



Session 1-C

Impact of Trauma on the Brain, Separation/Loss/Grief, Culture, Prudent Parenting, Special Considerations, Consultation & Support

H.A.N.A.I. Pre-Service Training

(Hawai'i Assures Nurturing and Involvement)

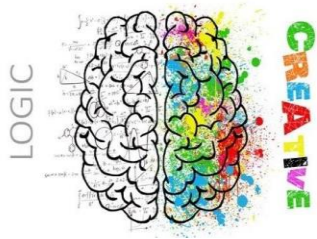
For children in out of home placement (foster care) under the legal jurisdiction of the
Hawai'i Department of Human Services
Child Welfare Services

Training Agenda

1. Welcome Back	5 Minutes
2. Impact of Trauma on Brain Development	30 Minutes
3. Separation, Loss, and Grief	30 Minutes
4. Culture	30 Minutes
5. Prudent Parenting	50 Minutes
6. Special Considerations, Consultation, and Support	10 Minutes
7. Bill of Rights for Foster Youth	15 Minutes
8. Questions	10 Minutes

Competencies and Objectives

- Resource caregivers will learn and understand the types of trauma and how it impacts the development and the brain.
- Resource caregivers will learn about the stages of grief that youth, birth parents, and resource families can experience.
- Resource caregivers will learn how trauma and loss can impact brain function and how to support healing focused care for the youth.
- Resource caregivers will define prudent parenting and understand how to support this concept.
- Resource caregivers will learn about the importance of the rights for youth in foster care.



Impact of Trauma on Brain Development

After identifying what types of trauma, a youth has been exposed to, it is important to understand how it may affect different dimensions of the youth's life. The youth may exhibit behaviors that can be linked to their trauma.

VIDEO: Promoting Brain Gains for Youth Emerging from Foster Care (3 min. and 47 sec.)

Experience grows the brain

When children are young, their brain makes connections and grows with each new experience. Children need consistent attention and nutrition to be healthy and continue to grow. Children can be constantly fearful, worried, anxious, defensive, and on-edge as a direct response to their trauma. It is important to not take their reaction personally. As a caregiver, identifying your youth's stress response and triggers is one of the first steps to help develop positive coping mechanisms and bring them down from their constant heightened state.

Trauma triggers and the stress response is not just happening in your home. How can you support a safe environment at school? During family gatherings? During community and cultural events? Healing focused care needs to be implemented in every dimension of the youth's life.

Our brain could be rewired until the age of 25 or sometimes older. As a caregiver, you want to help the youth effectively manage survival response when faced with triggers and create an environment that minimizes exposure to those triggers. This can allow the brain to heal and develop positive coping mechanisms.

Stress response stages

Survival Responses:

- Fight
- Flight
- Freeze

Have the children in your home demonstrated their survival response?

The survival response is immediate, extreme, and outside of conscious control. It is hard to calm down or reason with a youth that is having this response. The age of the youth in your home may also affect how their survival response looks. A teenager may physically run away where a toddler may just crawl and hide behind something. Coping mechanisms are designed to ease symptoms of stress. Some mechanisms are productive, and some are harmful. Children who have experienced trauma commonly have developed coping mechanisms such as outbursts, throwing tantrums, biting, etc. As the youth learns other ways to cope they will slowly replace the poor coping strategies.

Brain functioning during stress reactions

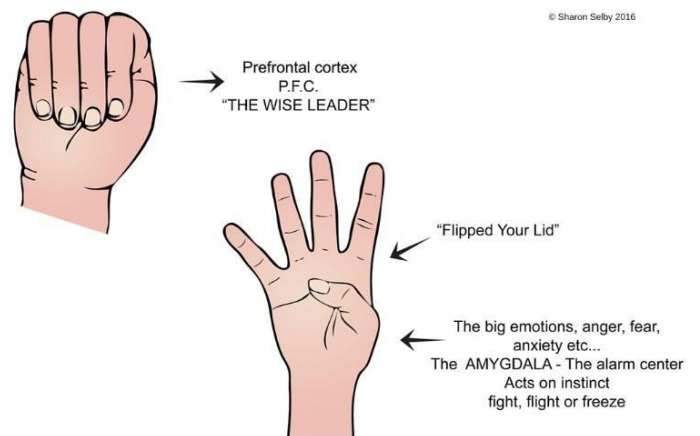
There are two main areas of the brain that are key players during a stress response.

1. Cerebral cortex-manages planning, assessing, moral reasoning, complex decision making, process information from the five senses
2. Amygdala- detects fear, memory, fight, flight, and freeze, stores memories linked to emotional events

These areas of the brain make your heart rate increase, start rapid breathing, and induce strong emotional responses in moments of stress or when we detect danger. In children who are experiencing chronic or complex trauma, they may be in this state constantly. The fight, flight, or freeze response may become the automatic coping mechanism and behavior pattern when the youth in your home becomes stressed. The cerebral cortex loses function in stress reactions. Children and adults lose the ability to assess and reason in a situation. The amygdala takes control of the response. In situations of trauma or stress, the youth is not in control of their response.

During moments of stress, our 5 senses passively store information about the incident that can later become triggers for the individual. Certain scents, sounds, or objects can induce a stress reaction in a youth who connects those to their trauma, creating a trigger. The youth may not even consciously be aware of what is triggering them and may not even know why they are reacting a certain way. Even specific holidays, anniversaries, or seasons can be reminders of the trauma and induce a reaction. A youth may react to a safe environment as if they are in danger based on exposure to their triggers.

When a youth demonstrates their trauma response to a trigger, they may not be in control of their behavior. When the stress response in the brain takes over, we call this “flipping your lid”. The top region of the brain is the cerebral cortex and may be overpowered by their trauma history and the amygdala.



Adapted from Dr. Daniel J. Siegel's Hand Model of the Brain found in *Mindsight: The New Science of Personal Transformation* (Bantam Books, 2010)

Stages of Stress Response:

1. A trigger linked to the 5 senses is sent to the brain
2. The brain processes the information and decides if the trigger is a threat or a non-threat
3. The body has a stress/survival response to the trigger
4. The body returns to calm when the threat is gone



As a caregiver, you can aim to minimize exposure to known triggers to prevent the youth from escalating to their stress response. Caregivers can assist with the youth learning to identify triggers and how to regulate emotions. However, during a stress response, you can work to keep the youth safe and to not add to the stress response.

Children during their stress response are unable to be reasoned with. Learning from each trauma response can help caregivers and youth manage effects and prevent re-traumatization. Each youth has a specific trauma experience and trauma response therefore, management and prevention will look different for every youth.

How do we cope?

- Internal coping strategies: things you do inside yourself (Examples: praying, crying, meditating, ignore it)
- External coping strategies: things you do to reach out for support (Examples: talking to friends and families, smoking a cigarette, drinking, shopping)

As a resource caregiver, it is important to model positive coping mechanisms for the youth in your home.

Separation, Loss, and Grief

Children that enter into care also have experiences of separation, loss, and grief that can increase the intensity of their trauma. Many times we think of loss in the terms of the death of someone close to us, however, it is important to note that loss can occur in many areas, including significant others, health, ambiguous loss, and a loss of identity. These losses can be expected or they can occur unexpectedly. Children entering into care often experience more unexpected losses.

Children also lose things that are valuable to them when they come into care. These losses might be things we know about (home, family, culture, school) or things we don't know about (pets, relationships, toys, familiarity). Even if the move is for a youth's safety, children lose important things and suffer from some kind of loss. Most of these losses are unexpected. Resource caregivers must be careful and cautious about talking about the youth's history, as this may bring up negative feelings for the youth. Children travel through stages of grief and they do not necessarily happen in a specific order. As they learn to cope with a loss they may experience another loss, along with their past trauma.

It is also important to understand the concept of developmental grieving. This is when birthdays, holidays, or anniversaries trigger the loss again. Many children re-experience their losses, at various times in the year or when they encounter an experience that reminds them of the loss. Resource caregivers must be aware of developmental grieving and remember that children need assistance in learning to cope with their losses.

Types of Loss

- Loss of significant other
- Loss of health
- Ambiguous Loss
- Loss of identity

Ambiguous loss is when you experience the loss of a person or some aspect of life that is not gone. A family member that is diagnosed with dementia is still physically present, but they have lost their memories. A youth of a divorced family can experience the loss of what their family used to be, even though both their parents are still living. Youth may experience an ambiguous loss if a family member goes to jail and they cannot physically see them anymore. A youth that has entered into the child welfare system has a high risk of experiencing any of these types of losses and can then enter in the stages of grief.

Stages of Grief

Honeymoon Stage

The first common reaction to placement is SHOCK or “THE HONEYMOON”. The youth does what they are told and life is relatively smooth. The youth seems to be fitting nicely into your family. But the “honeymoon” is mostly for the resource caregivers. The youth may be in shock and denial of the placement and is still adjusting to the new home. They also may be overwhelmed with all the changes in their life and are trying to ensure the placement works. They do what they are told and keep their feelings inside. Some authors refer to this stage as PRESERVATION, to reflect the accurate reality that children are trying to survive and figure out what is going on.

During This Stage, A Caregiver Can:

- Make yourself available to talk with the youth and provide support.
- Encourage and support contact with a previous resource family or birth family, if possible.
- Permit the youth to show affection at their own pace.
- Give the youth some time to adjust and practice lots of patience.
- Start and add to a life book. Provide pictures of their birth family or take one at the first visit.
- Be clear about rules and responsibilities for the youth, but emphasize and enforce only a few most important ones.

Protest and Anger

As a youth settles into their new home, feelings of PROTEST OR ANGER will surface. The youth begins to challenge resource caregivers. You become the target of his or her anger and frustration. This can be a difficult time for caregivers, but it is normal and should be expected. The stage of protest is often where we see the youth’s most destructive behaviors. It is also during the protest stage that most of the healing work is done. The youth is working out his deepest and strongest feelings. Sometimes children will go through protest or acting out after visits with the birth parents. Strong feelings of attachment and separation can be stirred up in a youth because of visits. This is a difficult stage for caregivers, but a very important time for the caregivers to stick with the youth and prevent a change in placement.

During This Stage, A Caregiver Can:

- Provide simple rules, maintain limits and boundaries for the youth’s safety.
- Encourage lots of physical activity or sports to channel negative energy.
- Validate their anger and teach the youth how to express it differently.
- Communicate to all people involved (therapist, social worker, GAL) to help them understand what is happening for a youth.
- Safeguard family treasures by putting them away out of a youth's reach.

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- Identify things that are important and comforting to the youth, as well as positive behaviors to build on.

Sorrow and Sadness

When a youth passes through the stage of protest, they start to realize the reality of the situation and feels SORROW OR SADNESS. Sometimes the youth will plummet into depression and sadness. The youth may not take care of themselves or not take care of their things. The youth may feel worthless, unlovable, and out of control. Sometimes children will do dangerous things as if to put themselves in harm's way. Children need lots of support and messages of caring from the caregiver during this time.

During This Stage, A Caregiver Can:

- Listen, Listen, Listen! (Listen to what they are saying and what they are not saying).
- Send a message to the youth that their feelings are real, normal, yet difficult.
- Let the youth know that when they are sad, it is safe for them to express themselves.
- Be careful of false reassurances – i.e. "It will be alright".
- Remember that sometimes our desires to help can make it worse. Give children the time they need.

Hope and Acceptance

A youth, if allowed to work through the previous stages, may reach a stage of HOPE AND ACCEPTANCE. Life goes on and children seem to settle down. There are still feelings of anger, sadness, and survival. These feelings will resurface for as long as children are in care, adoption, or even sometimes after reunification with the birth parents. During this final stage, however, the youth has more good days than bad days. The youth seems to settle in and attends to the daily concerns of being a youth.

During This Stage, A Caregiver Can:

- Ensure that efforts for permanence are proceeding as quickly as possible in light of the youth's increasing attachment to the resource family.
- Resource family should continue to encourage and facilitate contact with the birth family, especially if the plan is for reunification.
- Acknowledge good days and times.

Being aware of your issues of loss and grief is important. How you deal with losses in your own life will impact your reactions and/or responses to the behaviors demonstrated by the children as they deal with their losses. Resource families need to be aware of what behaviors they can deal with to be effective in helping children deal with their losses.

Culture

What is Culture?

- Traditions, beliefs, values, arts, and much more
- Family is an important role in shaping a child's self-concept, or personal and cultural identity

Historical Trauma

- When an a specific cultural, racial or ethnic group experiences multigenerational trauma. (Overthrow of Hawaiian Kingdom, Japanese Internment Camps, Bikini Atoll).
- Relating to major events that oppress a group of people that may or may not experience effects (health, low self-esteem, violent or aggressive behavior).

Video: Resource Caregiver Module 6 (2 minutes & 18 seconds)

Discussion:

Are there any native practices that you are involved in or would like to learn more about?

Have you ever visited a cultural site? Tell us about that experience?

How can you provide experiences that bring healing for generations to come?

Remember:

- It is an important part of development
- Be aware and respect the youth's culture and family
- Encourage, build, and keep youth connected with their family

Prudent Parenting

Reasonable and prudent parent standard is characterized by care and sensible parental decisions that maintain a youth's health, safety, and best interests while at the same time encouraging the youth's emotional and developmental growth that a caregiver shall use when determining whether to allow the youth in the care of the resource caregiver to participate in extracurricular, enrichment and social activities.

The Preventing Sex Trafficking and Strengthening Families Act (Public Law 113-183)

"Signed into law on September 29, 2014, attempts to expand the opportunities expand opportunities for children/ young people in foster care to participate in developmentally appropriate activities such as field trips, sleepovers, and other extracurricular activities. These experiences allow youth to build skills while developing talents and healthy relationships with peers and supportive adults. New experiences and opportunities-even healthy risk taking-helps children/young people discover who they are and learn important decision-making skills when they are supported by nurturing resource caregivers." Refer to "Normalcy for Children & Young People in Foster Care" handout for more details.

Legally supported the principle that allows resource caregivers to:

- Be able to make decisions carefully; weighing the benefits and potential risks to the youth.
- Come to sensible parental decisions of what is in the best interest of the youth without involvement from social workers, judges, and guardian ad litem.
- Be supported by the system in making the kinds of decisions that will create more normalcy for the youth in care.

According to HRS 346-17, a resource caregiver or child care institution is not liable for harm to a youth in care who participates in the activity approved by the caregiver, provided that the caregiver has acted in accordance with the reasonable and prudent parent standard. Additionally, the caregiver is required to promote normalcy to any youth in care in the best possible way to participate in an extracurricular, enrichment, cultural or social activity in the home, school, and community.

Things to consider...

- Youth's age (developmentally/chronological)
- Level of risk or danger
 - Does it violate a court order?
- Level of youth's skill
- Youth in care input
- Would you let a birth child do this activity?

Activity: Reasonable Prudent Parenting Standard

Your 9-year-old youth in care wants to have a cell phone just like your other children in the home. Would you allow it? What would you do?

A 5-year-old youth in care wants to use iPad or other electronics in the home. Would you allow it? How often?

There has been a 14-year-old girl living in your home for a month and she comes home asking about having a boyfriend. How would you handle the situation?

A 10-year-old boy has been living in your home for 6 months and shares that he used to go to the Buddhist temple with his family. How would you support him?

Your 6-year-old youth in care expressed wanting to play a sport; how would you go about supporting him/her?

Your family is going on a trip in 5 months to Las Vegas. Would you bring the children/youth with you? What steps need to be done to do so?

Your 16-year-old teen wants to dye her hair, would you allow it?

A friend from a softball team invites your 14-year-old youth to stay over on weekend. Would you allow it? What information would you need?

A 17-year-old youth wants to go to prom and stay at a hotel with some friends in Waikiki. Would you allow it? What needs to be considered?

Don't Say "No" Until You "Know"

A Guide for Caregivers to Promote Normalcy and Well-Being for Children and Young People in Foster Care
Presented by the State of Hawai'i's Department of Human Services Child Welfare Services *The information below*
The information below is from the "Don't Say "No" Until You "Know"" handout found on rcg.hawaii.gov.

INTRODUCTION

To "know" means knowing policy and it especially means knowing the child/young person's needs and maturity level. Parental decision making about normalcy requires good judgement. Resource Caregivers and Child Caring Institution (CCI) caregivers shall use the reasonable and prudent parent standard in determining whether to give permission for children/ young people to participate in age or developmentally appropriate extracurricular, social, and cultural activities. The CWS Worker and the Resource Caregiver and/or CCI caregiver shall work together to ensure activities and opportunities for children/young people who are in foster care. These questions and answers are presented as a guide and does not cover every situation or scenario. Please connect with your social worker or the child/young person GAL/CASA for answers about something not covered in this document or for further clarification.

EXTRACURRICULAR, SOCIAL, CULTURAL AND SPIRITUAL ACTIVITIES

Question 1: Are children/young people who are in foster care allowed to participate in sports activities and attend other social activities/functions?

Answer: Yes. ALL children/young peoples who are in foster care, whether they are in a resource family home or in a Child Caring Institution, need and deserve the opportunities and experiences appropriate to their age and maturity. This includes participation in social activities, dating, recreational, school dances, cultural, religious and community activities.

A child/young person's participating in sports, whether it is through their school or in their community is a normal part of being a child. Permission and encouragement of the child/young person, is dependent on his or her age and maturity level, to engage in appropriate social and extracurricular activities in order to promote social development, if approved, have contact with family members, have access to phone usage, have reasonable curfews, and travel with other youth or adults.

Question 2: Can a child/young person go surfing and/or body boarding, swimming, diving (ocean/water activities)?

Answer: Yes. The Resource Caregiver or the Child Caring Institution staff will need to know the child/young person's experience and ability, to do this activity before they can give their permission. The level of

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supervision will depend on age of the child/young person and the ability of child/young person to swim. In Hawaii, ocean/water activities are very common for families.

These activities vary on the level of safety and risk, the Resource Caregivers or the Child Caring Institution staff will need to know and understand the inherent risk and the young person's ability and experience in the particular area to participate in the higher risk activities before they can give their permission.

Question 3: Do the individuals who participate in community, cultural, and extracurricular activities with the child/young person have to undergo a background clearance before the child/young person can participate in the activity?

Answer: No. Background screening of individuals is not a requirement for a child/young person's participation in community, cultural and extracurricular activities. Only the licensed Resource Caregiver(s), where the child or youth is placed and all adult household members residing with the resource caregiver(s) will need to meet licensing requirements of fingerprinting, Hawaii State Criminal History Background Clearance and the Child Abuse and Neglect (CA/N) clearance. The criminal history and background requirements are in licensing rules and Hawaii Revised Statute

Question 4: Is there funding available through the Department to help pay for some of the costs of extracurricular activities? Example: community football, dance lessons, cheerleading, etc.

Answer: Yes. Resource Caregivers may ask the child/young person's social worker for assistance in helping pay the cost of extracurricular activities. The worker will look at availability of funds through the Department's payment system as well as through the *Enhancement funds and *Ho'ola Na Mana'o (Friends of Children's Justice Center) funds. *limited funding amount available each year

Question 5: What liability does a Resource Caregiver and on-site Child Caring Institution (CCI) staff have in allowing a child/young person to participate in age appropriate activities?

Answer: A Resource Caregiver and on-site Child Caring Institution staff are not liable for harm caused to a child/young person who participates in an activity approved by the Resource Caregiver or on-site CCI staff provided that the caregiver or on-site staff has acted in accordance with the reasonable and prudent parent standard.

Additionally, the caregiver and on-site staff is required to promote normalcy for the child/young person to the fullest extent possible and shall allow the child/young person to participate in age- appropriate activities at home, in school, and in the community. (Preventing Sex Trafficking and Strengthening Families Act (P.L. 113-183/H.R. 4980 Section 111 Supporting Normalcy for Children in Foster Care)

Question 6: Does a birth parent's wishes have to be followed if they disagree with an activity involving their child/young person?

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Answer: The birth parent's wishes are to be considered and brought before the Family Court, the GAL, and parent's attorney, for decision on our recommendation that the child/young person participate in an activity that the parent disagrees with. The matter should be taken before the FCT. Parents have rights while their child is in FC and if they object, we have an obligation to have it heard before the FCT. The Department and Resource Caregivers shall be sensitive to the input of the child/ young person's parents as to the types of activities they would like their child/young person to participate in, and whenever possible, include them in the decision making.

Also, normalcy activities cannot override case plans or other court-ordered requirements. For example, if a Resource Caregiver's family vacation would cause a child/young person to miss a scheduled visit with a birth parent, the agency and the Resource Caregiver shall work with the birth parent for an alternate visit schedule.

Question 7: Are birth parents allowed to come to their child/young person's school functions, sports activities, cultural and religious functions?

Answer: Yes. Birth parent involvement in their child/young person's daily life is encouraged, however Resource Caregivers shall first consult with the child/young person's CWS worker and/or GAL prior to allowing any type of contact.

Question 8: Do the children/young people placed in Child Caring Institutions have the right to participate in community, extracurricular and social activities just like children/young people placed in resource homes?

Answer: Yes. The role of an identified Child Caring Institution (CCI) staff is no different than that of the Resource Caregiver when it comes to ensuring that the young people in care are provided with normalcy by providing them with opportunities to participate in age appropriate community and extracurricular activities. Each Child Caring Institution licensed by the Department shall identify someone to be the "caregiver" responsible for making such decisions for each child in their care. A person must be identified as the caregiver, not a committee or an office.

Question 9: Can children/young people in resource homes and Child Caring Institutions attend church and cultural activities of their choice?

Answer: Yes. Children/young people who are in foster care are allowed to attend their church and participate in cultural activities significant to them and experience these activities either with or without adult supervision with the permission of their resource caregiver. Resource Caregivers assess the age and level of maturity of the child/young person who is in foster care to approve unsupervised attendance to church and cultural activities.

Question 10: Are children/young people who are in foster care allowed to attend or have sleepovers with friends or relatives?

Answer: Yes. The children/young people who are in foster care may have sleepovers with friends or relatives up to two days with the Resource Caregiver's approval. Resource Caregivers shall use the reasonable and

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prudent parent standards in determining whether to give permission for sleepovers. *A Resource Caregiver shall not approve sleepovers if there is a court order or service plan (see Section 1 paragraph 5 Pre-existing court order) that would prevent sleepovers or the child's CWS worker has instructed that sleepovers shall not occur with a specific person(s).

Some helpful guidelines for overnight stays: Resource Caregivers should talk to the parents where the child/young person is spending the night to avoid relying on child to child communication for all information. Who is going to be in the home? Confirm pick up and drop off times and locations. What are the plans for the evening? Pet or food allergies, medications required to take. If plans change, ensure they know to call so you can give verbal approval. Make a plan if the child/young person becomes uncomfortable. Exchange phone numbers with the parents. Give the child/young person YOUR phone number.

Question 11: For a child/young person in foster care to stay overnight at a friend's house, do the adults living or staying in the friend's house have to undergo a Child Abuse and Neglect (CA/N) and Hawaii State Criminal History Check?

Answer: No. The friend's parents are not considered resource caregivers and do not need a background check. Only the Resource Caregivers and adoptive parents, their adult household members, and staff at Child Caring Institutions are required to undergo background checks.

TRAVEL

Question 12: Can a child/young person travel with their Resource Caregivers to the Neighbor Island or out of state?

Answer: Yes, with approval from CWS, the Family Court, the GAL, and the parents. Resource Caregivers are encouraged to take their child/young person on vacation with them.

This does require advance planning with the Resource Caregiver, the CWS worker and Family Court as there may be several steps that will need to happen in order for the child/young person to travel (see process below). Informing the parents ahead of time of the travel plans and explaining how the child/young person will benefit from the experience will help the parents feel comfortable consenting and supporting their child's traveling. Below are the Procedures for Child Welfare Services regarding children/young people traveling with their resource caregiver.

Voluntary Foster Care: for children/young people traveling off island or out of state with the resource caregiver, the child's worker must make efforts to inform the parents and obtain their consent. If parents do not consent, the child/young person cannot travel. If parents are in agreement that the child may travel, the CWS worker will obtain signed written consent from the parents.

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Foster Care (court case): For a child/young person to travel off island or out of state with a resource caregiver, the child's worker must make efforts to inform the parents and obtain consent. If the parent's consent and the CASA/GAL is in agreement, the Department will inform the court that there are no objections by the parents and CASA/GAL and provide the court with the travel dates and destination, purpose of trip and where the child/younger person and resource caregiver will be staying.

If there is an objection by the parents or the CASA/GAL to the child/young person traveling with the resource caregiver, the Department must ask the Department of Attorney General (DAG) to file a motion. The Family Court will hear the matter and render a decision on whether the child/young person can travel. **For Emergency travel, contact your child's social worker immediately.

***International travel will require significantly more advance planning. If funding is needed to pay for the child/young person's airfare for neighbor island and/or mainland travel, please talk to the CWS worker as DHS can assist with the airfare for a child/young person to go on vacation with the resource caregiver

LBGTQ

Question 13: Does the prudent parenting standard apply to the Lesbian, gay, bisexual, transgender and questioning (LBGTQ) children/young people?

Answer: Yes. Normalcy and prudent parenting standards apply to all children/ young people who are in foster care and are no different for the children/young people who identify as LBGTQ. Ensuring that the Resource Caregiver and/or the Child Caring Institution is welcoming to all differences, including race, ethnicity, disability, religion, gender, and sexual orientation, will help ensure that all children/young people in resource homes and/or Child Caring Institutions feel safe and that they can grow into adults who embrace diversity in all of its forms

Question 14: Is part of providing normalcy for the LBGTQ child/ young person assisting the child/young person to "see" that they are not really LBGTQ?

Answer: No. LBGTQ identity cannot be changed. Medical and psychological experts agree that attempting to change someone's sexual orientation or gender identity does not work and often causes harm. It is crucial for the child/young person's development and well-being that resource caregivers and Child Caring Institution staff support/allow LBGTQ children/young people to express their identity and show acceptance and understanding of their sexual orientation. Resource Caregivers and Child Caring Institution staff shall work with the CWS worker in finding supportive services, such as peer support groups or other community resources that would help to ameliorate feelings of isolation and depression for an LBGTQ child/young person

PRIVILEGES FOR OLDER YOUTH IN CARE

Question 15: Are children/young people who are in foster care allowed to participate on Facebook or other age-appropriate social media?

Answer: Yes. Children/young people can participate in social media, including Facebook (13+) with the permission of the Resource Caregiver and depending on the age of the child, supervision of their Resource Caregiver; this includes young people placed in Child Caring Institutions.

Some common forms of social media are Facebook, and messaging services such as Kix, Instagram, Twitter, Snapchat, video-sharing services such as YouTube and photo sharing services such as Flickr. Social media can be used to socialize and communicate and help you do things, for example, get a message to many people at once, or find a job, but you may not have thought about some of the problems it can cause for you. What can Resource Caregivers and Child Caring Institution staff do to help the child/ young person who are using various forms of social media? Educate them about some of the unintended consequences of posting information.

Share with the child/young person that they need to think before posting information, including photos or videos online, or sending them to friends. Explain to the young person that their privacy is important. There may be negative consequences for the child/young person now as well as in the future as once it is out there it can be in many places that you don't even think about. Their friends can copy what the child/ young person post and send it to people that they don't know who can then send it to even more people. This information, videos and photos that the child/young person sends to their friends could be sent on to other people without the child/young person's knowledge or permission.

Question 16: Are children/young people who are in foster care allowed to have cell phones?

Answer: Yes. A child/young person who is in foster care may have a cell phone. Consideration should be given to the method of payment for obtaining and maintaining the cell phone before making a decision and insurance coverage on the phone is encouraged. As with any family unit, considerations as to whether the child/young person gets a cell phone includes responsibility, available funds to purchase the phone and monthly cost. Some young people could buy their own cell phone. Some biological parents may be willing to buy a cell phone for their child/young person who is in foster care. There is no expectation for a Resource Caregiver to use their personal funds to purchase the cell phone.

There are a variety of methods that child/young person may obtain and pay for a cell phone which include: the child/young person may have a cell phone that is part of the contract with their biological family, the Resource Caregiver has agreed to add the child/ young person on their own family cell phone plan, the child/young person has a prepaid or pay-as-you-go plan, or the child/young person has his/her own individual contract.

Question 17: How do you know if a child/young person is ready for a cell phone?

Answer: When considering if a child/young person is ready for a cell phone, his/her age is as important as his/her maturity level; ability to follow your (and the school's') rules, and being responsible.

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A child/young person's being technologically savvy may not have the ability and good judgment to use a cell phone, you may need to say, "No, not yet." Here are some questions to consider: Does the child/young person show a sense of responsibility, such as letting you know when they going to be late because they have something after school? Does the child/young person tend to lose things, such as backpacks or homework folders? Does the child/young person need to be in touch for safety reasons? Would having easy access to friends benefit them for social reasons?

Do you think the child/young person will use the cell phone responsibly-for example, not texting during class or disturbing others with their phone conversations? Can they adhere to limits you set for minutes talked and apps downloaded? Will they use text, photo, and video functions responsibly and not to embarrass or harass others? (Please see in one of question and answer, how resource caregivers can educate the child/young person about the use of social media).

Question 18: Can children/young people who are in foster care receive an allowance?

Answer: Yes. Earning an allowance teaches children/young people the value and use of money, a skill they will need in the future. Hawaii Administrative Rules 17-1625-42 Discipline and Guidance. (f) The foster child shall be provided an allowance and/or earned privileges as practiced by the resource family with their own children. Question 19:

Are children/young people that reside in Child Caring Institution allowed to earn an allowance? Does the facility pay the allowance out of contract money that they receive? Answer: Yes. The Child Caring Institution where children/young people reside may provide opportunities for children/young people to learn the value and use of money through the giving of an allowance, provision of opportunity for earning, spending, and saving.

If the Child Caring Institution has a process for giving young people an allowance, the facility shall include in their process a means of keeping children/young people's money secure and a record of monies being held for children/young people. The Child Caring Institution shall ensure that the children/young people's allowance is kept separate from the facility's financial accounts.

Question 20: Are children/young people who are in foster care allowed to attend functions without adult supervision?

Answer: Yes. Resource Caregivers and the identified Child Caring Institution staff should encourage their child/young person to participate in community, school, recreational and cultural activities that are appropriate to their age and development. Resource Caregiver and the Child Caring Institution staff shall use the prudent parent standards to determine what activity would not require adult supervision.

Question 21: Can young people who are in foster care date or attend the prom?

Answer: Yes. Resource Caregivers can help the young person understand healthy dating practices by assisting with recognizing healthy and unhealthy behavior, developing coping skills for addressing jealousy and anger,

recognizing when a relationship may no longer be working, and knowing how to end a relationship. Prom can feel like a rite of passage for young people and the high school prom is usually the first formal event in the lives of young people. Attending prom can be both exciting and stress producing, it can provide an opportunity for the young person, Resource Caregiver, and peers, to collaborate in the development of planning for the event and engaging in communicate about logistics, behavior and contingencies.

ACTIVITIES IN PREPARATION FOR ADULTHOOD

Question 22: Can a young person obtain their learner's permit while in foster care?

Answer: Yes. Allowing a young person to learn to drive and get his/her learner's permit and subsequently a driver's license is part of normalcy for adolescents and teenagers.

Question 23: Can the resource caregiver sign for the young person's learner permit?

Answer: No. The Department has a process in place for a young person in foster care to obtain their permit. The Resource Caregiver or the CWS worker can help the young person complete the application, however the signature for the application is a Department designee. Please consult with the CWS worker on assisting the young person to obtain their learner's permit.

Question 24: Can a child/young person ride in the back of a truck?

Answer: Not if the child is 12 and under. HRS 291-14 ...12 and under are not allowed to ride in the bed of the truck. It is not against the law for children 13 and above to ride in the back of a truck.

Question 25: Who pays for the motor vehicle insurance for the young person?

Answer: The department does not provide, pay or reimburse for motor vehicle insurance. If a Resource Caregiver allows the young person to drive their vehicle then they need to make sure that they are added to their insurance policy

Question 26: Can children/young people ride in a car driven by another licensed minor?

Answer: Yes. They may ride with other licensed adults and licensed teen drivers with the permission of their resource caregiver. Resource Caregivers shall use the reasonable and prudent parent standard in determining whether to give permission. Drivers shall have the proper equipment in the car (i.e.: in accordance with the law).

Question 27: Can a young person work a part time job? What does the law say about minors working?

Answer: Yes. A young person who is in foster care can obtain part time employment as long as they follow Child Labor Law.

Resource Caregivers and Child Caring Institution staff shall encourage and support the young person to seek part-time employment as this helps them to learn life skills, build work ethics and learn money management. The Resource Caregiver and Child Caring Institution staff can assist the young person to balance work, school,

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and household responsibilities. Resource Caregivers and Child Caring Institution staff shall assist the young person to address any barriers to employment, like transportation. When possible, provide transportation to and from the young person's employment or ensure that the young person has a way to and from work. Depending on the CWS unit, the young person can obtain a bus pass from the CWS worker or the Resource Caregiver will need to purchase a bus pass and get reimbursed from the Department. Please check with your young person's CWS worker for how they handle bus passes for young people. Resource Caregivers that provide transportation to and from the young person's work can claim mileage.

OTHER QUESTIONS

Question 28: Is parental/guardian permission required prior to a child/ young person receiving a haircut/coloring?

Answer: The Department's policy is that the parent's or guardian's consent is required for the child/young person to have a haircut, hair color, body piercing, and tattoo.

The Resource Caregiver or the Child Caring Institution are to consult with the child's CWS worker, who will contact the parents. When parents' whereabouts are unknown or parents are not responding, the matter can be brought before the GAL and Family Court. Personal parental preference: (some parents have not cut their child's hair since the child was born, some parents want to be present when the child's hair is cut or ears pierced), religion, culture, and family practice, need to be considered.

Question 29: Can Resource Caregivers look for therapy for the child/young person in their care?

Answer: It is not the Resource Caregiver's responsibility to find a therapist for the child/young person. However, Resource Caregivers may have other children/young people that have used a certain therapist and they are able to get the child/young person in to begin therapy sooner. The Department does have contract providers and if specialized treatment is needed (i.e.: sex abuse) resource caregivers should always have a conversation with the child's worker to make sure that everyone is on the same page for the child/young person's treatment plan.

Question 30: Do babysitters who watch a child/young person who is in foster care need to undergo a Child Abuse and Neglect (CA/N) and Hawaii State Criminal History Check before they are able to watch the child/young person?

Answer: No. The Resource Caregiver is responsible to ensure the babysitter is suitable to complete the job and is provided guidance of what to do in an emergency. Furthermore, disciplinary procedures and confidentiality is explained to the babysitter. If the Resource Caregiver is receiving child care subsidy through the Department of Human Services, Benefit Employment Social Services Division (BESSD) to pay for child care cost for the child, then the Resource Caregiver shall ensure that the babysitter is in compliance with Hawaii Administrative Rules 17-798.2 Child Care Services.

QUALIFIED IMMUNITY

Question 31: What happens if I use the reasonable and prudent parent standard in allowing a child or young person in my care to participate in age and developmentally appropriate sports activities, cultural, social and school functions and they suffer an injury?

Answer: Resource Caregivers and on site CCI caregivers shall have qualified immunity as long as the resource caregiver has knowledge and skills relating to the reasonable and prudent parent standard for the participation of the child/young person in age developmentally appropriate activities.

Knowing and understanding the cognitive, emotional physical and behavioral capacities of a child, and knowledge and skills relating to applying the standard to decisions such as whether to allow the child/young person to engage in social, extracurricular, enrichment, cultural, and social activities, including sports, field trips, and overnight activities lasting 1 or more days, and to decisions involving the signing of permission slips and arranging of transportation for the child/young person to and from extracurricular, enrichment and social activities.

Special Considerations

Pregnancy & Expected Parenting

- Access and medical support during pregnancy
- Opportunity to pursue higher education or employment
- Both parents included in the pre-pregnancy process

Disabilities

- Access for opportunities in community or schools
- Continued support in services to remove barriers

Cultural Awareness

- Learning about cultural & ethnic background of youth & birth family
- Food preferences, traditions, rituals & practices

Hair & Skin Care

- Consulting with the family to find out specific guidance or techniques specific to the youth in care if different from their own.
- Being open to learning from the youth.

Religion & Spirituality

- Choosing and practicing religion is considered among the rights that parents have with respect to their children that is protected by the US Constitution and remains intact even when the youth is in care.
- Youth's parents have the right to express a preference in regard to religion, spirituality, or related activities for their child
- Being open to learning from the youth and birth family.
- Appropriate aged youth in care can choose the religious or spiritual activity in which they would like to participate or not.
- For children or young people's families who have no religious preference, an invitation from resource families are welcomed however must be communicated to birth family and CWS team.

Sexual Orientation & Gender Identity/Expression

- Remember that sexual and gender identity is a typical part of development
- Provide the opportunity for self-expression or dressing style.
- Attend or participate in SOGIE/LGBTQ+ training, support groups, or seek out resources that may apply.

Consultation & Support

Resource caregivers may at any time consult with the CWS worker, GAL, therapist, or other team members if they are unaware, unsure, or confused regarding applying to guidelines. If you feel like a resource family that would like further training with topics relating to anything specific for their youth then reach out to the Resource Caregiver Warm Line at 545-1130 or your CWS team.

Bill of Rights

Activity: RIGHTS OF CHILDREN IN CARE

Myth or Fact?

Myth or Fact: Live in a home, free from physical, psychological, sexual, and other abuse.

Myth or Fact: Receive food, shelter, and clothing.

Myth or Fact: Receive medical care, dental services, and corrective vision care.

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Myth or Fact: Be enrolled in a health insurance plan and, within 200 days of out-of-home placement, be provided with a health assessment and recommend treatment.

Myth or Fact: Have regular, supervised or unsupervised, in-person, telephone, or other forms of contact with the child's parents and siblings while the child is in foster care unless the contact is either prohibited by court order or is deemed unsafe by the child's child welfare services worker, therapist, guardian ad litem, or court appointed special advocate. Withholding visitation shall not be used as punishment.

Myth or Fact: Receive notice of court hearings, and if the child wishes to attend hearings, it is the youth's responsibility to get there.

Myth or Fact: Have in-person contact with the child's assigned child welfare services worker.

Myth or Fact: Have the ability to exercise the child's own religious beliefs, including the refusal to attend any religious activities and services.

Myth or Fact: Youth cannot request a bank account unless approved and managed by the caregiver.

Myth or Fact: Be able to participate in extracurricular, enrichment, cultural, and social activities; provided that if a child-caring institution or resource caregiver authorizes the participation, the authorization shall be in accordance with the reasonable and prudent parent standards.

Myth or Fact: Beginning at age 16, be provided with age-appropriate life skills training and a transition plan for appropriately moving out of the foster care system, which shall include reunification or other permanency, and written information concerning independent living programs, foster youth organizations, and transitional planning services that are available to all children in foster care who are sixteen years of age or older and their resource families.

Myth or Fact: If the child is 14 years of age or older, have a right to be involved in developing a case plan and planning for the child's future.

Myth or Fact: If the child is 18 years of age or older, receive the child's credit report, free of charge, annually during the child's time in foster care and received assistance with interpreting the report and resolving inaccuracies, including when feasible, assistance from the child's guardian ad litem.

Myth or Fact: If the child is seventeen years of age, receive prior to aging out of care certain personal records, such as an official or certified copy of the child's United States birth certificate, a Social Security card issued by the Commissioner of Social Security, health insurance information, a copy of the child's medical records or information to access the child's medical records free of charge, immigration documents, and a driver's license or civil identification card issued by the State; provided that the department or authorized agency shall obtain the personal records for the child.

Bill of Rights

This bill was signed into law as Act 105 by Governor Ige on July 5, 2018. This was an ongoing collaboration, commitment, and dedication by Department of Human Services, Child Welfare Services, Family Court, the Attorney General's office, foster youth, and partnering agencies for almost two years. The purpose was to update and change the former existing guiding principles.

Rights of Youth in Foster Care

- To live in a home, free from physical, psychological, sexual, and other abuse
- Receive food, shelter, and clothing
- Receive medical care, dental services, corrective vision care, and mental health services
- Be enrolled in a health insurance plan and, within forty-five days of out-of-home placement, be provided with a health assessment and recommended treatment
- Have regular, supervised or unsupervised, in-person, telephone, or other forms of contact with the child's parents and siblings while the child is in foster care unless the contact is either prohibited by court order or is deemed to be unsafe by the child's child welfare services worker, therapist, guardian ad litem, or court-appointed special advocate. Withholding visitation shall not be used as punishment.
- Receive notice of court hearings, and if the child wishes to attend the hearings, the department or authorized agency shall ensure that the child is transported to the court hearings.
- Have in-person contact with the child's assigned child welfare services worker
- Have the ability to exercise the child's own religious beliefs, including the refusal to attend any religious activities and services
- Have a personal bank account if requested and assistance in managing the child's personal income consistent with the child's age and development, unless safety or other concerns require otherwise
- Be able to participate in extracurricular, enrichment, cultural, and social activities; provided that if a childcaring institution or resource caregiver authorizes the participation, the authorization shall be in accordance with the reasonable and prudent parent standard
- Beginning at age twelve, be provided with age-appropriate life skills training and a transition plan for appropriately moving out of the foster care system, which shall include reunification or other permanency, and written information concerning independent living programs, foster youth organizations, and transitional planning services that are available to all children in foster care who are twelve years of age or older and their resource caregiver
- If the child is fourteen years of age or older, have the right to be involved in developing a case plan and planning for the child's future

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- If the child is fourteen years of age or older, receive the child's credit report, free of charge, annually during the child's time in foster care and receive assistance with interpreting the report and resolving inaccuracies, including, when feasible, assistance from the child's guardian ad litem
- If the child is seventeen years of age, receive prior to aging out of care certain personal records, such as an official or certified copy of the child's United States birth certificate, a Social Security card issued by the Commissioner of Social Security, health insurance information, a copy of the child's medical records or information to access the child's medical records free of charge, immigration documents, and a driver's license or civil identification.

DISCUSSION:

Thoughts?

Is there any support you need to ensure the youth's rights are being met?

References

Animated "Promoting Brain Gains for Youth Emerging from Foster Care" from The Annie Casey Foundation.

Bill of Rights. Epic `Ohana, Inc.

Information developed by Department of Human Services' Trauma Healing Informed Care training.

Parenting a Child Who Has Experience Abuse or Neglect from Child Information Gateway

[Trauma | The Administration for Children and Families \(hhs.gov\)](https://www.hhs.gov/trauma/)