only the parents – Help the youth consider what their responsibilities might be.*

Teaching the Art of Asking Questions: *Roles and responsibilities might be different across families – how do you know what to do?*

The Next Several Points are all about Relationships and go beyond Remembering Names or Addresses – *The key here is to help the young person remember their experience of relationships – positive realities, fantasies, dreams, hopes, as well as fears and negative realities that they remember. Its too much to absorb all at once, or it is something that you need to keep circling back to again and again, Illustrate with an example from your own experience.*



RESOURCES:

© *Adolescents & Families for Life: A Toolkit for Supervisors* High Popples Press 2000 ©

Family Bound Program: A Toolkit for Preparing Teens for Permanent Family Connections
High Popples Press 2002

For an order form go to internet site

www.TheToolkit.org

Or email your request to

Toolkit@highpopples.com

Or write to

The Toolkit, 4 Mayflower Lane, Gloucester, MA
01930-4321 Or call (518) 946-7701
(Ask for Anna Court)

© *The 3-5-7 Model: Preparing Children for Permanency*
Children and Youth Services Review, Volume 27, Issue 2,
February 2005, Pages 197-212

Darla L. Henry (717)236-8510

dhenry@diakon-swan.org

To order:

<http://www.sciencedirect.com/science>

**Segment Eight:
Identifying and Engaging a Youth's Network**



Time to conduct this segment is 40 Minutes



Slides used for this segment:

- Slide 32 # "Identifying a Youth's Network"

Handouts or Materials needed for this Segment:

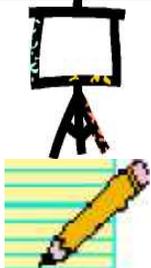
- Eco-Map Example and Instructions
- "The Remembered People Chart"
- Key Questions

Teaching Point: *It is important to move from the abstract concepts*

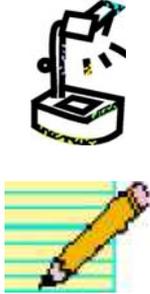
	<p>of family living to the concrete possibilities in the young person's life. The first step is to work collaboratively with the youth to identify important people in his network. Each of the examples we will talk about are tools that you can use with a youth to help him identify his own "important people" network. Please don't do these activities <u>FOR</u> a young person, but rather, <u>WITH</u> him.</p>
	<p><u>Slide #32: "Identifying a Youth's Network"</u> Facilitator Directions: You can open this process with the youth by asking, <i>"I'm going to go through your record - do you want me to look for someone's address or phone number?" Is there someone you remember that you would like me to find in the record?"</i> If time, do a brief brainstorm of what you might be looking for in the record:</p> <ul style="list-style-type: none"> • <i>Extended family and fictive kin.</i> • <i>Who was there in the beginning?</i> • <i>Someone who attended any meeting.</i> • <i>Anyone who called for or came looking for the child.</i> • <i>Past caregivers.</i> • <i>People who have called.</i> • <i>Past significant professionals.</i> • <i>Etc.</i>
	<p><u>Facilitator Directions:</u> Ask the group - <i>"Can anyone talk about a time when you have found a record search to be effective or helpful?"</i></p> <p>Next, turn to the Eco-Map and Family Diagram Exercise. Ask if they have done Eco-maps before and, if so, ask that they draw out their experiences.</p> <p><u>Point Out</u> - <i>"This can be a fun exercise to do with a young person - I have seen people get very creative in making their own eco-maps - using construction paper, fabric, magazine cutouts, anything that helps make it personal and real. Also, if a youth is having a difficult time imagining it, or when using this with a younger pre-adolescent, encourage them to think of it as a solar system - the middle part being the sun, and the rest being the planets that revolve around the sun. I have used this technique quite successfully with many children and youth."</i></p> <p><u>You can do a 2-Minute Demonstration of your own Eco-map.</u></p> <p>Go through the instructions on the handout and ask if there are any</p>

	<p>questions. Remember, <i>completing an eco-map with a young person can help them to identify important people in their life, past or present, and can be a tool to get them talking about the people they hope will be part of their future. Try doing an eco map at different ages or add the dimension of time to the sheet.</i></p> <p>You can also do this in a role-play or draw out examples from any participants who have used it.</p> <p>Now turn to the "Remembered People Chart" (Taken from <u>Adolescents and Families for Life: A Toolkit for Supervisors</u>, used with permission).</p> <p><u>Activity: Making a Chart</u> Divide the group into pairs and guide them to handout of the case and the remembering people chart. For purposes of this activity, the charts do not need to be completely accurate. The point of the activity is simply to practice making a chart to gain comfort in using the tool. Either use the case and do it as a pair or, ask them to pick any three time periods in their own lives to chart individually. Interview your partner about his/her chosen time periods and record the results on the 'Remembered People Chart'. Work through any comments, questions, and reactions while participants complete their work.</p>				
	<p>Sample Remembered People Chart</p> <table border="1"> <tr> <td><i>Age</i></td> </tr> <tr> <td><i>Where I lived</i></td> </tr> <tr> <td><i>Who I remember</i></td> </tr> <tr> <td><i>What I'd like to do</i></td> </tr> </table> <p>Again, ask any participants in the room who have used this or a similar technique before and found it to be helpful to share an example with the group.</p>	<i>Age</i>	<i>Where I lived</i>	<i>Who I remember</i>	<i>What I'd like to do</i>
<i>Age</i>					
<i>Where I lived</i>					
<i>Who I remember</i>					
<i>What I'd like to do</i>					
	<p><u>Final Teaching Points for this Slide</u></p> <p><u>Refer to last two bullets on slide:</u></p> <ul style="list-style-type: none"> • Asking Around - <i>This includes asking people inside and outside of the agency who they know that might be important to this particular youth - also past workers or past caregivers from any time in the youth's life - don't forget staff, such as bus driver's and cafeteria workers, teachers, and others in/outside of the child welfare world.</i> • KEEP LOOKING - <i>Be alert and look for clues, again, think of the discussion we had earlier about listening -listen carefully to the youth or others for clues that will help you identify important</i> 				

	<p>youth or others for clues that will help you identify important people in their life.</p>
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<p align="center">Segment Nine: Six Steps To Finding Connections</p>	
	<p>Time to conduct this segment is 15 minutes</p>
	<p><u>Slides used for this segment:</u> <u>Slide #32:</u> “6 Steps to Finding Connections”</p> <p><u>Handouts or Materials needed for this Segment:</u> Six steps to finding connections.</p>
	<p><u>Teaching Point:</u> The purpose of this segment is to introduce Kevin Campbell’s six steps to finding connections. This is only an introduction and the 6 steps go beyond the scope of this class. However it is important that participants see what the process looks like and know the steps. Many workers are doing this work now and it will give them a framework. For newer workers, it gives them a more complete picture of the work. Mr. Campbell has been very successful finding connections for youth and has worked with several counties in California. Social Workers in some counties may already be familiar with Campbell’s work. This segment will reinforce the last segment and transition into material for the rest of the class.</p>
	<p><u>Slide # 32:</u> “6 steps to finding connections”</p> <p><u>Facilitator Directions:</u> Show the side and talk about the first step. Follow the trainer notes on the power point slide. Point out that we have already talked about finding connections and now we are going to focus on step two. The steps are not complicated and make logical sense, however doing the work is very complicated. There are lots of issues for all who are involved and we will talk about this</p>

	<p>in the afternoon. This model also follows many of the current strength-based models in California. Have them read the steps and then talk at their tables about experiences they have had using any of these steps successfully.</p>
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Segment Ten: All Parenting is Shared	
	<p>Time to Conduct this Segment is 20 minutes</p> <p><u>Slides used for this Segment</u> <u>Slide #34: "All Parenting is Shared"</u></p>
	<p><u>Equipment needed for this segment</u> - Flipchart and Markers</p> <p><u>Handouts or Materials Needed for this Segment:</u></p> <ul style="list-style-type: none"> • "Characteristics of Informal and Formal Helping Systems"
	<p><u>Slide #34:</u>"All Parenting is Shared"</p> <p><u>Facilitator Directions:</u> Begin by presenting the ideas on the screen.</p> <p><u>Activity:</u></p> <p>Ask each person to create her/his own <u>Top Ten List</u> of examples of "<u>Shared Parenting</u>" - Situations in which adults other than a child's parents share in caring for a child either occasionally, periodically, regularly, etc.</p>



1. Each participant should create her/his own list
 - *Think about other adults who were involved in your life as a child. Who cared for you after school or when your parents were out of town? What did you call these people? Try to think about them in their role as "sharing the parentin."*
 - *What do you call it now, if you have children, or if you help care for your sister's children, etc?*
 - *Can you think of examples in which children belong to multiple families and the parenting is shared? What about children of divorced parents? Stepfamilies? We (in the child welfare world) can learn a lot from the "Step Parenting" community regarding this concept of Shared Parenting*
 - *In most of these examples, and those on the "Top Ten" list - the experience for the child is "seamless" or totally "normal". They are able to adapt to and accept the multiple caregivers in their lives and understand the different roles that different people play.*

Next, divide the group into pairs or small groups of 4-5 people and then ask them to share their top ten lists in pairs or small groups.

Each group then creates one list to share with the larger group.

Give them about 5-7 minutes for this.



Reconvene into the larger group, and have the groups share their "Top Ten Lists" - Record on the flip chart(s) and end up with a group "Top Ten List" by categorizing in a couple ways:

- 10 most common shared parenting traits in general society.
- 10 most similar to child welfare.

Follow this with a Facilitator-led group discussion, expanding upon the questions on the slide:

Talking Point: *In addition, bring up the issue of the child's biological parents. Ask the group if there were times in their own childhoods when their parents did something as parents that they know would not be acceptable by today's parenting standards? Ask them if they did this all of the time? Point out that the parents of the children in child welfare did not abuse them all of the time and they probably have good memories, as well as unhappy memories. Part of the task of helping youth transition to adulthood is to help them*

	<p><i>see people, particularly their parents as multi-dimensional. It is also a way that they can make room for another family in their life. If they can accept their biological family in all of its positives and negatives and be allowed to still love and honor their birth families for their strengths, they can let go a little and open up their heart to a permanent family.</i></p> <p><u>Then ask:</u></p> <p><i>How can we translate these normal experiences into the practice of social work as it relates to helping young people transition from temporary care to permanent family connections?</i></p> <p><i>How can we help families understand that young people can be part of their lives and "belong" to their families, without the adults feeling that they "own" them?</i></p> <p><u>Another Variation:</u></p> <ul style="list-style-type: none"> • <i>Ask for the best stories from each of the groups.</i>
	<p>RESOURCES: Stepfamily Association of America http://saafamilies.org/</p> <p>Stepfamily information http://www.stepfamilyinfo.org/11/resources-sg.htm</p> <p>Families for Teens, Unit 4, "Exploring Shared Parenting" http://www.thetoolkit.org/catalog/product_info.php?products_id=35&os</p>

Segment Eleven: Who Needs to Be Prepared

 	<p>Time to Conduct this Segment is 15 minutes</p> <p><u>Slides Used for this Segment:</u> <u>Slide #35:</u> "Who Needs to be Prepared?" <u>Slide # 36:</u> "Permanent Families need this preparation." <u>Slide #37:</u> "How adults learn."</p>
	<p><u>Equipment Needed for this Segment:</u> Flipchart and Markers</p>
 	<p><u>Facilitator Directions:</u> Ask the group the following questions and use the case examples.</p> <p><i>Why is it important to engage and prepare others for permanence?</i></p> <p><i>You're looking for answers that include all permutations of support and sabotage.</i></p> <p><i>Can anyone share an example of a time when preparing someone else helped contribute to a successful permanency outcome?</i></p> <p><i>Uncle of a 16 year-old young man went with the youth and his social worker to help him move into his adoptive home. This uncle had been the one who promised to take care of him if anything happened. At the adoptive home the uncle told the youth "I wish that someone had done this for me when I was your age.</i></p> <p><i>Can anyone share an example of a time when forgetting or failing to prepare a key person created barriers to permanence or sabotaged a permanency plan?</i></p> <p><i>Martha's (15) sister (17) wasn't closely involved in the process of her placement for adoption. When normal crises came within the adoptive family, her sister and the professionals around her older sister sabotaged the placement.</i></p>



If participants in the group do not have examples to share, it is important for the facilitator to be ready with at least one example from your own experience. If not your own then use the examples above. Here and in the whole training it is always better to illustrate points with your own experience and/or stories that you have made your own.

Run this as a large group discussion/exercise. Ask the participants to brainstorm the type of people who might need to be prepared to assist in creating and achieving successful permanence outcomes for youth.

Record the results on a flip chart.

If the following suggestions have not surfaced - add them to the list:

- Siblings and relatives.
- Birth parents, if they are involved at all.
- Prospective parents, both recruited or discovered.
- Other children in the prospective parents' home.
- Friends, including boy/girl friends.
- Current foster parents or caregivers.
- Therapists, teachers, and other professionals.
- Coaches, or other mentors in the youth's life.

Wrap up this segment by noting that the level and intensity of preparation for permanence will vary for some of these people. Some will be engaged in the entire process, while with others you may only have the opportunity for one or more informal conversations. This is why it is essential to be "permanency oriented" so that you can take advantage of all opportunities. Talk about the differences and similarity between recruited families and others.

Slide # 36: "Permanent Families Need This Preparation"

Facilitator Directions: Ask the group what the needs are and chart them.

Identify the needs and where and how it can be provided.



Some possible answers you'd like to hear

- Knowledge of the youth
- Youth Development
- Knowledge of the system
- Knowledge of local services
- Effects on the child and the family of the special needs of the youth
- Advocacy training
- Support networks

Are there unique needs that apply to unrelated, recruited families?

Mark the unique needs with a different colored marker and the letter "R".

There are not right or wrong answers for the most part. The exercise just underlines families' needs.

The other insight to look for is the idea of both families needing essentially the same things.



Ask the group this question and record some of the responses on a flip chart:

Switching gears for a moment, let's think about what it takes for us as adults to learn to do things differently, how do you learn best? What strategies do teachers, trainers or supervisors use that are most helpful to you? How do you learn best, by reading about something, hearing it, watching a demonstration, trying it, or practicing?



Slide #37: "How Adults Learn"



Teaching Point:

AKUD

This is a simple way to remember some of the keys to how adults learn- *We progress from awareness through knowledge to understanding and then doing. We can't expect to go from A to D, from awareness to doing in one jump. Just as much as this applies to us it also applies to all those other adults in the lives of the youth with whom we work.*

- Awareness
- Knowledge
- Understanding
- Doing

AKUD is your unique friend. *We need to be patient with ourselves and the others we are seeking to engage, and give multiple opportunities in multiple ways for people to gain awareness, knowledge, understanding and competence for doing this work.*

Don't be discouraged when you get back to your office and then don't think you can do it.

Persevere. Call others from the group. Email folks whom you know are "into it". Begin with an easy case situation. Begin!

Segment Twelve: We've All Got Issues!



Time to Conduct this Segment is 45 minutes



Slides used for this segment:

Slide # 38: "Even doing our best..."

Slide # 39: "Form"

Slide # 40: "Professional Issues"

Slide # 41: "Parent/Relative Issues"

Slide # 42: "Caregivers' Issues"



Equipment Needed for this Segment:

- Flipchart and markers
- Three (or 6) Table signs:
("PROFESSIONALS", "BIRTH FAMILY", "CAREGIVERS")



Handouts or other materials needed for this segment:

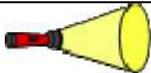
- "Reverse Form Exercise"



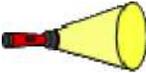
Before talking about "We've all got Issues," break the participants into 3 groups. If the total number of participants is 24 or fewer, have them count off by threes and divide the group into three tables, i.e. **TABLE 1, PROFESSIONALS, TABLE 2 PARENTS-RELATIVES, and TABLE 3 CAREGIVERS.** **If this is too time consuming or too difficult in a small room,** just assign the three roles to existing groups/tables of participants. However, it is often advisable to mix up the groups. This will help prepare for role-playing later, but because many participants get agitated by the thought of role-playing, don't mention it yet. For groups of 25 or greater have them count off by six (there will still be only 3 categories). What you want them to do is take on the role and the interests of each of the groups as you lead them through the following material. You want them to think along the lines of those they will encounter who are not yet "permanency oriented". Suggest that they identify with a specific person from the *Persistence* exercise, or a specific person from a case that is very current to them. Spend a little time getting them into the role. Choose specific people from the *Persistence* exercise.

	<p>Segue from learning styles to issues. Turn to each group and say something like:</p> <p><i>Now that you're in place, your group will need to help us identify the issues important to your group. As best as you can take on the role of your table. Think of someone you know; how would s/he react, think? Your birth family needs to look out for your issues; you know how the system can be. Professionals need to make sure that you identify your own personal and professional issues as we go through this. You know your business. Caregivers, since you are often taken for granted or left out; you better help us to identify your issues clearly. Feel free to comment on "them", the other groups from your unique perspective.</i></p>
 	<p>Begin with <u>Slide #38</u>: "Even doing Our Best, We've All Got Issues"</p> <p><u>Teaching Points:</u></p> <p><i>This is new work for many of us, a new "paradigm" or a new way of thinking.</i></p> <p><i>This means taking risks and thinking about and doing things differently from "the way we have always done them." Ask them to identify the risks, e.g. being perceived as incompetent, falling behind in paperwork, etc.</i></p> <p><i>When we begin to do things differently, we quickly get outside of our own comfort zones.</i></p> <p><i>As we move beyond our comfort zones, we may rise to a place where we are not sure of our own competence. Doing something new is by definition a place of "incompetence."</i></p> <p><i>This is something we are just learning.</i></p> <p><i>This creates stress, anxiety, and insecurity.</i></p> <p><i>The natural reaction to these feelings is to hold back, pull into a comfort zone, and into a place where we feel competent. Not only do we have to resist this urge, we have to assist others to resist it, as well. There is so much at risk in our field; it is difficult to undertake work that involves more. Doing things differently involves risk.</i></p>

	<p><u>Slide #39: "The Form"</u></p> <p><u>Activity:</u> Distribute the "Reverse Form" exercise and provide instructions for completion.</p> <p>Give the group about 5 minutes to work on this</p>
 	<p><u>Facilitator Directions</u> - Generate some discussion in the large group about how it felt to do this exercise. Record some of the responses on a flip chart. Examples may include:</p> <ul style="list-style-type: none"> • Frustration • Anger • Confusion • Anxiety • Feel like giving up • Want to persist until I get it <p>Spend a few moments acknowledging these feelings and noting that all of the people we are going to be engaging in this process are likely to feel some or all of these feelings.</p> <p><i>How can we help ourselves and others to acknowledge, cope with and move beyond these feelings?</i></p> <p>Don't forget - In spite of these issues, we need to trust and respect that EVERYONE cares and that EVERYONE will be doing his/her best.</p>
	<p><u>Put up slide # 40: "Professional Issues"</u></p> <p><u>Begin with a Question, Ask for a Show of Hands:</u> How many people decided to go into social work (or social services) as a career, so that you could systematically hurt as many children as possible and get paid to do it?</p>
	<p>Use of the "People Mover" exercise from the MAPP training of The Child Welfare Institute: http://www.gocwi.org/ here. With a reminder at the end that we are the people movers.</p>

	<p><u>Teaching Points:</u> <i>The reality is, no one starts out saying "I want to hurt kids." No one comes into the office each morning and says, "Hmmmm, let me see how many kids I can hurt today. . ." And yet, it happens. It becomes part of our job to move kids and move them again, . . . and again</i></p> <ul style="list-style-type: none"> • <i>And we see that each time we do this, they get hurt.</i> • <i>And we say to ourselves, "I didn't sign up for this."</i> <p><i>So, we begin to become fearful of hurting kids and we stop taking risks, we don't move forward towards permanence because it involves risks, and when we do that, we hurt kids more than ever - It is a vicious circle. Our fear of hurting kids often causes us to stop giving them reasons to hope.</i></p>
	<p><u>Consider this True Story:</u> After a family who had adopted a sibling group of teenagers was profiled in a newspaper article, a 16 year old girl who read the article, living in a New York City residential facility, figured out how to locate this family's phone number (it was not in the article, and the family lived in another state). She called the family and asked them to adopt her. She told them that "everyone" had told her that "no one" would adopt her because she was too old. Although she kept telling people she wanted a family, everyone around her told her not to have such hopes. Seeing this article about a family who had adopted teens renewed and re-kindled the hope that had never died within her. Although the family was not ready to adopt again they were impressed by her determination and vowed to help her find a family. They were successful, and not only was she adopted, but a few months later, her younger sister from whom she had long been separated, also joined her new adoptive family. NEVER GIVE UP HOPE and NEVER TAKE AWAY A YOUNG PERSON'S ABILITY TO HOPE!</p> <p>Provide a few moments for the group to reflect upon or respond to this story before moving on.</p>
	<p><u>Continue with the remaining Teaching Points on this Slide:</u> <i>Another fear that sometimes holds us back are the inherent jealousies, competitiveness or career concerns that are part of the workplace - We become concerned about what will happen to our career trajectory if we take risks and fail.</i></p> <ul style="list-style-type: none"> • <i>We get frustrated when we present ideas and they are not accepted right away - we return to work after a training like this all fired up about permanency, and then our co-workers or supervisors or others throw a wet blanket on our enthusiasm and we get discouraged.</i>

	<ul style="list-style-type: none"> • <i>Remember - Marketing experts know that it takes a minimum of 7 exposures to a new idea before folks will even consider trying it -We need to expect it to take at least as many exposures before a young person or the people in their network are going to get on board with the idea of permanent family connections for all teens.</i>
	<p>Turn to the "Professionals" table(s) and ask them if we have covered all their issues. Do they have anything else to say from their perspective? Have we identified all the issues especially for the "professionals" with whom they have identified from the <i>Persistence</i> exercise or from their own cases? Spend time; draw them out if necessary! This is worth the time.</p>
	<p><u>Exercise: Visualization:</u> Have everyone relax; take a deep breath... again... close your eyes...</p> <p>It is the end of the day. You've had a long, busy day. It feels like you've been running like a crazy person. You haven't had a chance to talk to anyone about anything except work. When you finally stop, you get a call from the school vice principal. Your child (son, daughter, niece, nephew, grandchild, etc.) was taken from school by a DFS worker this afternoon. No one was able to reach you.</p> <p>Ask these questions and ask the group to think about them before they respond.</p> <ul style="list-style-type: none"> • How are you feeling? • What would you want to know? • How would you want the agency to respond? • What would you want to happen next? <p>One alternative, if you have it available, is an episode of Judging Amy , Predictive Neglect #521 05.04.04 (http://judgingamy.tvfans.org/amy/episode/a521.htm) that also deals with this material: http://www.tvtome.com/tvtome/servlet/GuidePageServlet/showid-159/epid-309377/</p>
	<p><u>Turn to Slide# 41: "Parents'/Relatives' Issues"</u></p> <p><u>Conduct this as a large group discussion.</u> Using the bullet points on the slide, ask the group to share their thoughts about why a young person's parents might have each of these issues. Ask them also to put themselves in the parents'/relatives' positions, but especially those at the "Birth Family" table.</p> <p>Some of the responses might include the following (and if the group does not raise these issues, as the facilitator, make sure they do get raised):</p> <ul style="list-style-type: none"> • <i>Shame and guilt not only over past behavior that led to the child's placement in care, but over their current</i>

	<p><i>inability to resume the role of parent for the child.</i></p> <ul style="list-style-type: none"> • <i>A feeling that "If someone else can do a better job raising my child than I can, then this is a judgment on me."</i> • <i>Some family members may see the support that is being offered to the youth and feel some jealousy - such as "I wish someone had done this for me when I was young."</i>
 	<p>Teaching Points:</p> <ul style="list-style-type: none"> • <i>Most parents, in spite of histories of abuse or neglect, do want to do the "right thing."</i> • <i>Sometimes they need help figuring out what that is.</i> • <i>An important role that birth parents can play is to give permission to their children to make connections with a new family.</i> <p><u>Wrap up with this story:</u></p> <p>4 siblings between the ages of 6 and 10 were adopted by a family in another state. They had been removed from their birthmother since the youngest child's birth, and her rights had been terminated for 2 years at the time of the adoption. The youngest two children had no memory of her. When the oldest child turned 18, the birth mother searched for, and found the children. She made contact with the adoptive family and wanted to meet them. Two of the children (both girls) wanted to meet her, two of the children (both boys - one of them the oldest of the siblings) did not. The adoptive parents arranged a trip for the two girls to meet the birthmother. The visit went well, but the birthmother was disappointed not to meet the boys. The adoptive mother explained that maybe they were feeling conflicted or feeling that it would be disloyal to their adoptive family. She suggested that the birth mother make a video tape, giving the boys permission to love and be loyal to their adoptive family and expressing her feelings about the fact that they were stable and happy. The birth mother and adoptive mother made this video together, and within the next year, both of the boys decided they, too, wanted to meet their birth mother and re-connect with her.</p> <p><i>Think about strategies for helping birth parents and other relatives to feel OK about their changing role in a child's life.</i></p> <p><i>Help birth parents and other relatives to understand the concept of "shared parenting" which we will be discussing a little later today, but remember AKUD and our marketing folks who say it takes 7 times before we're ready to try something.</i></p>

	<p>Turn to the "Birth Family" table(s) and ask them if we have covered all the issues. Do they have anything else to say from their perspective? Have we identified all the issues especially for the specific "parents and relatives" with whom they have identified either from the Persistence exercise or from their own cases?</p>
 	<p>Move on to <u>Slide #42</u>: "Caregivers' Issues"</p> <p><u>Exercise:</u> Ask each table regardless of role to tell one another about a time that they provided (performed a parenting act) parenting to a child who isn't theirs apart from their professional work. Give them enough time for every one at the tables to tell their own stories. Then ask each table to tell the "best" (as defined by the table) story from their table.</p> <p><u>Segue into the slide.</u> This portion can be a Facilitator led segment, making the following points:</p> <ul style="list-style-type: none"> • <i>Many of the current caregivers (some may be relatives, some may be foster parents or residential care staff) will have some or all of the same issues the parents have that we just discussed.</i> • <i>In addition, they may have other issues, such as those outlined here.</i> • <i>Remember, some of these caregivers may be thinking of becoming the permanent resource for the youth, others may need to be prepared to let go of the youth and help make the transition to another family.</i> • <i>Help caregivers (and workers) understand the concept of being "good enough" parents - we are not looking for perfect parents for youth, but rather those that will be "good enough" - Don't let the perfect become the enemy of the good!</i> • <i>Caregivers may resist making a permanent commitment, yet also resist letting go - they may feel "If I can't do it, nobody can" - gently help caregivers let go of this notion.</i> • <i>Caregivers may experience jealousy of, or competition with the youth's "other" parents - whether the biological parents or another foster family or a new adoptive family.</i> • <i>Many foster parent caregivers may resist thinking about making the transition to a more permanent commitment because "Its not what I signed up for" - they got into foster parenting intending for it to be temporary. They may need time, multiple exposures to the idea and gentle prodding to make the paradigm shift in thinking to come to the idea of permanence.</i> • <i>Some caregivers who would like to make the transition to adoptive parents or permanent legal guardians are concerned that if they do, they may lose important resources or benefits that they currently rely on such as therapy, respite, etc. Help caregivers to explore resources they would still be eligible for even if they were to adopt.</i>

	<p>Turn to the "Caregivers" table(s) and ask them if we have covered all the issues. Do they have anything else to say from their perspective? Have we identified all the issues especially for the specific "caregivers" with whom they have identified either from the <i>Persistence</i> exercise or from their own cases?</p>
	<p>Conclude this segment by asking the group for final comments or questions on the issues that have been discussed so far.</p>

<h2>Segment Thirteen: Wrap Up</h2>	
	<p>Time to Conduct this Segment is 10 Minutes</p>
	<p><u>Slides Used for this Segment:</u></p> <ul style="list-style-type: none"> • <u>Slide # 43:</u> "You Can" • <u>Slide #44:</u> "Persist"
	<p><u>Ask participants the following questions:</u></p> <ul style="list-style-type: none"> • <i>Do you have any lingering questions we did not answer today?</i> • <i>Can you share the main points or themes that you received from the training today?</i> • <i>Do you feel more equipped to talk with young people about issues related to permanence and family connections?</i>
	<p><u>Review the Bullet Points on the Slides, One by One:</u></p> <ul style="list-style-type: none"> • There is never a reason to stop - always move forward, even if you have to slow down or re-frame the discussion. • Weave the concept of permanency and family connections into the fabric of your work - no matter what you are doing, remember everything you do either contributes to or takes away from achieving success in achieving permanence.

	<ul style="list-style-type: none">• Have a plan for each youth you work with. Some broad elements of these plans can be universal to all cases, but be sure to individualize for each youth and WITH each youth - ALWAYS engage the youth himself in the process Focus x Competence x Passion = Adherence.• Persist, PERSIST, PERSIST, PERSIST, PERSIST, PERSIST. <p>If possible, highlight one anecdote or story about a particular youth that was described during the course of the day that illustrates or illuminates each of these closing points.</p>
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End of Training



**Closing Question - How's your permanency lens coming?
In place and in focus?**