

APPENDIX I: HANDOUTS

HANDOUT #1

**British Columbia Foster Care
Education Program**

**CARING FOR CHILDREN:
OVERVIEW**

(3 hours)

Ministry of Children and Family Development

July 2002

HANDOUT #2

LEARNING OUTCOMES

The caregiver can:

- describe and identify the legislation under which the caregiving system operates and its relationship to children or youth experiencing care.
- describe the guardianship model and explain the importance of the Plan of Care to the life of the child or youth.
- describe the role of the caregiver as a member of the caregiving team in terms of day-to-day care, contributing to and carrying out the plan of care and relating to the child or youth's family and community.
- reflect on an overview of the BC Foster Care Education Program and describe the content areas within.

AGENDA

HANDOUT #5

RELEVANT SECTIONS OF THE CHILD, FAMILY AND COMMUNITY SERVICE ACT

The *Child, Family and Community Service Act* (1996) is the provincial legislation that provides the legal authority for child welfare services in British Columbia, including foster care. Everything we do for children and youth-in-care (and therefore everything done in the Family Care Home program) is authorized by and consistent with this Act. This includes the *Standards for Foster Homes*, which must be administered and interpreted within the context of this Act.

The following seven sections of the *Child, Family and Community Service Act* are of particular importance to foster parents.

- **Guiding Principles (Section 2)**
- **Service Delivery Principles (Section 3)**
- **Best Interests of the Child (Section 4)**
- **Rights of Children in care (Section 70)**
- **Out of Home Living Arrangement (Section 71)**
- **Other Powers and Duties of Direction (Section 93), clauses (1)(d); (g)(i)**
- **Agreements with caregivers (Section 94).**

GUIDING PRINCIPLES

The Guiding Principles form the basis for practice and decision-making under the Act. They reflect society's values regarding children and families. It is important to note that this section of the Act **directs that the safety and well-being of children are the paramount considerations in all decisions and actions taken under the Act.**

Guiding Principles(Section 2)

- a) Children are entitled to be protected from abuse, neglect, and harm or threat of harm
- b) A family is the preferred environment for the care and upbringing of children and the responsibility for the protection of children rests primarily with the parents
- c) If, with available support services, a family can provide a safe and nurturing environment for a child, support services should be provided
- d) The child's views should be taken into account when decisions relating to a child are made
- e) Kinship ties and a child's attachment to the extended family should be preserved if possible

f) The cultural identity of Aboriginal children should be preserved

Decisions relating to children should be made and implemented in a timely manner.

g) _____

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SERVICE DELIVERY PRINCIPLES

The service delivery principles define the manner in which all services offered through the Act are to be delivered. These principles govern the work of ministry staff, including social workers, **but also apply to foster parents**. Basically, these principles stress that:

- the child, the natural family, and, in the case of Aboriginal children, the community all have continuing roles in decisions about the child
- any service provided must respect the cultural, racial, and religious background of the child
- communities should when appropriate, be involved in caring for children.

Service Delivery Principles (Section 3)

The following principles apply to the provision of services under this Act:

- a) families and children should be informed of the services available to them and encouraged to participate in decisions that affect them
- b) Aboriginal people should be involved in the planning and delivery of services to Aboriginal families and their children
- c) services should be planned and provided in ways that are sensitive to the needs and the cultural, racial, and religious heritage of those receiving the services
- d) services should be integrated, wherever possible and appropriate, with services provided by the other ministries and community agencies
- e) the community should be involved, wherever possible and appropriate, in the planning and delivery of services, including preventive and support services to families and children.

THE CHILD, FAMILY AND COMMUNITY SERVICE ACT

BEST INTERESTS OF THE CHILD

Since a child's best interest can mean different things to different people, this section explains this in detail. It lists seven factors that must be considered when a child's best interests are being determined.

In the case of aboriginal children, the Act underlines the relationship of their Aboriginal heritage to their interests. In practical terms, this means finding ways to maintain the child's connection to his Aboriginal community when he comes into care, including a preference for placements with extended family if this reinforces the other factors that make up his best interests.

Best Interest of the Child (Section 4)
<p>1. Where there is reference in the Act to the best interests of a child, all relevant factors must be considered in</p> <ul style="list-style-type: none"> a) the child's safety b) the child's physical and emotional needs and level of development c) the importance of continuity in the child's care d) the quality of the relationship the child has with a parent or other person and effect of maintaining that relationship e) the child's cultural, racial, linguistic, and religious heritage f) the child's views g) the effect on the child if there is delay in making a decision. <p>2. If the child is an Aboriginal child, the importance of preserving the child's cultural identity must be considered when determining the child's best interests.</p>

<u>What the Act says</u>	<u>What this means for foster parents</u>
<ul style="list-style-type: none"> To be fed, clothed, and nurtured according to community standards and to be given the same quality of care as other children in the placement. 	<p>Children in care are entitled to the same care (food, clothing, shelter, medical and dental care, nurturing, and so forth) that members of the community would find acceptable for their own children. All children in care living in the same home must receive similar treatment, so long as it fits with their Comprehensive Plan of Care. It is important to remember that quality of care must not depend on behaviour or be subject to favoritism.</p>
<ul style="list-style-type: none"> To be informed about their Plans of Care. To be consulted and to express their views, according to their abilities, about significant decisions affecting them. 	<p>Foster parents help the child to understand what is in her Comprehensive Plan of Care, encourage her to express her views about these plans, and to ask her opinion whenever important decisions are made.</p> <p>Foster parents and the child's social worker must tell him what will happen to him while he is in care, and must listen to his views on the matter.</p>
<ul style="list-style-type: none"> To be given reasonable privacy and to have possession of their personal belongings. To be given reasonable privacy, during discussions with members of their families, subject to subsection (2). 	<p>Children in care are entitled to privacy and to keep their personal belongings. The Act uses the word "reasonable," recognizing that there might be occasions when limiting these rights is appropriate. For instance, the child's right to speak privately with members of his family may be limited by a court order. These rights may not apply in circumstances where there is a threat to the safety or well-being of the child or other person. For example, a child may hoard food in her room to the point that it becomes a health hazard. Any such limitation, however, must be made in a way that still respects the child. This means that such decisions should usually be made openly, with the child given the opportunity to express an opinion on the matter.</p>

RIGHTS OF CHILDREN IN CARE (Section 70)

What the Act says	What this means for foster parents
<ul style="list-style-type: none"> To be free from corporal punishment. 	<p>Foster parents must not subject children in their care to physical force, such as spanking, hitting, or slapping that may inflict pain. This is an absolute right, with no exceptions.</p>
<ul style="list-style-type: none"> To be informed of the standard of behaviour expected by their caregivers and of the consequences of not meeting their caregivers' <u>expectations</u>. To receive medical and dental care when required. To participate in social and recreational activities, if available, and according to their abilities and interest. To receive religious instruction and to participate in religious activities of their choice. To receive guidance and encouragement to maintain their cultural heritage. 	<p>Children must know what behaviour is expected of them, what the rules of the house are, and what will happen if they break the rules.</p> <p>The foster parent's role in carrying out the rights listed on the left is described in each child's Comprehensive Plan of Care (which is created with input from the foster parent).</p> <p>Be alert for emotional as well as physical signs that a child may need help. It could be that he is excessively sad or depressed, or having an unusually hard time adapting to being in care.</p> <p>It is important for children to have friends and to be involved in activities. Speak to the child's social worker if you need help finding out what is offered in your community.</p> <p>Remember that the child may not be comfortable with any religion. That is their choice.</p> <p>If you don't have the background or knowledge to help the child preserve his cultural ties, ask his social worker to help you locate others who can.</p>

RIGHTS OF CHILDREN IN CARE (section 70)

What the Act says	What this means for foster parents
<ul style="list-style-type: none"> To be provided with an interpreter if language or disability is a barrier to consulting with them on decisions affecting their custody care. 	<p>The degree of consultation in all cases will depend on the child's development and ability to understand. If a child has problems understanding the language used in the home, or has disabilities that are barrier to speaking or understanding, she has a right to assistance through interpreters or augmentative communication aids to help her communicate about important matters. The child's social worker can help you obtain interpretive services.</p>
<ul style="list-style-type: none"> To privacy during discussions with a lawyer, the Child, Youth and Family Advocate (replaced by the Office for Children and Youth in 2002), the Ombudsman, a Member of the Legislative Assembly or a member of Parliament. To be informed about and to be assisted in contacting the Child, Youth and Family Advocate (replaced by the Office for Children and Youth in 2002). To be informed of their rights under this Act and the procedures available for enforcing their rights. 	<p>Foster parents and the child's worker must tell each child what his rights are. This includes being informed about what the Child, Youth and Family Advocate* can do for them and how to contact the Advocate if he wishes to do so. The foster parent or child's worker can also contact the Advocate on behalf of the child.</p> <ul style="list-style-type: none"> (replaced by the Office for Children and Youth in 2002).
<ul style="list-style-type: none"> A child who is removed under Part 3 is entitled to exercise the right in Subsection (1)(1), subject to any court order made after the court has had an opportunity to consider the question of access to the child. 	<p>When a child who has been removed from her home because of a protection concern, the foster parent will ensure that the child has privacy when meeting with members of her family unless the court orders otherwise. Consult with the child's social worker for clarification.</p>
<ul style="list-style-type: none"> Section 70 does not apply to a child who is in a place of confinement. 	<p>The rights of a child in care are not enforceable when the child is detained in a mental health or correctional facility.</p>

RIGHTS OF CHILDREN IN CARE (section 70)

OUT OF-HOME LIVING ARRANGEMENTS (Section 71)	
(1)	When deciding where to place the child, a director must consider the child's best interests.
(2)	<p>The director must give priority to placing the child with a relative or, if that is not consistent with the child's best interests, placing the child as follows:</p> <ul style="list-style-type: none"> (a) in a location where the child can maintain contact with relatives and friends (b) in the same family unit as the child's brothers and sisters (c) in a location that will allow the child to continue in the same school.
(3)	<p>If the child is an Aboriginal child, the director must give priority to placing the child as follows:</p> <ul style="list-style-type: none"> (a) with the child's extended family or within the child's aboriginal cultural community' (b) with another aboriginal family, if the child cannot be safely placed under paragraph (a) (c) in accordance with Subsection (2), if the child cannot be safely placed under Paragraph (a) or (b) of this subsection.

OTHER POWERS AND DUTIES OF DIRECTORS (Section 93)	
(1)	<p>The director may do one or more of the following:</p> <ul style="list-style-type: none"> (a) provide preventive and support services for families to promote the purposes of this Act (b) make payments to a parent, or other person who has care of a child with special needs, to assist the parent or other person to purchase support services, other than health and medical benefits, so that the child can reside at home (c) establish support services for youths, including but not limited to safe house, outreach services, and supported living arrangements (d) establish residential services for children and youths (e) establish services to assist in the resolution of family disputes (f) establish services to assist communities to strengthen their ability to care for and protect their children (g) make agreements, including but not limited to agreements <ul style="list-style-type: none"> (i) with any person for the provision of residential or other services (ii) with a person who by an order under Part 3 has temporary custody of a child, for contributions to the child's support (iii) with an Indian band or a legal entity representing an Aboriginal community for the provision of services (iv) with the Government of Canada, the Government of a province of Canada or the Government of a jurisdiction outside Canada, or an official or agency of any of those governments to promote the purposes of this Act, and (v) with any ministry of the Government or any community agency if an agreement is necessary to integrate the planning and delivery of preventive and support services to families and children (h) promote and encourage the participation of the community in the planning, development, and delivery of services.
(2)	The director is authorized to receive any authority that

	<ul style="list-style-type: none"> (a) is delegated to the director by a government or child welfare authority, and (b) relates to a child in the custody or under the guardianship of that government or child welfare authority.
(3)	<p>The director must, in accordance with the regulations,</p> <ul style="list-style-type: none"> (a) establish a procedure for reviewing the exercise of the director's powers, duties, and functions under this Act, and (b) ensure that information about the review procedure is available to any person on request.

AGREEMENTS WITH CAREGIVERS (Section 94)

The director may, by agreement, authorize a caregiver to carry out any of the director's rights and responsibilities with respect to the care, custody or guardianship of a child.

HANDOUT #6

THE GUARDIANSHIP MODEL



HANDOUT #7**THE COMPREHENSIVE PLAN OF CARE**

The child's guardianship resource worker is responsible for ensuring:

- that a written, individualized, comprehensive plan of care is in place within thirty days of the decision to bring the child into care, and
- that the plan is reviewed and updated every six months thereafter while the child is in care (or more frequently if specified in the comprehensive plan of care or if circumstances arise that make a review necessary).

The comprehensive plan of care is developed in partnership by the child's resource worker with the caregiver, the child, and, where possible, with the child's parent and other appropriate persons.

The comprehensive plan of care includes information about

- the identity of the child (name, date of birth)
- the overall goal for the child
- the expected date of return to parents
- placement with extended family
- placement within Aboriginal community
- whether it is foster care or residential care
- independent living
- adoption
- assessment of the current status of the child's
 - health
 - education
 - identity
 - family and social relationship
 - social presentation
 - emotional and behavioural development
 - self-care skills

For each of the dimensions above the following is noted.

- current functioning
 - work required
 - desired outcomes
 - person(s) responsible
 - target date
 - date completed
 - comments
- the views and signature of the child, the caregiver, the child's resource worker, the child's parent (if appropriate), and any other appropriate planning participants

- a schedule for the review of the plan.

HANDOUT #8**STANDARD C.1 COMPREHENSIVE PLAN OF CARE IN STANDARDS FOR FOSTER HOMES**

STANDARD C. 1 Comprehensive Plan of Care

Each child or youth is entitled to have a written, individual, comprehensive plan of care which has been developed in consultation with the caregiver, the child, and where possible, their parents.

Commentary

The caregiver is expected to be informed about the child's circumstances and to participate in the development and reviews of the child's comprehensive plan of care. The caregiver will have certain responsibilities under the comprehensive plan of care, including keeping the child's social worker informed about developments concerning the child. Caregivers are expected to accept responsibility for only those aspects of the comprehensive plan of care that they are capable of carrying out.

Results for Children

- C. 1.1 Children confirm that, at or near the time of placement, the caregiver has provided an explanation for the placement based on the child's comprehensive plan of care and children confirm that they understand the explanation.
- C. 1.2 Children confirm that the caregiver has encouraged and assisted them to participate within their ability in the development and reviews of their comprehensive plan of care.
- C. 1.3 Children confirm that the caregiver has attempted to help them understand the role of professionals who work directly with them, either at home or elsewhere.

Caregiver Practices

- C. 1.4 The caregiver advocates for, and participates in, the development and reviews of the child's comprehensive plan of care.
- C. 1.5 The caregiver encourages and assists the child to participate within their ability in the development and reviews of their comprehensive plan of care.
- C. 1.6 Before or at the time of placement, the caregiver will have in their records the following information (if available from the child's social worker) to ensure the safety and well being of the child accepted into the home.

- a) the child's full name, gender, birth date, and legal status

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- b) the circumstances leading to the placement including:
 - 1) family information relevant to caring for the child
 - 2) cautions or restrictions on the child's activities or contacts, and
 - 3) the names and telephone numbers of family members or significant persons noted in the comprehensive plan of care who are available as supports to the child
 - c) the child's known interests, abilities, strengths, and presenting issues
 - d) the child's physical and emotional health and any health concerns, including required medications, allergies, dietary restrictions, and physical limitations
 - e) the name of the child's social worker, the district office and telephone number, and the name and telephone number of the social worker or office to call in the case of an emergency
 - f) the child's physician's name and telephone number and child's personal health number
 - g) the name of the school or day program where the child is enrolled or has been attending, and
 - h) specific routine monitoring of the child as identified in the comprehensive plan of care.
- C. 1.7 The caregiver keeps all information about the child and family confidential. The caregiver shares information only with other persons or agencies needed to carry out the child's comprehensive plan of care or as permitted by law.
- C. 1.8 In case of emergency placements or in other instances when the information outlined above is not known to the child's social worker at the time of placement, the caregiver cooperates with the child's social worker to obtain the information as soon as possible.
- C. 1.9 Before or at the time of placement, the caregiver discusses with the child's social worker the sleeping arrangements for the child to ensure that these arrangements meet the child's needs for adult supervision, safety, privacy, and adequate sleep.
- C. 1. 10 Before or at the time of placement, the caregiver discusses with the social worker (and the child's family as authorized by the child's social worker) the following:
- a) the care needs of child
 - b) the steps to be taken by the caregiver and by the child's social worker to meet these needs. Immediate care needs include emotional and physical safety, clothing, medication, continuity of school or vocational or day programs, and arrangements for impending appointments such as doctor's visits and court appearances
 - c) the involvement of the child's family in matters such as visits and telephone calls, including any conditions and restrictions
 - d) the involvement of any necessary support.

C. 1.1 1 At the time of placement the caregiver, in a manner that is sensitive to the emotional state and developmental level of the child

- a) introduces the child to the other members of the household
- b) shows the child the layout of the home and the child's sleeping area
- c) tells the child what the household routines, expectations, and rules are
- d) gives the child the opportunity to ask questions and discuss concerns
- e) attempts to help the child understand why he has been placed in the home, and
- f) attempts to help the child understand the roles of professionals who work directly with him, either at home or elsewhere.

C. 1. 12 Following placement, and on an ongoing basis, the caregiver provides the child's social worker with information about their experience with the child, including

- a) progress in the desired outcomes outlined in the comprehensive plan of care
- b) the child's current functioning in health, education, identity, family and social relationships, social presentation, and emotional and behavioural development;
- c) the caregiver's capacity to meet responsibilities under the comprehensive plan of care.

HANDOUT #9**TEAMWORK**

Characteristics of teamwork include the following.

- The focus is on the child's best interests.
- The child is recognized as part of the team.
- Each team member understands the roles and responsibilities of other team members and cooperates with them.
- There is a high level of coordination of services.
- Channels of communication are established to share essential information.
- Each team member assumes responsibility for maintaining the right of a child in care to privacy and holds shared information in confidence.
- There is shared planning for specific goals.
- There is continuous assessment of progress towards goals.
- Each team member supports the other; each team member feels important.
- Respect for individual points of view, values, culture, and concerns is demonstrated.
- People ask for help when needed.

HANDOUT #10**ROLE OF THE CAREGIVER**

(adapted from the British Columbia Federation of Foster Parent Associations)

The caregiver:

- cares for, nurtures, and loves the child.
- provides for the physical, emotional, and spiritual needs of the child.
- provides appropriate supervision and discipline.
- assists the child's worker in developing and reviewing each child's comprehensive plan of care.
- carries out the caregivers' responsibilities identified in the comprehensive plan of care.
- helps the child develop good habits and set realistic goals.
- respects, promotes, and supports the child's uniqueness, the child's family, and cultural heritage.
- in consultation with the child's worker, assists in planning for the child as well as connecting with community resources to help the child.
- communicates and works with the child's worker.
- cooperates with a plan to assist and/or involve the child's family.
- understands the importance of the child's connection to family.
- assists the child to understand their rights under the *Child, Family and Community Service Act* and actively upholds these rights.

HANDOUT #11**THE BRITISH COLUMBIA FOSTER CARE EDUCATION PROGRAM**

The BC Foster Care Education Program consists of a total of 53 hours of training on a range of foster care subjects. It is presented in 14 modules.

Series 1 consists of modules 1 - 8 for a total of 33 hours of curriculum. The first module, Caring for Children: Overview is recommended to precede all other modules. Participants can register for all the modules in Series I or for specific modules. Taking the modules in sequence maximizes the participant's learning experience.

Series 2, which contains the final six modules of the program, is spread over 20 hours.

Series 1 (36 hours/9 modules)

Series 1 consists of eight modules. Each module threads together core themes of teamwork, child and youth development, communications, guiding children's behaviour, family support, diversity and inclusion, and the Ministry of Children and Family Development's Guardianship Model. In many cases, modules will refer to or draw upon content from previous modules so it is recommended that Series 1 modules be taken in sequence below.

**Caring for Children: Overview
(S1-1) (3 hours)**

The first module provides an overview of the training program with an emphasis on the Ministry of Children and Family Development's Guardianship Model, the concept of teamwork, and the roles and responsibilities of those providing care to children. Common themes for successive modules are introduced. Themes include child and youth development, developing relationships and communication skills, guiding children's behaviour, supporting families, and respecting the diversity of children and families.

**Communication Skills and Self-awareness
(S1-2) 3 hours)**

This module addresses why effective communication skills are foundational to caregiving relationship with children, youth, families, and members of the child care team. The importance of how self-awareness impacts our communication and relationships with others is emphasized.

**Effects of Caregiving
(S1-3) (3 hours)**

Learners explore the possible impacts of caregiving on the foster family and on self. Relationships within neighbourhood and community are also discussed. The signs and sources of stress will be addressed, as well as methods for managing them.

**The Child's Family
(S2-5) (3 hours)**

This module emphasizes the importance of family to the child and promotes an understanding of the child's family. The caregivers role in working with and involving the child's family is explored.

**Observing, Recording, and Reporting
(S1-5) (3 hours)**

This module addresses the importance of communicating succinct, accurate, and relevant information to the child's worker and other professionals involved with the child. Participants will learn about the benefits and purposes of observing and recording, describe the differences between behavioural description and behavioural interpretation, identify what is relevant to record in a daily log, and discuss when to report relevant information to the appropriate member of the care team.

**Child and Youth Development
(S1 - 6) (3 hours)**

This module helps caregivers understand how children and youth develop and grow, and will explore potential influences on their development. Participants will learn how to support the growth and development of children and youth placed in their care.

**Attachment, Separation, and Loss
(S1 - 7) (6 hours)**

A child entering placement in foster care can experience separations from his parents, family members, and other significant people which can affect their development and behaviour. In this module, the learner will focus on understanding attachment and loss of attachment through discussion in small groups and through the use of case studies. Learners will also address to promote healthy attachments in the children/youth in their care.

**When Children Experience Abuse and Neglect
(S1 - 8) (6 hours)**

Learners will explore how to recognize the symptoms and indicators of abuse and neglect and the effect on children. Emphasis will be placed on learning ways to deal positively with reactions and feelings about child abuse and how to identify

and respond to the needs of abused and neglected children. Understanding how to support a child who is disclosing will be discussed.

**Guiding Behaviour of Children and Youth
(S1 -9) (6 hours)**

This module will introduce ways of understanding and guiding behaviours using a child/youth-centered approach. Learners will explore ways of understanding and being with children and youth where behaviours may present challenges for caregiver(s).

Series 2 (17 hours/5 modules)

While it is recommended that Series 2 be taken after completing Series 1, it is not a requirement.

**Cultural Responsiveness
(S2 - 1) (3 hours)**

Learners will explore how caregivers can welcome and be mindful of the diversity of children and youth-in-care. Learners will address the importance of maintaining cultural identity for children's healthy development and will learn supportive ways to respond to children's social and cultural experiences.

**Aboriginal Children in care
(S2 - 2) (3 hours)**

In this module, learners explore the importance of understanding and integrating the child's Aboriginal culture in ways that promote and enhance the well-being of Aboriginal children in care. Learners will address the variety of cultural heritages of Aboriginal people within their own region and will learn how to access local Aboriginal resources.

**Substance Misuse Awareness
(S2 - 3) (3 hours)**

Learners will explore the varying degrees of substance use, the indications of substance misuse, and the factors that may contribute to misuse. Participants will learn ways to assist and support a child or youth who misuses substances. Access resources dealing with substance misuse will be discussed.

**An Introduction to Fetal Alcohol and Neonatal Abstinence Syndromes
(S2 - 4) (3 hours)**

This module provides caregivers with some factual information about the effects of prenatal exposure to alcohol on the development of children. Neonatal Abstinence Syndrome will also be introduced. Attention will also be given to understanding the implications of caring for children whose development and behaviours may be

influenced by this condition and how to respond and support the needs of these children.

**Suicide
Awareness (S2 -
5) (5 hours)**

Through the use of lecture, experiential exercises, video and group discussions, emphasis will be placed on warning signs, risk assessment, response mechanisms, and where to get help.