

# Normalcy for Children and Youth in Foster Care: Reasonable & Prudent Parenting Standards and Youth Rights

## **Description:**

This is a 90-minute workshop that supports the dissemination of information on the federal and state law requiring implementation of the reasonable and prudent parenting standards and youth rights. It introduces participants to the supporting child welfare policy, key definitions, implementation expectations and resources to gain a more in-depth understanding of the topics.

## **Training Modes:**

This workshop is suitable for web-based learning as well as classroom facilitation.

## **Length of Workshop:**

The content of the workshop can be facilitated in 90 minutes with approximately 15 minutes built in for questions and answers. However depending on the audience and number of questions posed, more time may be needed (30-45m).

**Audience:** This workshop is appropriate for staff, foster caregivers and stakeholders. The presenter should make any adjustments necessary to the script based upon the audience's needs.

## **Learning Objectives:**

By the end of the workshop, the participant will be able to:

- Identify the federal and state laws and Child Welfare policy reference supporting implementation of the RPPS and Youth Rights
- Define the RPPS; and know how it is applied.
- Be familiar with the list of youth rights and responsibilities and the grievance process
- Have identified personal practice areas that need to be adjusted as a result of RPPS and Youth Rights policies.
- Have developed an action plan to share the RPPS and Youth Rights policies within personal area of influence.
- Know where to find additional resources on RPPS and Youth Rights

## **Workshop Materials Needed:**

Power Point Slides  
RPPS/YRR Video  
Certificate of Completion  
RPPS-Handout 1  
"Know" Before You Say "No" –Handout 2  
Babysitting & Overnights Guidelines- Handout 3

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Stages of Adolescent Development – Handout 4  
 Youth Rights-Handout 5  
 Youth Rights Grievance Form-Handout 6  
 Practice Change Action Plan –Handout 7  
 FAQ – Handout 8  
 RPPS Guidelines Handout 9

METHOD	SCRIPT	TIPS/NOTES
<p><b>Show PPT Slide # 2</b> (Add your presenter info to the slide)</p>	<p>Welcome to the Normalcy for Children and Youth in Foster Care workshop: An Introduction to the Reasonable and Prudent Parenting Standards and Youth Rights &amp; Responsibilities.</p>	<p><b>Introduce yourself – provide housekeeping information about session, breaks, start and end time.</b></p>
<p><b>Show PPT Slide # 3</b></p>	<p>Today’s workshop will last about 90 minutes; this includes time built in for questions and answers. We will cover foundational information on the Reasonable and Prudent Parenting Standard followed by the Youth Rights and Responsibilities policy. Our agenda is as shown on the screen. You should have the following eight handouts available:</p> <p>RPPS-Handout 1        “Know” Before You Say “No” –Handout 2        Babysitting &amp; Overnights Guidelines- Handout 3        Stages of Adolescent Development – Handout 4        Youth Rights-Handout 5        Youth Rights Grievance Form-Handout 6        Practice Change Action Plan –Handout 7        FAQs – Handout 8        Caregiver Guidelines Chart- Handout 9</p>	<p><b>Make sure participants have the handouts.</b></p>
<p><b>Show PPT Slide # 4</b></p>	<p>There are six key learning objectives.</p> <ol style="list-style-type: none"> <li>1. Identify the federal and state laws and Child Welfare policy reference supporting implementation of the RPPS and Youth Rights</li> <li>2. Define the RPPS; and know how it is applied.</li> </ol>	<p><b>Check for understanding on the Learning Objectives</b></p> <p><b>Explain that RPPS stands for</b></p>




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	<ol style="list-style-type: none"> <li>3. Be familiar with the list of youth rights and responsibilities and the grievance process</li> <li>4. Have identified personal practice areas that need to be adjusted as a result of RPPS and Youth Rights policies.</li> <li>5. Have developed an action plan to share the RPPS and Youth Rights policies within personal area of influence.</li> <li>6. Know where to find additional resources on RPPS and Youth Rights</li> </ol>	<p><b>Reasonable and Prudent Persons Standard</b></p>
<p><b>Show Video</b></p>	<p>To begin, let's watch a brief video that will walk you through the key points on the RPPS and Youth Rights policy.</p>	<p><b>Test the video prior to the session to resolve any technical issues. Video plays for 5 minutes. Refer back to the video as an anchor for information during the workshop.</b></p>
<p><b>Show PPT Slide # 6</b></p>	<p>So you saw in the video both the RPPS and Youth Rights are requirements that have come from first, the federal law----- Preventing Sex Trafficking and Strengthening Families Act of 2014,---- and our corresponding state law from 2015, Senate Bill 138 which is often referred to as Georgia's Child Welfare Reform bill.</p>	
<p><b>Show PPT Slide # 7</b></p>	<p>The federal and state laws require implementation of both RPPS and Youth Rights in addition to many other important child welfare reforms. So, our implementation of these changes is not just good practice, it's the law. Additionally, RPPS and YRRs fits into the Division's Blue Print for Change. The Blue Print covers three main pillars: Practice Model, Workforce Development and Constituent Engagement. Our new practice model emphasizes solution-focused, family centered and practical social work. The RPPS and YRR's embody all three of those objectives.</p>	
<p><b>Show PPT Slide # 8</b></p>	<p>The goal of the laws is simply to ensure that children and youth in care have as "normal" as possible life experiences as those in intact families.</p> <p>Normalcy for youth means being able to do what is considered "routine" such as participating in sports, attending events, spending unsupervised time with friends, taking on</p>	

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	<p>responsibilities, having a later curfew--- are a few teen-aged examples. Through such activities youth learn their own talents, and interests, safely experiment and take risks and practice decision-making skills and develop healthy adult and peer relationships.</p> <p>Of course normalcy is truly achieved when children and youth learn skills, take advantage of opportunities and develop relationships while growing up in a stable, loving family and a supportive community. Thus our focus on achieving permanency for children and youth remains paramount. In the meantime, the implementation of RPPS and youth rights removes some of the barriers to normalcy while children and youth are in foster care.</p> <p>Our goal of achieving normalcy for children and youth in foster care applies to all foster care living arrangements including DFCS and CPA foster homes, relative placement and group homes (Child Caring Institutions).</p>	
<p><b>Show PPT Slide # 9</b></p>	<p>Here are a few reasons why normalcy matters to youth as well as caregivers:</p> <p><b>The youth</b>  Learns their interests and talents  Safely experiments  Practices decision-making  Develops healthy peer relationships  Develops a different relationship with adults; views them as “life guides” instead of “wardens”.</p> <p><b>The caregiver</b>  Learns the youth’s strengths and needs  Develops more trust and confidence in the youth as well their own parenting abilities.  Is relieved of some care pressures as the youth becomes from independent.</p>	
<p><b>Show PPT Slide # 10</b></p>	<p>Think about why do you think the concept of normalcy for children and youth in care has been hard for the child welfare system to achieve? (pause)</p> <p>One reason is that as a child welfare system, we are risk-averse. In being risk-averse with good intentions we’ve sought</p>	<p><b>Show PPT of children at different developmental stages and how safety is differently</b></p>

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	to avoid all risk, liability, and exposure to any potential child safety issues. This has resulted in often unintentionally or unnecessarily sacrificing normalcy and consequently, well-being and permanency. Ensuring safety always remains our priority AND “safety” must be considered in an age and developmentally appropriate context—One Safety Size DOES NOT fit all.	applied.
<b>Show PPT Slide # 11</b>	So in sum, normalcy for children and youth in care can be better accomplished through three keys--- <ol style="list-style-type: none"> <li>1. Empowering foster caregivers to make routine, typical parenting decisions without having to go through administrative approvals.</li> <li>2. Eliminating barriers to youth participating in extracurricular, social enrichment, cultural and social activities.</li> <li>3. Ensuring that the child welfare system keeps safety paramount while not unnecessarily sacrificing normalcy for children and youth.</li> </ol>	
<b>Show PPT Slide # 12</b>  <b>Ask:</b> 	Does anyone have any questions thus far?	<b>Ask participants to type questions in the chat bar.</b>
<b>Show PPT Slide # 12</b>  <b>Ask:</b> 	Let’s now discuss RPPS in depth; afterwards we will discuss Youth Rights.  Can I have a few people give (say/type) characteristics of a reasonable and prudent person?  Please refer to your <b>RPPS-Handout 1</b>	<b>Either type in the chat bar or list on a flip chart. Reflect on responses given.</b>
<b>Show PPT Slide # 13</b>  <b>Ask:</b> 	So what is a reasonable and prudent person?	


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<b>Show PPT Slide # 13</b>	First, the term “ <b>reasonable and prudent person</b> ” is a legal term that refers to a fictional person who exercises the standard of care that a reasonably prudent person would observe under a given set of circumstances. This hypothetical person exercises average care, skill, and judgment in conduct that society requires of its members for the protection of their own and of others' interests. It is not possible to specify exactly what ought to be done in all circumstances, and therefore the term reasonable and prudent is phrased in terms of what a reasonable and prudent person would do in the same circumstances.	
<b>Show PPT Slide # 13</b>	The second concept to understand is what is a reasonable and prudent parent or the reasonable and prudent parent standard. The <b>reasonable and prudent parent standard</b> means the standard characterized by careful and sensible parental decisions that maintain children’s health, safety, well-being and best interests while at the same time encouraging their emotional and developmental growth.	<b>Refer participants to the Reasonable and Prudent Parenting Standard in CW Policy 14.26</b>
<b>Show PPT Slide # 14</b>	<p>So, bringing both definitions together --- the reasonable and prudent parent exercises average care, skill, and judgment in their parenting decisions and conduct. Think about that for a moment—it is a parent exercising average care and skills.</p> <p>Average is not a bad standard. The majority of any population are neither above or below average; we’re just average. Average means midway between two extremes, common, typical or the norm.</p> <p>Foster caregivers must therefore have average care and skill as they apply the reasonable and prudent parenting standard but there are some special rules of course that apply to foster parenting. These non-negotiable areas are above the norm and we will discuss them later in the presentation.</p>	<b>Our expectations are typically higher than “average”.</b>
<b>Show PPT Slide # 15</b>	<p>So now that we know what a reasonable and prudent person is and what the reasonable and prudent parent standards are, the question is how do you make a reasonable and prudent parenting decision. Please refer to Handout # 2 “Know Before You Say No”—it lists a few questions to consider when making a RPP decision.</p> <p>A reasonable and prudent parenting decision requires that a caregiver consider the factors unique to each child such as</p>	

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	<p>age, ability, maturity, history, in-put from case managers and service providers, parenting experience, length of time of placement , past behaviors, known pre-cautions and any other relevant factors that would yield a reasonable and prudent decision. Again one size does not fit all; so caregivers have to always make decisions based on the individual child no different than parents in intact families.</p>	
<p><b>Show PPT Slide # 16</b></p>	<p>It goes without question therefore that caregivers must be well-informed.</p> <p>Caregivers must have as full and as complete information about a child placed in their home as is known to the Department. Caregivers must be provided with any known information relevant to the care of children placed at the time of placement and as information becomes available. Caregivers must be provided with the Caregiver Information Sheet which let's the caregiver know how to contact DFCS in routine and emergency situations. Also providing the caregiver with the RBWO Match Screening Summary (RBWO MSS) is a good way of sharing information about the child. Sitting down and talking with the caregiver and answering questions about the child during the placement process however is key.</p> <p>How are we doing on meeting this objective of sharing relevant and pertinent child information already? What needs to happen differently going forward?</p>	
<p><b>Show PPT Slide # 17</b></p>	<p>In addition to full information sharing, caregivers must be well-matched with children placed. They must have the knowledge and skills to provide for the needs of the child. The law specifically requires that caregivers receive on-going training that includes understanding RPPS and meeting the needs of children placed. Please refer to your Stages of Adolescent Development Handout 4 . This handout is a great sample snapshot of the social, physical and emotional changes that adolescences experience. Caregivers should be routinely offered training on the stages of development matching the children and youth generally placed in their care.</p> <p>So in sum, the agency's role is to ensure that 1) child information is shared with caregivers , 2) children-caregivers are well-matched and finally, 3) that caregivers are well trained to meet the needs of children placed and 4) agency's( CPAs/CCIs) /the Department may not create rules, standards or policies which limit, prevent or create barriers to caregivers</p>	

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	<p>making reasonable and prudent parenting decisions within the boundaries discussed.</p> <p>The 5th responsibility is that the agency/Department must ensure that each child in care has ongoing opportunities to engage in age and developmentally appropriate activities. This means identifying circumstances where children are not being allowed to participate in such activities and clearing any related barriers.</p> <p>Result: Normalizes children’s lives to the extent possible Improves the satisfaction and retention of caregivers Positive impact on placement stability.</p>	
<p><b>Show PPT Slide # 18</b></p>  <p><b>Transition</b></p>	<p>So beginning October 1, 2015 and by federal and state law requirements, the RPPS will apply to all foster caregivers--- DFCS and CPA foster homes, relative caregivers, and group homes—there are no exceptions. RPPS is covered in Child Welfare Policy 14.26.</p>	
<p><b>Show PPT Slide # 19</b></p>	<p>While foster caregivers are obviously the designated RPP (reasonable and prudent parent) for their household, group homes (CCIs) are required to designate a person to be their RPP designee. This person is empowered the same as family foster caregiver to make routine/typical parenting decisions.</p>	
<p><b>Show PPT Slide # 19</b></p>	<p>Group homes must have at least one RPP designee but it is recommended that at least two are designated to ensure that decisions are not delayed to due the RPP’s absence. The designated RPP must meet the following requirements:</p> <ol style="list-style-type: none"> <li>1. Be in the role of Human Services Professional or higher leadership position.</li> <li>2. Must be at least 25 years of age or 10 years older than the youth.</li> </ol> <p>The law requires that this provision is included in contracts with CCIs. As such , RBWO Standard 6.26 states that CPAs and CCIs must follow the reasonable and prudent parenting standard.</p> <p>a. CCI must have a staff person identified as the caregiver who will be responsible for such decisions.</p>	<p><b>Age requirements are the same for foster parents.</b></p>



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	<p>b. Providers must have a reasonable and prudent parenting policy.</p> <p>c. Each youth has regular and on-going opportunities to engage in developmentally appropriate activities.</p> <p>d. Providers must have a routine process of consulting with children to determine if the children’s input regarding having regular opportunities to participate in age appropriate activities.</p> <p>e. Providers must mark an annual check box in GA+SCORE that indicates that the reasonable and prudent parenting standard policy is operating as intended.</p>	
<p><b>Show PPT Slide # 20</b></p>	<p>The RPPS applies to most routine and typical caregiving activities however, there are a few areas that it does not apply to. Let us cover what it does apply to first.</p> <p>RPPS applies to</p> <ol style="list-style-type: none"> <li>1. Day to day and routine/typical caregiving decisions</li> </ol> <p>Permission to participate in age and developmentally appropriate school, extracurricular, sports, social / cultural enrichment, field trips and similar activities.</p> <p>Developmentally appropriate means activities that are generally accepted as suitable for children of the same chronological age or level of maturity or that are determined to be developmentally appropriate for a child based on the cognitive, emotional, physical and behavioral capacities that are typical for an age or age group.</p> <p>Remember that it is not possible to list every possible parenting question or circumstance that caregivers will face so the list provided is not exhaustive.</p>	
<p><b>Show PPT Slide # 21</b></p>	<p>Although operating under the RPPS, caregivers must keep records of children’s participation in activities and share this information during regular contacts (home visits, etc).</p> <p>It bears repeating that safety is always paramount. Caregivers must ensure that children and youth are physically, emotionally and spiritually safe and that caretaking decisions maintain all aspects of their safety.</p>	
<p><b>Show PPT Slide # 22</b></p>	<p>RPPS means that caregivers will be responsible for making many decisions without consulting DFCS or a CPA first. Imagine how this significant change will impact the satisfaction of our foster caregivers and perhaps their retention.</p> <p>A second plus for caregivers is clarity on the subject of</p>	


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	<p>unreimbursed childcare (not CAPS) or babysitting.</p> <p>Babysitting and sleep-overs has been the subject of great debate over the years. Under the RPPS, foster caregivers have the discretion to allow for overnights as long as it does not exceed three consecutive nights. Said another way, one night is fine, two nights is fine but anything more than two nights requires approval by the DFCS case manager. Please refer to your <b>Babysitting &amp; Overnights Guidelines-Handout 3</b></p>	
<p><b>Show PPT Slide # 22</b></p>	<p>Caregivers must be reasonable assured that babysitters are prepared and able to meet the needs of children placed in their temporary care. Any routinely utilized babysitter must be still be screened and approved by the case manager. All babysitters must be at least 18 years of age.</p>	
<p><b>Show PPT Slide # 23</b></p>	<p>RPPS also applies to leaving children age 14 years and older under their own supervision for reasonable and prudent periods of time. RPPS does not apply to leaving children under age 14 years alone. Such instances will need to be reviewed by DFCS.</p>	
<p><b>Show PPT Slide # 23</b></p>	<p>Lastly, a written Graduated Independence Plan is no longer required but certainly is still a good tool to document independence plans and hold youth accountable to earning privileges.</p>	
<p><b>Show PPT Slide # 24</b></p> <p><b>Ask:</b></p> 	<p>Are there any questions?</p>	
<p><b>Show PPT Slide # 25</b></p>	<p>RPPS does not cover all potential foster caregiver matters however. The following is a list of “non-negotiables”. They require DFCS approval and or both DFCS and the Juvenile Court. Unless parental rights have been terminated, some decisions will be made in consultation with birth parent(s).</p> <p>The list is shown on the slide. All of these items are important but I do want to highlight that the DFCS discipline policy may not be violated. This is also the law (Taylor v Ledbetter).</p>	
<p><b>Show PPT Slide # 25</b></p>	<p>DFCS, birth parents, and or juvenile court continue to have authority over major decisions that have significant effect on</p>	<p><b>Don't read the list—it is on the</b></p>



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	<p>the life of a child in foster care. Such decisions are but are not limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Changing a child’s school, school attendance, IEP, or participation in a GED program;</li> <li>2. Adjusting a child’s psychotropic or other prescribed medication (including initiating or stopping) or altering the administration of medication (e.g., dosage, frequency, etc.);</li> <li>3. Authorizing children to have major medical procedures;</li> <li>4. Changing a child’s court-ordered visitation plan (e.g., date, location, supervision, etc.);</li> <li>5. Interfering with a child’s visits with their siblings;</li> <li>6. Drastically altering a child’s appearance (e.g., cutting and/or applying chemicals to the child’s hair, body piercing, tattoos, etc.);</li> <li>7. Changing a child’s religion and/or allowing a child to engage in religious ceremonies (e.g., Baptism, Confirmation, etc.);</li> <li>8. Preventing a youth from participating in the DFCS Independent Living Program (ILP);</li> <li>9. Authorizing a youth to travel out-of-state;</li> <li>10. Returning children to the caregiver from whom they were removed (e.g. birth parents, adoptive parents, relatives, legal guardians, etc.)</li> </ol>	<p>slide.</p>
<p><b>Show PPT Slide # 26</b></p>	<p>RPPS and Partnership Parenting are complementary. Partnership Parenting creates shared parenting relationships between birth and foster parents. It provides foster parents with the opportunity to help birth parents learn by setting a positive parenting example for them to follow.</p> <p>In fact RPPS works best within the context of Partnership Parenting—that is foster caregivers and birth parents working in partnership to make parenting decisions together to the extent possible.</p> <p>Putting it all together (PP and RPPS) ---:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Working with foster parents, birth parents have the opportunity to demonstrate and build parental competence.</li> <li><input type="checkbox"/> Being able to participate in age and developmentally appropriate activities is a key component of healthy development for children and youth.</li> </ul>	

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Foster caregivers are empowered to make reasonable and prudent parenting decisions for the children and youth entrusted to their care.</li> <li><input type="checkbox"/> Safety, as always, remains paramount.</li> </ul>	
<p><b>Show PPT Slide # 27</b></p>	<p>Please note that the law provides legal protection for caregivers if as a result of them making a reasonable and prudent caregiving decision that a child is harmed or injured while participating in an approved activity. Foster caregivers should not receive policy violations for acting as reasonable and prudent parents or CPS substantiations for acting as a reasonable and prudent parent.</p>	
<p><b>Show PPT Slide # 28</b></p>	<p>We all must be diligent in ensuring that children and youth are participating in age and developmentally appropriate activities. County staff must likewise act diligently in ensuring that children and youth in county foster homes and relative placements have access to age and developmentally appropriate activities. The Office of Provider Management will be diligent in monitoring for implementation of RPPS in CPAs and CCIs. CPAs and CCIs should also self-monitor themselves and their placements to ensure that the same.</p> <p>What are things that you will look for that will signal that children and youth under your watch are experiencing a more “normal” childhood experience as a result of RPPS?</p>	
 <p><b>Transition</b></p>	<p>So let’s recap what we’ve discussed thus far.</p>	
<p><b>Show PPT Slide # 29</b></p>	<ul style="list-style-type: none"> <li>• Implementation of RPPS and YR is required by federal and state law.</li> <li>• The policies are effective 10/1/2015.</li> <li>• RPPS applies to all foster caregivers and all placement settings; groups homes are not exempt.</li> <li>• Each CCI must designate an acceptable staff person to be their RPPS.</li> <li>• RPPS applies to routine and typical parenting duties but</li> </ul>	



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	<p>there are areas or non-negotiables where it does not apply.</p> <ul style="list-style-type: none"> <li>• RPPS and Partnership Parenting are complementary objectives.</li> <li>• RPPS supports the healthy growth and development of children and youth.</li> <li>• Includes civil liability protection; and protection from PVs and CPS substantiations.</li> <li>• DFCS/CPAs/CCIs are accountable ---for information sharing, placement matching, training caregivers, not creating barriers to implementation and monitoring to ensure that youth have access to age and developmentally appropriate activities.</li> </ul>	
<p><b>Show PPT Slide # 30</b></p> <p><b>Ask:</b></p> 	<p>Does anyone have a question about what we've covered thus far?</p>	<p><b>Allow class to respond.</b></p>
<p><b>Show PPT Slide # 31</b></p>  <p><b>Transition</b></p>	<p>We will now switch gears and cover the Youth Rights provisions of the laws. Please refer to the <b>Youth Rights Handout-5</b></p>	
<p><b>Show PPT Slide # 32</b></p>	<p>As established earlier, both the federal and state laws require that Youth Rights policies are implemented.</p> <p>Child Welfare policy 13.7 establishes 17 rights for youth ages 14 years and older. Although the RPPS applies to all children in foster care, the Youth Rights provision on applies to youth ages 14 years and older.</p>	<p><b>Refer to Child Welfare policy</b></p>
<p><b>Show PPT Slide # 33-35</b></p>	<p>The rights of youth with respect to education, health, visitation, court participation, the right to be provided with a consumer report, and the right to stay safe and avoid exploitation are sanctioned by federal and/or state law and must be incorporated into the Written Transitional Living Plan (WTLP)</p>	<p><b>Read each right.</b></p> <p>#7 Unless the court determines unsupervised</p>


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	<p>for all applicable youth. This applies to the initial WTLP and all subsequent updates.</p> <p>The rights are as follows:</p> <ol style="list-style-type: none"> <li>1. The right to fair and equitable treatment by the Division of Family and Children Services (DFCS), foster parents, and other partners in the care of children in foster care;</li> <li>2. The right to information regarding their heritage and cultural background;</li> <li>3. The right to be safe from abuse, neglect and exploitation;</li> <li>4. The right to know why they are in the child welfare system;</li> <li>5. The right to have their educational needs met;</li> <li>6. The right to have their health needs met;</li> <li>7. The right to family and community connections, including visitation, telephone calls, etc. ;</li> <li>8. The right to have regular, ongoing opportunities to engage in age or developmentally appropriate activities as defined in O.C.G.A. Section 49-5-3;</li> <li>9. The right to have intensive, ongoing efforts made to reunify them with their birth family (i.e. parents or relatives) or to secure a safe, permanent home;</li> <li>10. The right to participate in the development of the case plan and to review, sign, and receive a copy of the case plan (see 10.23 Foster Care: Case Planning); One member of the case planning team may be designated to be the youth's advisor/advocate, with respect to the application of the reasonable and prudent parent standard to the youth;</li> <li>11. The right to choose up to two members of the case planning team who are neither their foster parent nor caseworker ;</li> <li>12. The right to participate in Juvenile court proceedings regarding their family;</li> <li>13. The right to receive the services needed to help them transition to adulthood;</li> <li>14. The right to receive a free copy of their consumer credit report (see 13.6 ILP: Credit Reports for Youth in Foster Care);</li> <li>15. The right to receive an official or certified United States birth certificate, Social Security card, driver's license or identification card, health insurance information, and medical records upon exiting foster care at age 18 or above ; and</li> <li>16. The right to receive an age appropriate description of their</li> </ol>	<p>visitation is not in the child's best interest (O.C.G.A 15-11-112).</p> <p>#11 DFCS may reject an individual selected by a youth if it has good cause to believe that individual would not act in the best interest of the youth.</p> <p>#15 This right applies only to youth who have been in foster care for at least six months prior to their exit.</p>

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	<p>rights, and a personal copy.</p> <p>17. The right to have a personal advocate to support them through the grievance process.</p>	
<p><b>Show PPT Slide # 36</b></p> <p><b>Ask:</b></p> 	<p>Does anyone have a question about what we've covered thus far?</p>	<p><b>Allow class to respond.</b></p>
<p><b>Show PPT Slide # 37-38</b></p>	<p>A grievance process has been established to ensure that Youth Rights are not violated. There are 2-steps to the grievance process. If a youth desires to file a grievance, preferably after trying to resolve the matter through informal channels, the Step One grievance is filed with the regional Independent Living Specialist. If the grievance is not resolved, the youth can file a Step Two grievance which will be reviewed through the Division Director's Office. Please refer to the <b>Youth Rights Grievance Form-Handout 6</b></p>	
<p><b>Show PPT Slide # 39</b></p> <p><b>Ask:</b></p> 	<p>Does anyone have a question about Rights or the grievance process?</p>	<p><b>Allow class to respond.</b></p>
<p><b>Show PPT Slide # 40</b></p>	<p>So, with Rights, comes responsibilities; typically when you have a right you also have a responsibility.</p> <p>Before we cover the responsibilities let's make sure that everyone is clear on the differences between Rights, Responsibilities and Privileges. Can someone tell us the difference?</p>	
<p><b>Show PPT Slide # 41</b></p>	<p>A right is a freedom that is protected, such as the right to free speech and religion or in this case Youth in Foster Care Rights. A right is something granted legally. In this case the</p>	

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	<p>federal and state law dictates that we create Rights for youth in care. A responsibility is a duty or something you should do, such as recycling or doing your homework. A privilege is a special entitlement that is time-limited, not guaranteed and can be taken away. It is generally a reward or condition for good behavior.</p>	
<p><b>Show PPT Slide # 41</b></p> <p><b>Ask:</b></p> 	<p>Why do you think it is important to know the difference?</p>	<p><b>So as to avoid confusion between youth and caregivers. Caregivers grant privileges; DFCS does not dictate this. DFCS grants Youth Rights and will ensure they are enforced. Caregivers and DFCS expect youth to adhere to their responsibilities.</b></p>
<p><b>Show PPT Slide # 42- 43</b></p>	<p>Let's now review each youth responsibility.</p> <p>Each youth in foster care who has attained the age of 14 years shall have the following responsibilities:</p> <ol style="list-style-type: none"> <li>1. The responsibility to treat themselves and others with dignity and respect;</li> <li>2. The responsibility for their own choices, decisions, actions and behaviors;</li> <li>3. The responsibility to try to learn from their mistakes so they can make positive choices in their lives;</li> <li>4. The responsibility to try to the best of their ability in school, to take full advantage of educational opportunities and achieve their educational needs;</li> <li>5. The responsibility to cooperate with services recommended to meet their health needs;</li> <li>6. The responsibility to set and keep safe boundaries with family members, friends, acquaintances, and others with whom they maintain connections;</li> <li>7. The responsibility to do their best to communicate openly with others when they have a problem;</li> <li>8. The responsibility to ask for help when they need it, even</li> </ol>	



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	<p>when they have trouble asking for help; and</p> <p>9. The responsibility to make amends if their actions harm others.</p> <p>10. The responsibility to make every effort not to cause harm to themselves or others and to speak up when they feel their rights have been violated.</p>	
<p><b>Show PPT Slide # 44</b></p> <p><b>Ask:</b></p> 	<p>Does anyone have a question about responsibilities?</p>	<p><b>Allow class to respond.</b></p> <p><b>Someone may ask about consequence for youth not adhering to their responsibilities.</b></p> <p><b>There is no grievance process for staff/caregivers of course. Youth can be reminded that they signed an agreement to adhere to the responsibilities.</b></p>
<p><b>Show PPT Slide # 44</b></p>  <p><b>Transition</b></p>	<p>In closing, once informed youth are asked to sign an acknowledgment form that they know their Rights and Responsibilities as per the law.</p>	
<p><b>Show PPT Slide # 45</b></p> <p><b>Ask:</b></p> 	<p>Now, let's talk implementation. The RPPS and Youth Rights policy creates paradigm shifts for our child welfare practice. A paradigm shift is fundamental change in approach, practice or philosophy.</p> <p>What would you say is a practice shift that our child welfare system will need to make to successfully implement RPPS and Youth Rights?</p>	
<p><b>Show PPT Slide # 46</b></p>	<p>The two key paradigm shifts that have to occur are 1) rethinking safety so that it is applied in an age and developmentally appropriate manner. This means being less risk averse as a system as it relates to children and youth</p>	



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	<p>being allowed to participate in “normal” age related activities. 2) Empowering caregivers to unilaterally make routine caregiving decisions without having to get permission first.</p>	
<p><b>Show PPT Slide # 47</b> <b>Ask:</b> </p>	<p>Please refer to your <b>Practice Change Action Plan-Handout # 7</b> and complete the questions as we go along. What are the paradigm shifts that you will have to make in order to ensure that RPPS and the Youth Rights policies are implemented for children on your case load and foster caregivers that you support? If you are a foster caregiver, how will these changes effective you? What will you begin to do differently?</p>	<p>Ask for a few responses.</p>
<p><b>Show PPT Slide # 47</b>  <b>Ask:</b> </p>	<p>What barriers do you anticipate and what are solutions to address the barriers?</p>	<p>Ask for a few responses.</p>
<p><b>Show PPT Slide # 48</b>   <b>Transition</b></p>	<p>Now, let’s do a quick activity to see how well you can apply what you’ve learned. For each of the following questions identify whether it is a red, green or yellow scenario. Red means it is a non-negotiable, Green means that it falls within the RPPS and Yellow means it is in the gray area; a decision that should be discussed in advance with the agency/Department.</p>	<p><b>Be creative. Use different methods to test the participants knowledge based on whether you are using web or classroom teaching mode.</b></p>
<p><b>Show PPT Slide # 49</b></p>	<ol style="list-style-type: none"> <li>1. A foster caregiver would like to get a babysitter so she can attend a local concert. She has two children ages 6 and 4 placed in her care. GREEN—this decision falls under RPPS.</li> <li>2. A 16-year old in ACME CCI would like to attend a 2-night ski trip with his church group. GREEN—this is allowed under RPPS.</li> <li>3. A relative caregiver would like to take her kin placement to Disney for 4 nights. RED—this is more than two overnights so DFCS must approve.</li> <li>4. A 15 year old would like to make a long distant phone call to her aunt; the foster parent does not allow long distance calls (no cell phone-land line). YELLOW—this is a gray area; perhaps DFCS and the caregiver can work out a reasonable solution together.</li> </ol>	


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	<ol style="list-style-type: none"> <li>5. The foster parents go on a getaway weekend and leave their two foster children ages 13 and 9 with the foster parent's parents. GREEN if they'll be back in less than 3 nights. YELLOW if it will be longer.</li> <li>6. A 17 year old wants to get a job. GREEN—this decision falls under RPPS.</li> <li>7. A 16 year wants to get on birth control. The foster parent agrees, the birth mom does not. YELLOW—involve DFCS to mediate between the two and come to a reasonable solution.</li> <li>8. A foster parent asks her 18 year old foster daughter to babysit two other foster children for about 5 hours. The foster daughter is very capable of providing the care. GREEN –this decision falls under RPPS.</li> <li>9. ACME group home requires that youth be closely supervised at all times; they routinely deny requests to do age appropriate activities including going to the mall or school games. RED—the CCI does not appear to be following RPPS. Youth must be allowed to engage in age and developmentally appropriate activities.</li> <li>10. A foster parent is a holistic healer of sorts. She does not believe in western medicine for herself or her children. She decides not to follow a doctor's medical orders for a foster child in her care. RED—doctor's orders must be followed.</li> </ol>	
<p><b>Show PPT Slide # 50- 51</b></p>	<p>Now let's test our knowledge of Youth Rights. RED-Violation, GREEN-No Violation , YELLOW—Gray Area; Let's Discuss</p> <ol style="list-style-type: none"> <li>1. A 16 year old wants to call his mother daily; he is placed at ACME CCI. ACME only allows calls every other day. GREEN (No violation)—The youth is not being restricted from contact altogether—he still has reasonable opportunities to connect with his mother. It is ok for CCIs to have structure.</li> <li>2. A 9-year Terry wants to know why he is in foster care; no one is comfortable explaining the dire circumstances that he was discovered in. GREEN (no violation)—YRR applies to youth 14 years and older.</li> <li>3. A 17 year old placed with his grandmother complains that he does not receive an allowance. GREEN (no violation)—Allowance is a privilege not a right.</li> </ol>	

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	<p>4. A 15 year old is behind in school. He needs tutoring which has been set up for him at least three times and each time, he has failed to follow through. His caseworker has placed this at the bottom of her list—and another year has passed. RED (Violation)—Right # 5 says that youth’s educational needs must be met.</p> <p>5. A 14 year old is placed in a foster home along with two older youth. He feels bullied by the other youth. RED (Violation)—Right #3 covers safety from abuse, neglect and exploitation.</p> <p>6. A 15 year old complains of not being allowed to go to the mall to hang out with friends. The foster caregiver will not allow such activities if school work is not done timely. GREEN (No violation)—Hanging out is a privilege that can be earned and lost. It is ok for caregivers to have rules and structure.</p> <p>7. ACME CCI requires all youth to be in bed by 9pm. YELLOW—this may be a violation of normalcy. Allow OPM to review the rules with the CCI to come up with a reasonable solution.</p>	
<p><b>Show PPT Slide # 52</b></p> <p><b>Ask:</b></p> 	<p>Are there any questions about what we have covered so far?</p>	
<p><b>Show PPT Slide # 52</b></p>	<p>The RPPS and YRR policies are significant practice shifts for our child welfare practice. It will take all of us—staff, caregivers, stakeholders and youth—to make these changes happen and accomplish the goal of better normalcy for children and youth in care. Please refer to the <b>Frequently Asked Questions – Handout 8</b> and the <b>Caregiver Guidelines Chart – Handout 9</b> to help you in your implementation. If you would like to add questions to the FAQ, please email Cedeline Samson at <a href="mailto:cedeline.samson@dhs.ga.gov">cedeline.samson@dhs.ga.gov</a> . The updated FAQ is available on <a href="http://www.gascore.com">www.gascore.com</a> .</p>	
	<p>Thanks for participating in the workshop. If you have any questions please refer to the Child Welfare Policy on RPPS (14.26) and Youth Rights (13.7) as well as reviewing the</p>	

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<b>Transition</b>	information posted on <a href="http://www.gascore.com">www.gascore.com</a> . From the home page click on the RPPS/YRR button.			
	Please complete the training evaluation provided (optional).  Also please use <a href="https://www.surveymonkey.com/r/talkbackrpps">https://www.surveymonkey.com/r/talkbackrpps</a> .			
<b>OPTIONAL</b> 	Before we end today's session, let's complete a + ▲ review. + = things that you liked about the training, the material, etc.? ▲ = things you would like to see done differently or improved. Use an online evaluation process if conducting workshop via webinar.	<b>Have flip chart prepared if in person</b>  <table border="1" style="width: 100px; height: 100px; margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; width: 50px; height: 50px;">+</td> <td style="text-align: center; width: 50px; height: 50px;">▲</td> </tr> </table>	+	▲
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**Facilitator's Preparation:**

In order to prepare to facilitate this workshop including managing the question and answers component, the facilitator must primarily develop a solid level of knowledge regarding the federal and state law and applicable DFCS Child Welfare policy. By reviewing the other resources provided, the facilitator should be able to acquire a larger depth and breadth of knowledge on the topics to comfortably respond to participants questions. The facilitator should become familiar with the animation of the slides (clicking through) and make any personal preference adjustments.

**Facilitator's Notes:**

So many presenters rely on PowerPoint as being their presentation. It cannot be stressed enough -- **you** are the presentation. PowerPoint is an *enhancement* to the presentation. Be prepared. As the facilitator you do not need to be an expert on the topic being discussed, but you should be the best prepared for the discussion.

This means understanding the subject, being familiar with the discussion materials, thinking ahead of time about the directions in which the discussion might go, and preparing questions to help further the discussion.

**Facilitator's Additional Resources:**

- Preventing Sex Trafficking and Safe Families Act
- SB 138- Georgia's Child Welfare Reform Bill
- Youth Rights Child Welfare Policy 13.7
- Reasonable and Prudent Parenting Child Welfare Policy 14.26

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Caregiver Information Sheet  
RBWO MSS

<https://www.youtube.com/watch?v=9A1BWrLJNPw&index=2&list=PLK1JOJxrAG2HycqUUsEUeE9MIK6ab7Q6U>

### **Workshop Development Acknowledgements:**

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Sarah Bess Hudson, MAAC  
Shandra Sutton, Devereux  
Shaquita Ogletree, MAAC  
Shareefa Muhammad, Chris Kids  
Steven Turner, DFCS  
Sue Rudnik, Devereux  
Susan Lister, Giving Children A Chance  
Tanganika H, Youth, EmpowerMENT

### **Resources Acknowledgement:**

Florida Guardian Ad Litem: RPPS Policy and Training Resources

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<http://centerforchildwelfare.fmhi.usf.edu/OutOfHomeCare/NormalcyResources.shtml>

California Social Work Education Center: RPPS Training Resources