

LEGISLATIVE REFERENCE LIBRARY
HQ799.72.M6 H46 1991

- Hennepin County emancipation foster



3 0307 00033 2331

60586
10
DHS

Hennepin County EMANCIPATION FOSTER HOMES PROJECT

A service provided by

Hennepin County Community Services
Community Resources Division
Child Resources Unit

with federal funds through

State of Minnesota
Department of Human Services
Family & Children's Services Division

HQ
799.72
.M6
H46
1991

The Hennepin County Emancipation Foster Homes project receives federal funds through Support for Emancipation and Living Functionally (SELF), Minnesota's Title IV-E-Independent Living program. The SELF Program is administered by the Department of Human Services, Family & Children's Services Division.

For additional information about the Emancipation Foster Homes project contact:

Hennepin County Community Services
Community Resources Division
Child Resources Unit
Minneapolis, MN 55415-2007
(612) 348-3195

OR

Department of Human Services
Family & Children's Services Division
Adolescent Services/SELF Program
444 Lafayette Road
St. Paul, MN 55155-3832
(612) 297-3635

TABLE OF CONTENTS

HISTORY	pg. 1
PROBLEMS ADOLESCENTS FACE WHEN EMANCIPATING FROM FOSTER CARE	pg. 2
INITIAL PLANNING	pg. 4
NEEDS ASSESSMENT	pg. 5
FOSTER PARENT SURVEY	pg. 5
SELECTION OF TRAINING FORMAT AND APPROACH	pg. 6
GRANT PROPOSAL	pg. 8
ILS FOSTER PARENT TRAINER	pg. 9
SELECTION AND TRAINING OF FOSTER PARENTS	pg. 11
CRITERIA FOR SELECTION OF EMANCIPATION HOMES	pg. 11
INTERVIEWING PROCESS OF SELECTED EMANCIPATION HOMES	pg. 13
FOSTER PARENT TRAINING	pg. 14
EVALUATION OF EMANCIPATION FOSTER HOME TRAINING	pg. 14
CURRICULUM	pg. 16
INTRODUCTION TO EMANCIPATION ISSUES	pg. 16
SESSION 1	pg. 21
SESSION 2	pg. 25
SESSION 3	pg. 28
SESSION 4	pg. 31
PROBLEM SOLVING - TECHNICAL ASSISTANCE	pg. 34
HANDBOOK FOR EMANCIPATION FOSTER HOMES	pg. 34
INDEPENDENT LIVING SKILLS ASSESSMENT	pg. 34
INDIVIDUAL LEARNING PLAN	pg. 34
CONCLUSION	pg. 34
APPENDIX	

History

HISTORY:

In April, 1986, Federal Legislation established an Independent Living Initiative under Title IV-E which was designed to:

- a. provide funding for services and activities to assist IV-E eligible adolescents 16 and over to make the transition from foster care to independent living; and,
- b. require individual assessments and case plan amendments, where appropriate, for those children.

The development of Hennepin County emancipation homes, specializing in providing independent living skills training to older adolescents, began in 1987 as a response to the need for those services and to the federal legislation.

After extensive determination of need, plans, and goals, Hennepin County project staff recruited and trained 15 specialized "emancipation" foster homes to teach youth independent living skills in a formal or experiential manner; to offer support and guidance; to assist in recording skill developments and deficiencies; and to provide a follow-up relationship with each adolescent for at least one year following emancipation. Staff defined emancipation as a planned discharge from foster care that would occur when the youth was prepared emotionally for independence and had developed the skills necessary to master life experiences. It was expected that some youth would emancipate at the legal age of 18, while others would need additional time or assistance.

The project also focused on sensitizing residential group care facilities throughout Minnesota to the emancipation needs of youth by offering training, materials, assessment tools, and follow-up consultation.

The purpose of this manual is to provide a description relating to the development of the emancipation foster care training program within Hennepin County. Hopefully, the experience and expertise which Hennepin County has developed can be utilized by other counties or organizations in developing their own related services.

While the needs and abilities of programs will vary depending upon their geographic location, number of staff, and community services available, our hope is that this manual will serve as a useful guideline to developing effective independent living skill programs for foster care youth.

Problems Faced By Adolescents Emancipating from Foster Care

PROBLEMS ADOLESCENTS FACE WHEN EMANCIPATING FROM FOSTER CARE

Nationally, the percentage of adolescents within foster care has continued to increase to the point that approximately 50 percent of the total foster care population is now made up of adolescents, while only a decade ago, adolescents comprised only 20 percent of this total population. Of these youth, an increasing number are remaining in the foster care system until the legal age for emancipation,¹ which in the state of Minnesota is 18.

For many youth in substitute care, the problems of emancipation are further compounded by prior rejections, unstable placements, poor interpersonal relationships, and a lack of emotional support from family. Such disruptions have prevented basic living skill learning from occurring in the natural course of events. For these reasons, assistance in learning and mastering the basic skills associated with independent living is even more critical for those youth living in substitute care.

With an awareness of the problems which adolescents face as they strive toward emancipation from substitute care, the Hennepin County Community Resources Division developed an Adolescent Living Skills Innovative Program to address the following problems:

1. Adolescents preparing to emancipate from foster care need to develop the basic skills typically associated with independent living.

Because adolescents in foster care have often experienced multiple placements, and are frequently under significant emotional stress, they may not develop or maintain support networks. These circumstances often prevent foster care adolescents from learning basic skills associated with daily living. Adolescents preparing for emancipation need to have the opportunity to develop those skills which are related to independent living prior to their leaving foster care.

2. Historically, the social service system has not adequately met the emancipation needs of adolescents in foster care. Special services for adolescents moving from long-term placements to independent living are relatively new to child welfare. Few states or counties include more than a modicum of training to

¹(Pasztor, E.; Clarren, J.; Timberlake, E; and Bayless, L. "Stepping out of Foster Care into Independent Living," Children Today, Vol. 15, No. 2, March-April 1986. pp. 32-35)

prepare foster parents to promote independent living among adolescents. Agencies need to create training programs for foster parents that could provide information about the developmental needs of older adolescents in foster care and the goals of independent living. Such programs would have to teach skills that prepare foster parents to support adolescents' growth toward self-sufficiency, as well as helping foster parents to work with volunteers and other community resources available to youth in foster care. There appears to be a need for public child welfare agencies to encourage service providers to modify their approaches for the type of living arrangements they are creating for children in substitute care. This can be accomplished through contract requirements, training of foster parents, and training of caseworkers to approach service delivery with the intent of encouraging youth to be involved in decision making, problem solving, and everyday tasks (e.g., helping with shopping, cooking, washing clothes) which will help prepare them to be self-sufficient adults.

Initial Planning

INITIAL PLANNING

In the initial phases of developing programming for adolescents who are preparing to emancipate from foster care, a number of planning meetings will be necessary. These organizational meetings will need to include individuals from Administration, Foster Care Licensing staff, and others who will be involved with planning for adolescents. These meetings will be used to explore the best options for developing emancipation foster care homes based upon the need of each different organization, considering its size, geographical location, staff composition, etc. Questions which need to be addressed include the following:

- What are the needs of older adolescents in foster care? What areas of training are needed for youth and foster parents in order to secure successful emancipation?
- Who is providing what services? What services and skills are being provided and taught to youth by foster parents and community agencies? What still needs to be provided and who will do it?
- Are specialized Emancipation Homes needed? If so, what qualifications, skills, and characteristics would they need? What steps would be necessary to develop such homes?
- How can our county meet the independent living skill needs of youth through the foster care system?

Needs Assessment

**Foster Parent Survey
Selection of Training Format & Approach
Grant Proposal
ILS Foster Parent Trainer**

NEEDS ASSESSMENT

Foster Parent Survey

A foster parent survey can provide an understanding of what levels of independent living skills youth in placement possess, and what types and levels of training are currently being provided by foster parents.

Developing and assessing a foster parent survey involve the following components:

1. Develop the survey. Design the survey in a way that enables foster parents to rate the levels of independent living skills that their adolescents possess, and the skills that they feel their youth are lacking in. A variety of independent living skills can be focused on, including:
 - cooking
 - home care
 - money
 - shopping
 - communication
 - resources
 - vocation
 - recreation
 - sexuality
 - interpersonal skills
 - parenting skills
 - pregnancy
 - transportation
2. Pilot the survey. Select a few different race foster homes who have had experience in working with adolescents and ask that they actually complete the survey for clarity and completeness. After any revisions or corrections have been made, assign a staff person to develop a cover letter that describes the purpose of the survey and directions in filling it out. Send copies to all current foster homes who are licensed to take adolescents between the ages of 15-18 with instructions to return the survey within a certain period of time. Follow up on those not returned by mail or phone.
3. Analyze the results of the survey. The results of the survey should provide information on what independent living skills foster care youth are lacking in as well as what skills foster parents are uncomfortable teaching or need assistance with. The survey can be a useful tool in making decisions on what kinds of training will need to be provided or highlighted.

The Hennepin County survey results indicated that foster parents perceived the overall emotional adjustment of youth in their care to be below average or very poor for 24 percent of youth in the 15 to 18 year old age group. Future plans were uncertain for 25 percent of the youth surveyed while 36 percent planned to emancipate directly from foster care. In the opinion of the foster parents, the youth in their care significantly lacked many of the basic skills related to independent living.

An equally significant finding from the survey indicated that 82% of the foster parents surveyed believed that independent living skills training, focusing on both "soft and hard" skills, should be provided to youth. Soft skills include the personal decision-making and communication skills necessary for relationship building, whereas hard skills involve negotiating the requirements of day-to-day living such as home and money management, health care, and transportation. This training was seen as being part of a team effort involving the foster parent and an outside training resource. Foster parents saw themselves as being actively involved in independent living skill training but did not view themselves as being the sole source of training to adolescents.

The survey assisted staff in assessing both problem areas and strengths within the foster care system. While the survey showed that teens in foster care possessed few of the skills needed for independent living, it also showed that foster parents had not or were uncomfortable allowing foster care youth to practice some skills in the home, particularly those related to money/credit, transportation, and information about sexually transmitted diseases. Most foster parents saw themselves as actively teaching independent living skills, and all believed that outside community resources should not teach independent living skills without involving the foster parent. This indicated that there could be a high potential for conflict between the foster parents and an outside agency unless a strong partnership was established.

On the positive side, most foster parents indicated a high positive regard for the youth in their care, suggesting a supportive relationship between the youth and their foster families. Since foster parents viewed themselves as actively involved in teaching skills and felt training should be a team effort, staff viewed the foster home as a strong ally in efforts to increase the emancipation skills of youth in placement. (See Attachment A in the Appendix)

Selection of Training Format and Approach

There are a variety of training materials and curriculums available on the instruction of independent living skills.

Organizations will want to select methods of training which fit their specific program needs and goals. Program goals will vary depending upon the client's needs, the number of staff and foster parents available to implement an independent living skills program, and what community resources are available.

The goal of establishing "emancipation" foster homes is to provide intensive care and treatment to youth by trained care providers within a home-like setting. The foster parents have the ability to help youth

develop the self-care, social, and academic skills that are necessary to live independently.

Ideally, training will enable the foster parents to:

- Teach and model independent living skills to adolescents.
- Work with agency representatives in assessing the adolescent's emotional development and maturity and in devising a permanence plan.
- Assist and support the adolescent as they make the transition to independent living.

One very complete independent living skills curriculum developed by Eastern Michigan University is called P.U.S.H. FOR YOUTH G.O.A.L.S. - Promoting Understanding, Support and Help to Youth Going Out and Living Successfully. The curriculum provides very detailed and comprehensive training materials to both adolescents and foster parents along with emphasizing the worker's role in creating a team approach. Staff are also available to provide training and consultation to programs interested in using the curriculum. (See Attachment B in the Appendix for information on how to contact Eastern Michigan University and other ILS resources.)

Determining Who Will Provide Training

Programs will want to determine if they will provide in-house training by workers who have attended independent living skill workshops or if they will contract with consultants who provide independent living skills training to agency staff and foster parents.

In order to coordinate services with other community resources, programs will also want to invite staff from residential treatment programs, treatment group homes, and any other facilities frequently used. Training can be used to assist providers in becoming increasingly knowledgeable and sensitive to the issues surrounding adolescent emancipation as well as provide an opportunity for providers to share program developments and insights.

Once training for service providers has been accomplished, a questionnaire should be developed in order to evaluate the training. Programs can use the information to continue evaluating effective methods of teaching independent living skills to adolescents, as well as to determine any changes or developments that may need to be made in future training.

Developing a Grant Proposal

Programs needing financial assistance in order to develop ILS services will want to investigate state and federal grant monies that are available. Monies may be available to cover the costs of training and materials, and the salary of a part-time or full-time staff person to coordinate services and provide ongoing training and support to foster parents.

The following are examples of program objectives:

Objective A. Family Services case managers; Community Resources licensing social workers, foster care trainer and resource coordinators; and staff from facilities which provide group care to older adolescents will participate in intensive training on emancipation issues and methods of teaching independent living skills to youth in placement.

Objective B. Specifically designated "emancipation" foster homes will receive intensive training to enable them to teach independent living skills to the youth in their care. The Foster Care Program will recruit and train foster parents, who will then be able to teach independent living skills, on an ongoing basis, to youth in foster care. Some of these foster parents will be current foster care providers with older adolescents already in placement. Others may be families who are new to the foster care program. These families must be willing to work as a team to help youth meet their emancipation goals, and to offer similar assistance to youth who will be placed in their homes in the future.

Objective C. Current and newly licensed foster parents who are eligible to accept 16- to 18-year-old youth will receive training designed to assist them in recognizing and responding to the emancipation issues of teens in their care.

Even if foster families are not willing to provide extensive training to adolescents, it is essential that they understand the emotional and practical problems faced by teens as they leave the foster care system for independent living. The foster care trainer will develop training designed to sensitize foster homes to emancipation issues, ILS resources, and ways that foster families can support their youth's acquisition of needed skills. Each foster family with a IV-E child in placement will be offered training, as well as other current foster families with older adolescents. Newly licensed foster parents who will be accepting teens in placement will be required to attend training during their first year in foster care.

Objective D. A difficulty of care rate range will be established for foster homes which provide special ILS training to IV-E and other youth in foster care.

The Foster Care Program will examine the types of care provided by emancipation foster homes and establish a range within which the individualized DOC rates will fall, and will initiate a DOC rate for all teens accepted into emancipation homes.

Independent Living Skills Foster Parent Trainer

Programs who will be developing a staff position to coordinate training and integration of the emancipation program into the overall foster care program may want to include some or all of the following responsibilities into their job description.

- A. Develop and implement an orientation session designed to sensitize current and new foster parents to the emancipation issues of adolescents in foster care.
 - 1. Review available materials related to the emancipation issues of teens in foster care.
 - 2. Discuss foster parent training needs related to emancipation with: The grant manager, 3-4 experienced foster families, licensing social workers, placing workers, private foster care agency staff.
 - 3. Work with foster care program staff and supervisors to determine how the emancipation orientation session will be integrated into the overall foster care program, i.e., target trainees, voluntary vs. "mandatory" requirement for current vs. new foster homes, scheduling, frequency.
 - 4. Develop a training orientation package, i.e., define goals, format, content, site(s), equipment, materials to be produced or purchased, etc.
 - 5. Schedule and conduct orientation training session(s).
- B. Revise and implement a pre-packaged series of intensive workshops designed to train specially designated foster parents to teach independent living skills to adolescents.
 - 1. Discuss training content/approaches with licensing social workers, the current foster care trainer, private foster care agency, 1-2 foster families.

2. Reserve training site(s), schedule training.
 3. Contact each foster family selected for intensive ILS training to discuss mutual goals, expectations, concerns, ideas, etc.
 4. Contact the licensing social workers for the selected foster homes, to discuss goals, expectations, concerns, ideas, etc.
 5. Schedule and conduct ILS training sessions.
- C. Provide or arrange follow-up consultation/technical assistance to special ILS foster homes.
1. Contact each ILS home approximately 30 days after training to discuss progress, additional training needs, barriers to implementing ILS training with the youth in their care, concerns, etc.
 2. Provide or arrange additional group or one-to-one problem-solving or training sessions as needed.
- D. Evaluate the impact of ILS training sessions on foster parents.
1. Construct a questionnaire (written or interview) based on increased content knowledge, behavior or attitude change and/or satisfaction.
 2. Review questionnaire with program staff and DHS grant staff. Modify as appropriate.
 3. Administer the questionnaire to foster parents who participate in ILS training.
 4. Summarize results.
 5. Recommend any modification in training and/or agency support necessary to achieve ILS training goals.

Training

Criteria for Selection of Emancipation Homes
Interviewing
Foster Parent Training
Evaluation of Emancipation Foster Home Training

SELECTION AND TRAINING OF FOSTER PARENTS

Criteria for Selection of Emancipation Homes

In selecting emancipation foster homes, program staff will want to meet with licensing social workers in order to develop a list of culturally diverse foster parents who have the expertise and willingness to work with adolescents.

It is important as well that foster parents who are selected to specialize in teaching independent living skills have the ability to allow adolescents to develop independence at their own pace, and are willing to maintain a relationship with each adolescent for at least one year following emancipation from foster care. Emancipated youth need special people who they can return to with questions, concerns, and current problems.

Other criteria that programs may want to look at are:

- Foster homes who have been licensed for at least one year.
- Foster homes who have no complaints, or who have not had any in the past year.
- Foster parents who would be able to commit to emancipation training.

Programs may want to develop a committee that will meet to review the foster homes that licensing workers have identified as meeting the defined criteria. Committee members might include licensing social workers, resource coordinators, foster care trainers, and the independent living skills foster parent trainer, if one has been hired at this point. (See Attachment C in the Appendix)

The following is an example of expectations and reimbursement rates developed for emancipation foster home programming.

Clients

Those individuals who would be referred to emancipation foster homes would be between 16 to 18 years old and would be anticipating emancipating directly from foster care.

Emancipation Home Training Expectation

- Foster parents who would be interested in specializing in work with adolescents preparing to emancipate would receive extensive training.

- Following the training sessions, ongoing consultation to foster homes would be available through the Independent Living Skills Trainer, as necessary.
- Foster parents completing the training course would be expected to work very closely with adolescents in their care to provide training, guidance, support, etc., to each youth as they work to develop the basic skills necessary for independent living. Foster parents would be involved with providing training directly to youth, overseeing skill development, assisting youth in completing independent living skill exercises, recording areas of skill development or deficiencies, serving as a resource person, and functioning as part of a "team" assisting each adolescent in preparing for emancipation. It is anticipated that a minimum of two to three hours per week would be spent by the foster parent in emancipation-related training with each adolescent in their care.

Foster Parent Background

Foster parents interested in becoming "emancipation specialists" should meet the following criteria:

- Have had at least 12 months of experience as a licensed foster home and during this time period have had at least one placement.
- Have had prior experience in work with adolescents. Prior experience may include having worked with adolescents in a human service or health care area, having parented an adolescent, etc.
- Have no current outstanding complaints.
- Be willing to attend and complete training sessions.
- Be willing to follow through with training and other emancipation-related expectations which exist for these specialized homes.

Follow-Up Expectation

- Foster parents would be expected to maintain a follow-up relationship, for a period of one year, with any adolescent who actually emancipates directly from their home.

- The minimum expectation would be a monthly contact which could be by phone or in person and which could be initiated either by the foster parent or adolescent. Foster parents would be expected to maintain a written record of contacts. Foster parents are encouraged to make more frequent contacts than once a month whenever feasible.
- Foster parents are also encouraged to make contact with emancipated youth during holiday season and on the youth's birthday as these days are often the most difficult for youth without family involvement.
- It is anticipated that emancipated adolescents would use foster parents who have worked closely with them as continuing resources. Emancipated youth need a place and special persons who they can return to with questions, concerns, and current problems, especially during the early phase of emancipation.

Reimbursement - Difficulty of Care Rate

- DOC rates are determined by the difficulty of the care which must be provided by foster parents. Factors which are considered in establishing a DOC rate include the child's special emotional needs, transportation demands, the foster parent's involvement in therapy or other service delivery, requirements for charting the child's behavior, etc. Similarly, those foster families which provide extensive training in cooking, shopping, personal care, budgeting, etc., should receive an appropriate DOC rate, based upon their involvement with the county, community resources, and their foster youth. This rate only applies to youth who are not returning home but will be emancipating from foster care. Younger adolescents who are placed in emancipation homes will receive the emancipation rate when they become 16 years of age if the plan is for them to emancipate from foster care rather than return to the family. The only exception would be if a child's social worker decides they should not participate in the program.

Interviewing Process of Selected Emancipation Homes

Interviews should be scheduled with each foster parent who has been selected and has agreed to participate in the program. The purpose of the interview is to discuss the expectations that have been set for emancipation foster homes, and the type of training and materials that will be used. If an individual has been hired to coordinate the program, the responsibilities and expectations of that position should

also be discussed with foster parents. Foster parents will want the opportunity to ask questions, raise concerns, and finalize their commitment to receiving the training necessary to become a specialized emancipation foster home.

Foster Parent Training

Foster parent training can be provided through several consecutive intensive workshops. Daytime and evening training should be offered in order to accommodate foster parents' demanding schedules.

Programs will want to consider offering two segments of training, the first being a general training program for all foster families with 16 to 18 year old adolescents. The focus of this initial training should be on enhancing foster parents' understanding of emancipation issues, knowledge of resources, and skills to support and encourage adolescents' development of independent living skills. This training segment can be offered or required on an ongoing basis to current and newly licensed foster parents who will be accepting teens in placement but may not become specialized emancipation homes.

The second segment of training should cover a wide range of subjects including: self-help skills, job seeking, home management, decision making, health, money management, etc.

The curriculum in the following section reflects two segments of training; Introduction to Emancipation Issues, and 4 training sessions designed to increase foster parents' knowledge and skills in understanding and supporting youth as they make the transition to independent living.

Evaluation of Emancipation Foster Home Training

Developing an evaluation form for foster parents to assess the training they have received can aid programs in determining what facets of training were effective and what areas of training still need to be addressed. Programs will want to learn what skills foster parents feel unable to teach so that ongoing education and training can be offered, both individually to foster parents and through group activities such as an emancipation foster home support group. (See Attachment D for an example of such an evaluation form).

Curriculum

Introduction to Emancipation Issues

Session 1

Session 2

Session 3

Session 4

CURRICULUM

The following training sessions are a condensed version of materials taken from all four workbooks of the P.U.S.H. For Y.O.U.T.H. G.O.A.L.S. Curriculum.

Introduction to Emancipation Issues is a 5-hour training session that can be used to sensitize foster parents to some of the unique emancipation issues that foster care youth face.

The remaining four training sessions were developed in order to provide initial training to foster parents who had agreed to begin providing specialized services to adolescents who would be emancipating from their homes.

Because the scope of learning and teaching independent living skills is so broad, foster parents and service providers will continue to need ongoing education and training.

INTRODUCTION TO EMANCIPATION ISSUES

OBJECTIVES:

1. Increase understanding of the meaning of independent living skills in terms of what is essential for youth to know in order to live on their own today.
2. Increase knowledge of community resources available to youth.
3. Increase understanding of behaviors that some youth display that can have serious consequences for their lives.
4. Increase skills in helping foster parents use the teaching of self-help skills as a way of enhancing youths' self-esteem and ability to make positive choices and decisions.

METHODS:

1. What independent living skills are essential in order for youth to be able to live on their own. Have foster parents discuss what skills they view as essential for youth to live on their own. Have them discuss any concerns they have for their foster care youth living on their own. Develop a list prior to this class of what staff and young adults who are now living on their own say are essential skills to have in order to live independently.
2. Community resources for young adults. Discuss and make a list of community resources that assist youth with independent living. Discuss the importance of encouraging youth to practice assessing what areas they need assistance in and how to locate community resources that will aid them.
3. Developing and implementing individual learning plans for adolescents. Provide a mini-lecture on working with the youth, placement social worker and foster parents to assess a youth's skills, interests, abilities and aptitudes. Discuss using this assessment to develop and implement a plan that will optimize a youth's preparation for emancipation.
4. Videodisc - Teenscope - You Can Make It! Show video and discuss the choices and decisions needed for budgeting, housing, and employment.
5. Why youths engage in problematic behaviors. Discuss the reasons for youths engaging in problematic behavior and what the consequences might be. Discuss ways we can help youth learn to make decisions for themselves and feel they have choices.

6. Avoiding exploitation. Discuss the reasons that young people might continue in relationships that are exploitive. Discuss the laws that protect individuals from sexual exploitation and harassment, and ways to leave relationships.

INTRODUCTION TO EMANCIPATION ISSUES

I. Involvement - Ask foster parents about their involvement with adolescents.

- Year or less
- 1-5 years
- 10-15 years
- Over 15
- Adolescent under 16 in your home now
- Over 16
- Have parented an adolescent

II. Interview - Ask foster parents to give brief responses to the following questions

- Family background and current family
- One thing you like about job
- One thing you do for fun
- One thing that you believe

III. Introductions

IV. Describe the List of Topics We Will Be Covering

- 10 minutes
- What independent living skills are essential
 - Choices and consequences
 - I'm interested in finding out what things you feel are essential for a youth to know if they are going to live on their own?
 - Show lists from staff and kids who describe what they think are essential.
 - Go over assessments and individual learning plans.
 - Make a list of all community resources that assist youth with independent living skills. Discuss the importance of helping youth to assess what they need assistance with and how to locate community resources.

Break

V. Videodisc - "Teenscope -- You Can Make It!" and discussion.

1 hour

- Exercise
- budgeting - want ads - paying the bills
 - housing
 - jobs

Questions

How do you feel about checking accounts? Savings accounts?

One of the hardest items to teach is budgeting because it involves so many skills/concepts

Choices / Goals / Long-term thinking
Living within a budget
Delay - Here and now

Lunch

VI. What are some of the things youths seem to do that could have very serious consequences for their lives?

- Sexual activity
- VD
- Pregnancy
- Substance use
- Risk-taking behavior
- Depression and suicide
- Stealing
- Shoplifting
- Violent behavior

VII. Mini-Lecture on Consequences

Are these problems worse today? Why?

Why do youth become involved in activities that might be dangerous?

- Thrills
- Experiment
- Rebellious
- Immune
- Don't understand the consequences
- Impulsive
- Don't think the consequences are bad
- Peer pressure

How can we stop youths from behaving in ways that are dangerous?

- Limits - rules
- Punish
- Increase self-esteem
- Teach them about consequences and how to make wise decisions

- Reward appropriate behavior

Do any foster parents have successful experiences teaching a child to make wise choices and decisions?

- Stop and think
- Think through all the positive and negative consequences - Make their decisions on the basis of the positive versus the negative consequences
- Feelings on the situation

Break for 10 minutes

VIII. Why might young people feel they have no choices?

- Overwhelmed by feeling
- Concrete impulsive
- Do not know consequences
- Control behavior
- Lack experience

One of the most important choices we can make is the choice of people we will spend our time with

Why might young people continue in a relationship that is exploitive?

- Feel can't find anyone better
- This is the way it is for everyone
- Afraid to be alone
- Love - can't imagine life without that person
- Put up with anything if they only have someone to love them
- Abuse - Isolation

How do you break off a relationship with someone who is exploitive?

- Confront them
- Court order/shelter
- Be very clear

How do you feel about youth becoming sexually active at a relatively young age?

Discussion

Hand out evaluations on this session

SESSION 1
FACTS ON YOUTH LEAVING FOSTER CARE
DEVELOPMENTAL STAGES
STAGES OF EMANCIPATION

OBJECTIVES:

1. Increase understanding of difficulties youth face when leaving foster care.
2. Increase knowledge of adolescent developmental and emancipation issues.
3. Increase skills in helping foster parents work with youths around emancipation skills.

METHODS:

1. Sharing our first experience leaving home. Have foster parents discuss their first experience leaving home. What were their feelings, what was the situation.
2. In what ways might these feelings be different for a youth who is leaving foster care? Discuss feelings youth might have leaving foster care, emphasizing that all foster care youth have already left home once, and many may have had to leave many homes.
3. Difficulty foster care youth face as adults. Discuss facts on youth leaving foster care and the reasons for difficulties foster care youth face.
4. Discuss assessing the development of youth in terms of physical and social changes adolescents go through as well as emotional, cognitive and moral development.
5. Provide a mini-lecture on the stages of emancipation and discuss ways that foster parents can support and assist youth through the different stages.

EMANCIPATION FOSTER HOME TRAINING

SESSION ONE - FACTS ON YOUTH LEAVING FOSTER CARE DEVELOPMENTAL STAGES STAGES OF EMANCIPATION

INTRODUCTION: Share our first experience leaving home.

Summarize:

In what ways might these feelings be different for a youth who is leaving foster care?

- Relieved not to be in foster care
 - Ashamed or guilty about foster care
 - Chance to return to biological parents
 - No one who cares for them
 - Lack of family
1. All foster care youth have already left home once, and many may have had to leave many homes.
 2. The majority of children in foster care are not formally prepared for living independently; literally children one day and adults the next. Poor transition to independent living.
 3. Because we live in a complex world with a difficult economy we need good decision-making skills and job skills.
 4. Ten years ago 20% of children in foster care were adolescents. Today 50% are adolescents.
 5. What are your concerns about your foster child living independently?

Difficulties Foster Care Youth Face as Adults

- 1 out of 3 live below the poverty line
- 50% needed mental health services
- higher than average divorce rate
- higher problems with pregnancies and births
- Difficulties due to behavior problems, aggression or passivity, rejections, low self-esteem.
- Great need for formal training in ILS - more than cooking, cleaning and laundry.
- Need information on -
 - Daily living
 - Cultural background and records
 - Decision making and communication skills
 - Educational screening and evaluations

- Counseling - relationships
- Self-esteem - image present to others
- Follow-up

Assessment - a place to start. Discuss community resources.

- Development - how do they learn best? Helpful to look at teen's development in all areas - are there areas they are lagging in?
- Difficulties in development due to abuse - as opposed to normal adolescent development (moodiness, rebellion, etc.)

1. Rapid changes in all areas of development for adolescents

- Physical
 - sexual identity, sexuality, sense of identity
 - body changes
- Social
 - redefining relationship with parents
 - leave shelter of family - identify with peer group
 - family - change - gradually release control of young person
 - leave protection of peer group - one to one relationship
 - independent emotionally from parents

Emotional Development

Self concept/developing competence

Learning to identify feelings

Express anger > ask for affection

- Ericson (Developmental stages)

Trust	-	Mistrust	>	Infancy
Autonomy	-	Shame	>	Toddler
Initiate	-	Guilt		Explore environment
Industry	-	Inferiority		School
Identity	-	Role Diffusion		Adolescent
Intimacy	-	Isolation		Young Adult

Cognitive Development

Major change in the way individual solves problems

Concrete learning	to	Abstract
Real	to	Possible
What is	to	Might be

Moral Development

Related to cognitive

<u>Pre-Conventional</u>	rules inflexible fear of punishment - consequences
<u>Conventional</u>	judgements made - society expects rules are flexible
<u>Principled Morality</u>	post-conventional universal principles internalized

Emancipation Stages - depression - common

- for youth preparing to leave > masked by anger - aggression
- face loss - letting go - change - stressful experience
- moving - graduation - loss of friends - little family support
- sleep disturbance - difficulty concentrating - eating less, low-despondent feelings

STAGES

Anxiety - letting go - vague fears - easily frustrated

Elation - involved - freedom 1-2 months

ends when faced with natural consequences (loss of job, eviction, school failure)

Fear and Loneliness

No money - skills lacking - housekeeping a chore

Quiet Confidence - make plans, think out solutions

WHAT FOSTER PARENTS CAN DO

- non-judgmental support
- stay out of power struggles
- avoid lecturing
- heavy doses of positive reinforcement
- turn negatives into positives

SESSION TWO
CHOICES AND CONSEQUENCES
DECISION MAKING

OBJECTIVES:

1. Reinforce understanding of skills adolescents need before leaving foster care.
2. Increase knowledge of the different types of consequences resulting from negative or positive behavior (natural, social, legal, emotional).
3. Increase understanding of why youth may feel they have no choices.
4. Increase skills in decision making.

METHODS:

1. Summarize skills adolescents need before leaving foster care. Review the list of skills developed from Introduction to Emancipation Issues that foster parents felt were essential for youth to learn.
2. Review Goals Workbook on learning to teach youth to assess various types of consequences, identify and label their feelings, and make choices based on potential consequences.
3. Discuss the different kinds of consequences resulting from positive and negative behavior - natural, social, legal, and emotional.
4. Discuss the reasons why young people may feel they have no choices. Discuss reasons foster care youth may feel they have no choices or control.
5. Divide into small groups. Develop different role plays where a decision needs to be made and have foster parents go through the steps of decision making.

EMANCIPATION FOSTER HOME TRAINING

SESSION TWO - CHOICES AND CONSEQUENCES DECISION MAKING

1. Questions
2. Give information on community resources
3. Summarize skills adolescents need before emancipation
4. GOALS workbook - choices and consequences pg. 1-2 of P.U.S.H. for Youth G.O.A.L.S.
5. What are some of the things youths seem to do that could have serious consequences? pg. 3

Behavior - consequences - positive or negative

Natural - happens without anyone doing anything - don't eat - get hungry

Social consequences - result from way others treat us
don't go to work - get fired
gossip - angry - lose friends

Legal consequences - prison - jail - fines - eviction

Emotional consequences - those we feel inside - lie - feel guilty

6. Choices - Young people often do not see them - feel they have no choices or control over their behavior

Why might young people feel they have no choices? What are reasons that foster care youth might feel they are not in control?

1. Much of their life, people may have told them where they were going to live regardless of their wishes.
2. Their families may have been overwhelmed by loss, substance abuse, emotional illnesses or other situations that made them appear out of control.
3. They may have a distorted sense of consequences.
4. They may be overwhelmed by emotional problems.

7. Decisions

- List choices
- Look at consequences

- Get more information
- Maximize positive outcomes

8. Small group discussion - make a decision on a role play.

SESSION THREE
LEAVING HOME
TEACHING PROBLEM SOLVING
VALUES

OBJECTIVES:

1. Increase skills in teaching youth to problem solve.
2. Increase awareness of one's own values and how they may affect working with youth on different issues.
3. Increase knowledge and skills in preventing abusive or exploitative relationships.

METHODS:

1. Review previous information on leaving home.
2. Review the different kinds of consequences - natural, social, legal, emotional. Break into small groups and have foster parents discuss the situation given and problem solve. Have them discuss ways we can teach problem-solving to youth.
3. Have foster parents reflect on and discuss their own values in terms of alternate life styles, sexuality, living together, etc.
4. Reasons youth may stay in abusive relationships. Discuss reasons they may stay, and then have foster parents come up with ways we can help prevent youth from getting into abusive relationships.
5. Leaving relationships. Discuss how you break off a relationship with someone you no longer want to spend time with. Then discuss ways to break off an exploitive relationship.

EMANCIPATION FOSTER HOME TRAINING

SESSION THREE - LEAVING HOME TEACHING PROBLEM SOLVING VALUES

1. Discuss Difficulty of Care rates
2. Questions - evaluations - exchange phone numbers
3. Introduction on leaving home
 - Think about your first experience leaving home
 - What age? What were the feelings?
4. Review consequences

Natural	>>	
Social	>>	Example of DWI - using alcohol
Legal	>>	Driving a car with no insurance
Emotional	>>	
5. Decision making

Choices
Look at consequences
Make the best choice - minimize negative consequences, maximize positive
6. Situation - Break into small groups
 - You are an adolescent again. There is a dance at another school - you need to get invited by someone who attend the school - all of your friends are going. You get invited by someone who you really do not like. What would you do?
 - Can you think of informal ways to teach problem-solving?
7. Values
 - Is masturbation normal - OK
Limits
 - Alternate Life Styles
 - How do you feel about homosexuality? Gay/lesbian
Could you work with a youth who has chosen a gay lifestyle?
 - How do you work with young people whose values are very different than yours?
 - How do you feel about young people living together?
 - How do you feel about youth becoming sexually active at a relatively young age?

8. Preventing abusive - exploitative relationships. Discuss the reasons young people might continue in an abusive relationship.

1. Feel they can't find anyone better.
2. Feel they are not worthy of anyone's attention.
3. Afraid to try it on their own.
4. Feel they will put up with anything if they can only have someone to love them.

How do you break off a relationship with someone who is exploitive?

- Confront them
- Court order/shelter
- Be very clear

How can adults help young people break off relationships?

1. Listen carefully and allow the young person to explore their own feelings.
2. Don't try and force the young person to break off the relationship unless it is dangerous.
3. Encourage exploration of different consequences and evaluation of their meaning.

9. Evaluations

SESSION FOUR
ALCOHOL AND DRUG USE

OBJECTIVES:

1. Increase knowledge in recognizing when a youth may have an alcohol or drug problem.
2. Increase knowledge of dynamics and feelings in a dysfunctional family where there is chemical dependency, mental illness, or addictive behavior.
3. Increase knowledge on ways to prevent chemical dependency by helping children develop positive feelings about themselves and through information on chemical dependency.

METHODS:

1. Recognizing when a youth has a drug/alcohol problem. Discuss warning list - have foster parents add to if they wish.
2. Intervention. Discuss ways to intervene if they feel their youth is abusing drugs/alcohol.
3. Rules in a dysfunctional family. Discuss feelings and interactions in a dysfunctional home. Have foster parents discuss how their foster care youth may have learned to feel about themselves.
4. CD Prevention
 - A. List ways youth can get information about drugs and alcohol - local programs.
 - B. Identify feelings, what are choices and consequences in drug use, self-esteem.
5. Helping youth improve their self-esteem. Discuss areas that involve our self-esteem: sense of power, uniqueness, connectiveness, sense of morals/values.

EMANCIPATION FOSTER HOME TRAINING

SESSION FOUR - ALCOHOL AND DRUG USE

1. Recognizing when a youth has a drug problem or alcohol problem. Discuss the following changes in behavior and interaction that may take place:
 - A. Possession of drug-related paraphernalia such as pipes, rolling papers, butane lighters, etc.
 - B. Changes in choice of friends, lowered performance in school or at work.
 - C. Change in sleeping habits.
 - D. Change in eating habits - gained or lost a significant amount of weight within 6 months.
 - E. Overly defensive or withdrawn.
 - F. Neglect of basic grooming habits, unhealthy appearance, dilated pupils, bloodshot eyes.
2. Intervention

Discuss ways to intervene if a youth is abusing alcohol/drugs:

 - education on CD and possible evaluation
 - outline of action if plan fails to solve problem
 - linking with other resources - school counselor, CD counselor, Ala-Teen, etc.
3. Rules in a dysfunctional family where there is chemical dependency, mental illness, or addictive behavior. Discuss the following rules children learn to survive in a dysfunctional family:
 - A. Don't Talk - Deny the problem exists, keeping the family problems a secret - children learn to lie because the rest of the family does so by covering up and denying that a problem exists.
 - B. Don't Trust - A dysfunctional family system is based on shaming, blaming, and criticizing. It is too risky to share one's thoughts or feelings to people who may put you down or use them against you later.
 - C. Don't Feel - Common feelings of family members are fear, anger, hurt, shame, insecurity, guilt, and inadequacy. Expressing feelings is discouraged, ignored, and made fun of.

4. CD Prevention

Discuss ways for youth to get information and education on CD issues:

- Ala-Teen
- Adult Children of Alcoholics

What other ways could chemical dependency be prevented?

- Learning to identify and talk about feelings
- Reviewing choices and consequences with drug use
- What are the emotional consequences
- Positive self-esteem - helping kids feel good about themselves

5. Helping youth improve self-esteem - Discuss things foster parents can do - help youth know that:

- A. They can develop a sense of power - they have control in their lives
- B. A sense of uniqueness - tell them what they are good at - where they are special
- C. A sense of connectiveness - help them know they are a part of "something larger" - a part of your family
- D. A sense of morals/values - exposing them to a variety of cultures, ideas, ways of thinking, customs, etc.

Problem Solving - Technical Assistance

**Handbook for Emancipation Foster Homes
Independent Living Skills Assessment
Individual Plan
Conclusion**

PROBLEM SOLVING - TECHNICAL ASSISTANCE

Handbook for Emancipation Foster Homes

In order to address questions or problems that new emancipation foster homes might have, handbooks can be developed to describe the placement of adolescents into emancipation homes, rate of pay, and the roles and expectations of Foster Parents, Placing Social Workers, Licensing Social Workers, and the ILS Foster Parent Trainer. (See Attachment E in the Appendix)

Independent Living Skills Assessment

When adolescents enter into an independent living skills program they will need assistance in assessing what current skills they have and what skills they still need to learn. Have each adolescent fill out a detailed assessment questionnaire prior to developing an individual learning plan. (See Attachments F and G in the Appendix)

Individual Learning Plan

In order to assist youth and foster parents in prioritizing goals and assessing skills, develop a checklist to describe individual learning plans. Each individual learning plan includes an assessment of what skills the youth already has and what skills need improving, what skills the youth wants to learn, and how much supervised time that youth will need to complete their goals. A questionnaire for the adolescent and foster parent should also be utilized to measure living skills and to assess the emotional, physical, and social development of the youth. (See Attachment H in the Appendix)

CONCLUSION

Developing emancipation foster homes will require flexibility, teamwork, and frequent program evaluation.

The hope is that the information presented in this manual will assist agencies in developing programs within their own system.

The manual can serve as a developmental framework for establishing specialized foster homes oriented towards helping to prepare youth for daily living challenges.

Appendix

Sample A: Survey Sample

Sample B: ILS Curriculum & Other Resources

Sample C: Emancipation Home Screening Form

Sample D: Training Evaluation Form

Sample E: Handbook For Emancipation Home Providers

Sample F: ILS Assessments

Sample G: Emancipation Foster Home Checklist

SURVEY EXAMPLE

FOSTER PARENTS: Please review the following example carefully before beginning to complete the survey. Please note that most questions will require two separate responses as in the example below. In some instances more than one response may seem to apply. In these situations select the one that seems most appropriate for the category.

Foster Child Skills

- 1 = Has the skill
- 2 = Learning the skill, but needs assistance yet
- 3 = Lacks the skill
- 4 = Have not observed/don't know

Foster Parent Opportunity to Train

- 5 = Have taught the skill
- 6 = Currently teaching & supervising development of this skill
- 7 = Have not taught this skill
- 8 = Allow youth to practice this skill on their own
- 9 = Prefer youth not to practice this skill on their own

EXAMPLE SITUATION:

Your foster child is currently learning to wash and dry his or her own clothes but is not always certain how to correctly do the washing and drying and so you continue to wash them; give advice, or assist occasionally. Please review the above Response Key and note that in this particular situation you would answer the following question in this manner:

FOSTER CHILDClothesFOSTER PARENT

2A. 1 2 3 4 Washes/dries own clothes 5 6 7 8 9

If they had the skill but you prefer that it not be practiced in your home you would answer the same questions in the following manner:

FOSTER CHILDClothesFOSTER PARENT

2A. 1 2 3 4 Washes/dries own clothes 5 6 7 8 9

FOSTER PARENT SURVEY FORM

Directions: Please circle one appropriate response for each item.

1A. Age of foster child: 15 16 17 18

1B. Sex of foster child: M F

1C. Race of foster Child:

- | | |
|-------------------|--------------|
| 1 Black | 4 Hispanic |
| 2 Caucasian | 5 S.E. Asian |
| 3 American Indian | 6 Oriental |

1D. Type of foster home:

- 1 Group Family Foster Home
- 2 Interim Foster Home
- 3 Restricted Foster Home

1E. Race of foster parent completing form:

- | | |
|-------------------|--------------|
| 1 Black | 4 Hispanic |
| 2 Caucasian | 5 S.E. Asian |
| 3 American Indian | 6 Oriental |

1F. What are the plans for this foster child when they leave your home?
(circle appropriate number)

- 1 Independent living
- 2 Return to birth home/extended family
- 3 Plans to live with foster family
- 4 College dormitory
- 5 Armed Services
- 6 Uncertain at the present time

Skills Assessment Section

Directions: For each category please circle the one response which seems most appropriate. Please remember to refer to the Response Key provided below for each category.

Response Key

Foster Child Skills

Foster Parent Opportunity to Train

- 1 = Has the skill
- 2 = Learning the skill, but needs assistance yet
- 3 = Lacks the skill
- 4 = Have not observed/don't know

- 5 = Have taught the skill
- 6 = Currently teaching and supervising development of this skill
- 7 = Have not taught this skill
- 8 = Allow youth to practice this skill on their own
- 9 = Prefer youth not to practice this skill on their own

FOSTER CHILD

Clothes

FOSTER PARENT

	1	2	3	4		5	6	7	8	9
					Washes, dries and puts away own clothes					
2B.	1	2	3	4	Knows basic techniques of sewing and can make minor repairs such as sewing on a button, etc.	5	6	7	8	9

Personal Care

3A.	1	2	3	4	Maintains basic hygiene; bathes, washes hair, etc., regularly	5	6	7	8	9
3B.	1	2	3	4	Responds to symptoms or illness	5	6	7	8	9
3C.	1	2	3	4	Makes own doctor and dental appointments	5	6	7	8	9
3D.	1	2	3	4	Has knowledge of basic first-aid procedures	5	6	7	8	9
3E.	1	2	3	4	Knows emergency procedures for fire, tornado, 911	5	6	7	8	9
3F.	1	2	3	4	Eats well-balanced diet	5	6	7	8	9
	1	2	3	4	Regularly gets necessary sleep/rest	5	6	7	8	9

Foster Child Skills

- 1 = Has the skill
- 2 = Learning the skill, but needs assistance yet
- 3 = Lacks the skill
- 4 = Have not observed/don't know

Foster Parent Opportunity to Train

- 5 = Have taught the skill
- 6 = Currently Teaching and supervising development of this skill
- 7 = Have not taught this skill
- 8 = Prefer youth to practice this skill on their own
- 9 = Prefer youth not to practice this skill on their own

FOSTER CHILD**FOSTER PARENT****Cooking**

4A.	1	2	3	4	Helps prepare family meals and could cook meal independently	5	6	7	8	9
<hr/>										
4B.	1	2	3	4	Uses recipes	5	6	7	8	9
<hr/>										
	1	2	3	4	Follows safety procedures	5	6	7	8	9
<hr/>										
4D.	1	2	3	4	Cleans up kitchen	5	6	7	8	9
<hr/>										
4E.	1	2	3	4	Stores leftovers appropriately	5	6	7	8	9
<hr/>										
4F.	1	2	3	4	Knows how to check for or identify spoiled foods	5	6	7	8	9
<hr/>										
4G.	1	2	3	4	Assists in meal planning	5	6	7	8	9
<hr/>										
4H.	1	2	3	4	Assists in grocery shopping	5	6	7	8	9
<hr/>										
4I.	1	2	3	4	Has an awareness of nutritional values of food items	5	6	7	8	9

Home Care

5A.	1	2	3	4	Can use a vacuum appropriately	5	6	7	8	9
<hr/>										
5B.	1	2	3	4	Knows how to wash dishes correctly	5	6	7	8	9
<hr/>										
5C.	1	2	3	4	Knows how to wash and/or dust floors	5	6	7	8	9
<hr/>										
5D.	1	2	3	4	Knows how to clean bathroom fixtures	5	6	7	8	9

Foster Child Skills

- 1 = Has the skill
- 2 = Learning the skill, but needs assistance yet
- 3 = Lacks the skill
- 4 = Have not observed/don't know

Foster Parent Opportunity to Train

- 5 = Have taught the skill
- 6 = Currently Teaching and supervising development of this skill
- 7 = Have not taught this skill
- 8 = Allow youth to practice this skill on their own
- 9 = Prefer youth not to practice this skill on their own

FOSTER CHILDHome Care (Continued)FOSTER PARENT

5E.	1	2	3	4	Can light pilot light	5	6	7	8	9

5F.	1	2	3	4	Can operate circuit breaker and fuses	5	6	7	8	9

5G.	1	2	3	4	Currently cleans own room appropriately	5	6	7	8	9

Money

6A.	1	2	3	4	Has or has had a checking account	5	6	7	8	9

6B.	1	2	3	4	Has or has had a savings account	5	6	7	8	9

6C.	1	2	3	4	Budgets money in order to have money available for necessities	5	6	7	8	9

6D.	1	2	3	4	Keeps money in a safe place	5	6	7	8	9

6E.	1	2	3	4	Understands the importance of a good credit rating and how to develop one	5	6	7	8	9

Shopping

A.	1	2	3	4	Buys own clothes appropriately	5	6	7	8	9

B.	1	2	3	4	Can determine correct clothing fit	5	6	7	8	9

C.	1	2	3	4	Knows how to do comparison shopping	5	6	7	8	9

D.	1	2	3	4	Knows how to purchase appropriately for seasonal clothing changes	5	6	7	8	9

E.	1	2	3	4	Can make exchanges, returns, & credits	5	6	7	8	9

Foster Child Skills

- 1 = Has the skill
- 2 = Learning the skill, but needs assistance yet
- 3 = Lacks the skill
- 4 = Have not observed/don't know

Foster Parent Opportunity to Train

- 5 = Have taught the skill
- 6 = Currently Teaching and supervising development of this skill
- 7 = Have not taught this skill
- 8 = Allow youth to practice this skill on their own
- 9 = Prefer youth not to practice this skill on their own

FOSTER CHILD**Transportation****FOSTER PARENT**

8A.	1	2	3	4	Uses a variety of bus routes and can use a bus schedule	5	6	7	8	9

8B.	1	2	3	4	Can get information to go someplace new	5	6	7	8	9

8C.	1	2	3	4	Has completed or is taking a drivers' training course	5	6	7	8	9

Vocational

9A.	1	2	3	4	Has done babysitting or yard work	5	6	7	8	9

9B.	1	2	3	4	Needs assistance to fill out job applications	5	6	7	8	9

9C.	1	2	3	4	Has had at least one job that required working on a set schedule	5	6	7	8	9

9D.	1	2	3	4	Has held a job for at least 3 months or more	5	6	7	8	9

Resources

10A.	1	2	3	4	Knows how to use a phone book, both white and yellow pages	5	6	7	8	9

10B.	1	2	3	4	Makes/keeps, cancels appointments for self	5	6	7	8	9

10C.	1	2	3	4	Can find necessary resources by self	5	6	7	8	9

10D.	1	2	3	4	Maintains list of important names, addresses, and phone numbers	5	6	7	8	9

Foster Child Skills

- 1 = Has the skill
2 = Learning the skill, but needs assistance yet
3 = Lacks the skill
4 = Have not observed/don't know

Foster Parent Opportunity to Train

- 5 = Have taught the skill
6 = Currently Teaching & supervising development of this skill
7 = Have not taught this skill
8 = Allow youth to practice this skill on their own
9 = Prefer youth not to practice this skill

FOSTER CHILDRecreationFOSTER PARENT

11A.	1	2	3	4	Plans use of leisure time responsibly	5	6	7	8	9
11B.	1	2	3	4	Participates in both individual and group recreational activities	5	6	7	8	9
11C.	1	2	3	4	Can utilize entertainment guides, newspaper, hotlines, etc.	5	6	7	8	9
11D.	1	2	3	4	Identifies and locates free and low cost recreational activities	5	6	7	8	9

Sexuality

12A.	1	2	3	4	Has a good understanding of sexual facts including pregnancy	5	6	7	8	9
12B.	1	2	3	4	Knows signs and symptoms of sexually transmitted diseases	5	6	7	8	9
12C.	1	2	3	4	Knows where to seek treatment for sexually transmitted diseases	5	6	7	8	9
12D.	1	2	3	4	Knows about birth control practices	5	6	7	8	9

Foster Child Skills

- 1 = Has the skill
- 2 = Learning the skill, but needs assistance yet
- 3 = Lacks the skill
- 4 = Have not observed/don't know

Foster Parent Opportunity to Train

- 5 = Have taught the skill
- 6 = Currently teaching & supervising development of this skill
- 7 = Have not taught this skill
- 8 = Allow youth to practice this skill on their own
- 9 = Prefer youth not to practice this skill on their own

FOSTER CHILD**Communication and Interpersonal Skills****FOSTER PARENT**

13A.	1 2 3 4	Can set and follow through with long and short term goals	5 6 7 8 9
13B.	1 2 3 4	Asks for help as necessary	5 6 7 8 9
13C.	1 2 3 4	Demonstrates responsible behavior	5 6 7 8 9
13D.	1 2 3 4	Appropriately expresses emotions	5 6 7 8 9
13E.	1 2 3 4	Has developed a support system family friends, etc., who may be relied upon in times of crisis	5 6 7 8 9
13F.	1 2 3 4	Takes responsibility for own actions	5 6 7 8 9
13G.	1 2 3 4	Has respect for family members, peers, neighbors, and other individuals in positions of authority	5 6 7 8 9
13H.	1 2 3 4	Interacts with members of the opposite sex in an age appropriate manner	5 6 7 8 9

Foster Child Skills**Foster Parent Opportunity to Train**

- 1 = Has the skill
2 = Learning the skill, but needs assistance yet
3 = Lacks the skill
4 = Have not observed/don't know

- 5 = Have taught the skill
6 = Teaching & supervising development of this skill
7 = Have not taught this skill
8 = Allow youth to practice this skill on their own
9 = Prefer youth not to practice this skill on their own

STOP!**STOP!****STOP!****STOP!****BEFORE GOING ON READ THE FOLLOWING DIRECTIONS.**

IF YOUR FOSTER CHILD IS PREGNANT OR HAS A CHILD IN HER CARE,
PLEASE COMPLETE THE FOLLOWING PORTION OF THIS SURVEY.
IF NOT, PLEASE GO ON TO QUESTION 16A ON PAGE 10.

FOSTER CHILD**FOSTER PARENT****Pregnancy**

- | | | | | | | | |
|-------|---------|---|---|---|---|---|---|
| 14A. | 1 2 3 4 | Knows about need and takes responsibility for getting adequate rest | 5 | 6 | 7 | 8 | 9 |
| ----- | | | | | | | |
| 14B. | 1 2 3 4 | Knows about nutritional needs during pregnancy | 5 | 6 | 7 | 8 | 9 |
| ----- | | | | | | | |
| 14C. | 1 2 3 4 | Takes responsibility for getting required medical services | 5 | 6 | 7 | 8 | 9 |
| ----- | | | | | | | |
| 14D. | 1 2 3 4 | Knows about risks associated with chemical and tobacco use during pregnancy | 5 | 6 | 7 | 8 | 9 |
| ----- | | | | | | | |
| 14E. | 1 2 3 4 | Has learned about child care issues such as safety, feeding, etc. | 5 | 6 | 7 | 8 | 9 |

Child Rearing

- | | | | | | | | |
|-------|---------|---|---|---|---|---|---|
| 15A. | 1 2 3 4 | Understands safety needs of child | 5 | 6 | 7 | 8 | 9 |
| ----- | | | | | | | |
| 15B. | 1 2 3 4 | Understands feeding and nutritional needs of child | 5 | 6 | 7 | 8 | 9 |
| ----- | | | | | | | |
| 15C. | 1 2 3 4 | Understands issues relating to day care or child care | 5 | 6 | 7 | 8 | 9 |
| ----- | | | | | | | |
| D. | 1 2 3 4 | Understands basics of child development | 5 | 6 | 7 | 8 | 9 |

Foster Child Skills

- 1 = Has the skill
- 2 = Learning the skill, but needs assistance yet
- 3 = Lacks the skill
- 4 = Have not observed/don't know

Foster Parent Opportunity to Train

- 5 = Have taught the skill
- 6 = Currently Teaching & supervising development of this skill
- 7 = Have not taught this skill
- 8 = Allow youth to practice this skill on their own
- 9 = Prefer youth not to practice this skill on their own

FOSTER CHILD

Child Rearing (continued)

FOSTER PARENT

15A.	1 2 3 4	Understands how to discipline appropriately	5 6 7 8 9
15B.	1 2 3 4	Provides basic needs	5 6 7 8 9
15C.	1 2 3 4	Understands where to seek special services for child	5 6 7 8 9
15D.	1 2 3 4	Is making realistic plans to provide for child	5 6 7 8 9
15E.	1 2 3 4	Is able to ask questions openly about related child care concerns	5 6 7 8 9

16A.

EMOTIONAL ADJUSTMENT

Please rate the overall emotional adjustment of your foster child by circling one of the following categories that most closely fits.

- 1 Emotionally, very well-adjusted. Handles responsibility well and functions well independently consistently. Quickly learns skills related to independent living.
- 2 Emotionally, well-adjusted. Is generally able to take responsibility for self and functions independently but does require minimal direction and supervision. Learns skills related to independent living fairly readily.
- 3 Average emotional adjustment. Has periods when able to take personal responsibility and function well independently and other periods when not able to do so. Requires frequent supervision and direction. has the ability to learn skills related to independent living if he/she puts mind to it.
- 4 Below average emotional adjustment. Does not function well independently and accepts very little responsibility for self. Requires very frequent supervision, direction and support. needs consistent structure. Emotional functioning severely interferes with youth learning skills related to independent living at this point in time.
- 5 Very poor emotional adjustment. Requires almost constant supervision, direction. Emotional adjustment prevents youth from learning skills related to independent living at this point in time.

16B.

INDEPENDENT LIVING SKILLS TRAINING

Do you feel that independent living skills should be:

- 1 Taught exclusively within the foster family?
- 2 Taught by the family and an outside resource as a team?
- 3 Taught exclusively by an outside resource?

Comments regarding other training needs of foster care youth preparing for emancipation:

Comments regarding types of foster parent training which would assist you in working with adolescents preparing to emancipate:

THANK YOU FOR YOUR ASSISTANCE!

ATTACHMENT B

P.U.S.H. FOR YOUTH G.O.A.L.S.

Institute for the Study of Children and Families
Eastern Michigan University
Ypsilanti, Michigan. Provide training to groups.

The Road to Independent Living

Series of 7 handbooks
Linda K. Bayless and Denise K. Simon
Centre for Innovative Solutions, Inc.
1776 N. Pine Island Road
Plantation, Florida 33322

I'm Not Ready to Be a Mother!

Living skills for pregnant teenagers
1887 J. Weston Walch, Publisher

Leavin' and Livin': New Days, New Ways

A manual for independent living - Youth Workbook
Child and Youth Care Learning Center
Division of Outreach and Continuing Education
University of Wisconsin - Milwaukee

Heading Out - A Guidebook for Living on Your Own
The Sanctuary - For Runaways
1222 S. Washington
Royal Oak, Michigan 48067

Independent Living Strategies

National Child Welfare Leadership Center
University of North Carolina

Teenscope - You Can Make It

Videoscope and adult helper booklet
Professional Training Systems, Inc.
Atlanta, Georgia

EMANCIPATION HOME SCREENING FORM

Name of Licensing Social Worker _____

Foster Family Name _____ Location of Home _____
City _____

Race _____ Date Licensed _____ Licensed for _____ No. of Openings _____

Estimated No. of Adolescent Placements 0 _____ 1-4 _____ 5-10 _____ More than 10 _____

Describe any concerns/complaints in past _____

Please rate family in areas listed below.

	<u>Poor</u>	<u>Below Average</u>	<u>Average</u>	<u>Good</u>	<u>Excellent</u>
General Skill Level	1	2	3	4	5
Compliance with Training Requirement	1	2	3	4	5
Relationship with Agency Staff	1	2	3	4	5
Commitment to Emancipation Training (your opinion)	1	2	3	4	5

HENNEPIN COUNTY COMMUNITY SERVICES
PUSH TRAINING EVALUATION FORM

LOCATION _____ DATE _____

PLEASE RANK THE FOLLOWING ASPECTS OF THE TRAINING ACCORDING TO THIS SCALE:

Strongly Agree Agree Strongly Disagree

5 4 3 2 1

Presentation - Please evaluate the instructor. Circle your response.

a. Instructor presented information clearly	5	4	3	2	1
b. Instructor understood the material	5	4	3	2	1
c. Instructor answered questions in an understandable, helpful way	5	4	3	2	1
d. Instructor had a pleasant and comfortable style	5	4	3	2	1

Comments _____

Content

a. The material was practical and useful	5	4	3	2	1
b. The subject matter of independent living skills was covered thoroughly	5	4	3	2	1

Please give your general impression of each workbook

	Excellent		Good		Poor
Self-Help Skills	5	4	3	2	1
Choices and Consequences	5	4	3	2	1
Employability	5	4	3	2	1
Leaving Home Again	5	4	3	2	1

WE ARE INTERESTED IN FINDING OUT IF YOU FEEL PREPARED TO TEACH INDEPENDENT LIVING SKILLS TO FOSTER CHILDREN. PLEASE RANK THE FOLLOWING SUBJECT AREAS ACCORDING TO THIS SCALE.

4 I feel well prepared to teach this skill

3 I feel adequately prepared but would like to learn a little more

2 I do not feel prepared to teach this skill; and

1 I prefer not to teach this skill

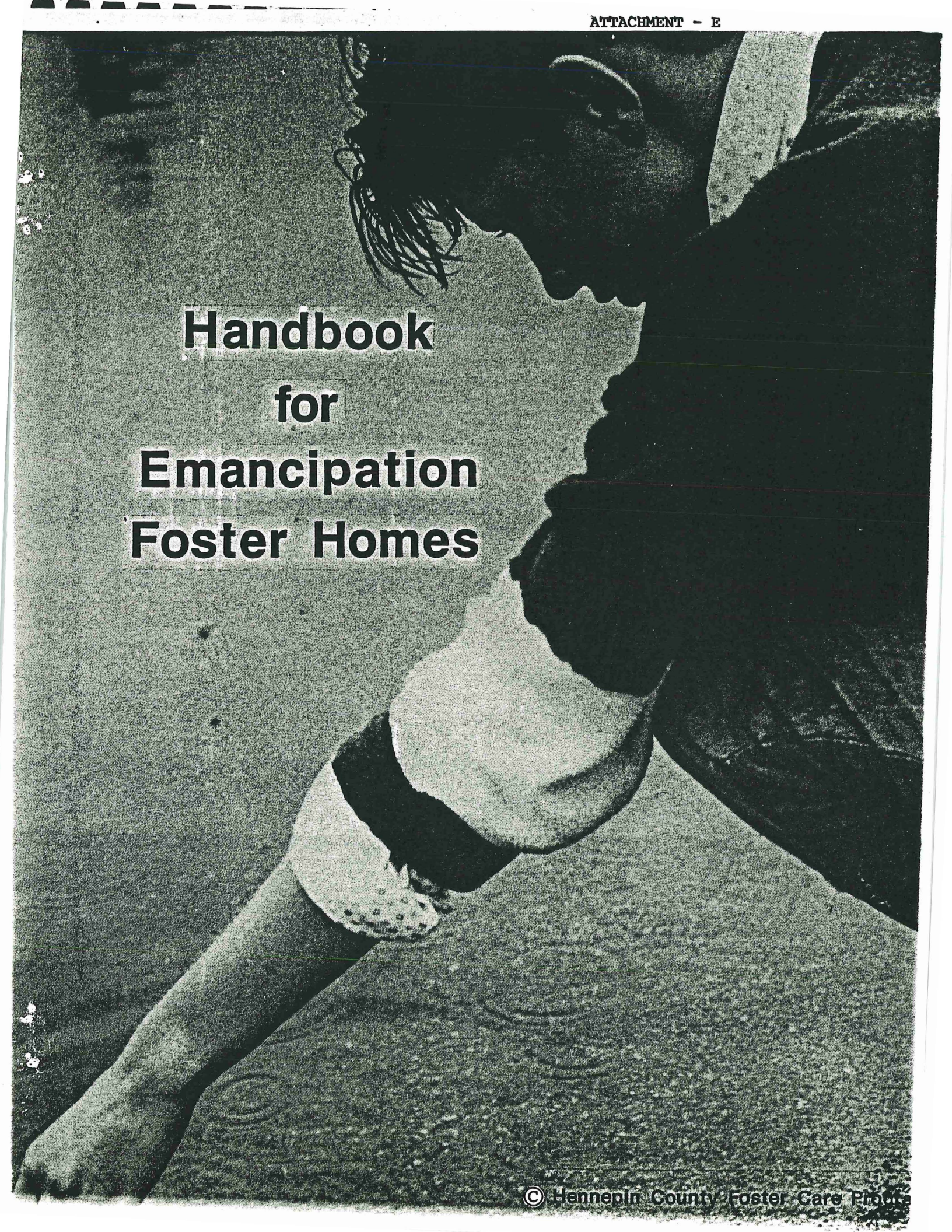
Cooking	4	3	2	1	Choices About Friends	4	3	2	1
Meal Planning	4	3	2	1	Choices About Sexual Involvement	4	3	2	1
Shopping	4	3	2	1	Choices About Health	4	3	2	1
Laundry	4	3	2	1	Family Planning	4	3	2	1
First Aid	4	3	2	1	Information about Sexually Transmitted Disease	4	3	2	1
Locating Housing	4	3	2	1	Job Seeking Skills	4	3	2	1
Money Management	4	3	2	1	Interviewing Skills	4	3	2	1
Cleaning House	4	3	2	1	Planning for Independent Living	4	3	2	1
Use of Bus System	4	3	2	1					
Driver Education	4	3	2	1					
Using Community Resources	4	3	2	1					
Home Repairs	4	3	2	1					
Recognizing Consequences	4	3	2	1					

GENERAL QUESTIONS

- A. Please list any topics that you feel should have been covered in the training.

- B. Please list any topics that should not have been included in the training or were emphasized too much.

- C. Do you have any general comments/suggestions about how future training sessions for emancipation foster parents could be improved?



Handbook for Emancipation Foster Homes

TABLE OF CONTENTS

Introduction. . . . .	.P 1
Placement of Adolescent . . . . .	.P 2
Description of Youth. . . . .	.P 3
Rate of Payment . . . . .	.P 4
Expectations of Foster Parents. . . . .	.P 5
Individual Learning Plans . . . . .	.P 6
Role of Foster Home Trainer . . . . .	.P 7
Role of Placing Social Worker . . . . .	.P 8
Role of Licensing Social Worker . . . . .	.P 8
Ways Hennepin County Can Help You . . . . .	.P 9

WELCOME

We would like to welcome you to the Hennepin County Emancipation Foster Home program. You were selected to participate in the program because of your excellent skills and commitment to being a quality foster parent. Now you have completed training in independent living skills instruction. The hard work is starting and you could have many questions. This handbook should answer most of the basic questions. For more information, please contact Linda Meeks, Foster Home Trainer, at 348-3195.

PLACEMENT OF ADOLESCENTS

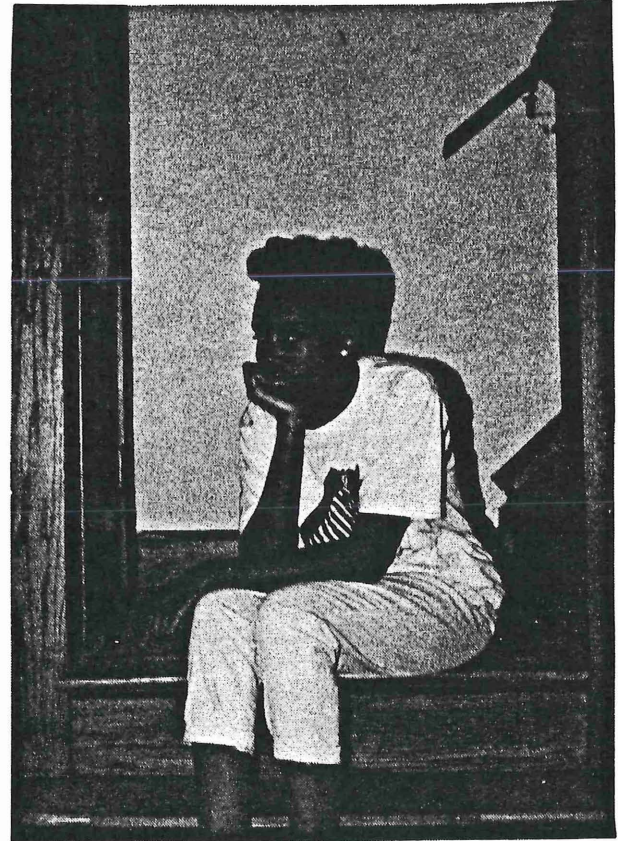
The procedure for emancipation placements is identical to that of any foster placement. Your licensing social worker will contact you when there is an adolescent that might fit into your home. It is important that you have at least one pre-placement visit with any youth that you are considering for your foster home. Also, try to find out if the adolescent is interested in working with you on independent living skills. One way to accomplish this is to have a joint meeting with the youth, your licensing social worker, the child's social worker, and the foster home trainer before you agree to any placement. The final decision about placing any child in your home lies with both you and the child's social worker.

Please don't be afraid to say no.

DESCRIPTION OF YOUTH IN EMANCIPATION PROGRAM

Adolescents in the emancipation foster home program are all 16 years old and over. They may be state wards, adolescent parents, or have limited contact with their birth parents. Generally, this is not their first placement.

These are very challenging young adults. They probably lived with a dysfunctional family for years, may have experienced abuse of all kinds, or have a long history of failure both at home and school. Thus, the adolescents you will be seeing are poorly prepared for living alone but must leave foster care when they become 18 or finish high school. They may stay in placement until age 19 years if still in high school and this is the case plan. Finally, the plan for these young adults will always be for them to live independently instead of returning home.



\$ RATE OF PAYMENT

Emancipation foster families will receive a foster care rate of \$31.43/day or \$943/month for each adolescent between the age of 16-18 who is placed in your home. This rate only applies to youth who are not returning home but are emancipating from foster care.

Younger adolescents who are placed in your home should receive the emancipation rate when they become 16 years of age if the plan is for them to emancipate from foster care rather than return to the family. The only exception would be if a child's social worker decides they should not participate in the program.

Your licensing social worker will contact the foster child's social worker when they become 16. The child's social worker will then authorize that you be paid the emancipation foster rate. If you have younger adolescents placed in your home, be sure to inform the child's social worker that you are trained to teach independent living skills.

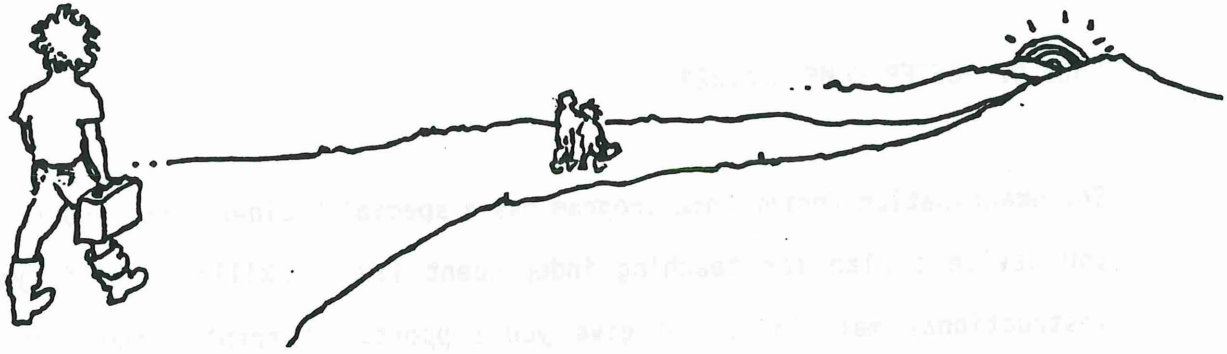
EXPECTATIONS OF EMANCIPATION FOSTER PARENTS



Emancipation foster parents are expected to teach independent living skills to adolescents and maintain contact with the youth on a monthly basis for at least one year after they leave foster care.

The primary materials that you will use are the PUSH workbooks that you received in training. Every adolescent will learn best in a different way. You will need to develop an individual learning plan for each young adult. The foster trainer will help you devise a learning plan. Also, the adolescent's social worker may have suggestions about skills they would like you to include in your plan.

I'M GOING TO DO WHAT BY WHEN?



INDIVIDUAL LEARNING PLANS

An individual learning plan is simply the foster parents unique strategy for teaching independent living skills to a young adult. Some of the items that are included in a good plan include:

- A) An assessment of the skills that an adolescent has mastered and the skills that need improvement.
- B) A list of the skills that the adolescent really wants to learn. One way to discover the youth's priorities is to use the videodisc. "Teenscope - You Can Make It." This is available from Linda Meeks.
- C) A description of the amount of supervised practice that a youth needs. For example, some may need to be supervised for $\frac{1}{2}$ hour every day when they are using the workbooks. Others may work independently and check in with you once per week.

ROLE OF FOSTER HOME TRAINER

The emancipation foster home program has a special trainer whose job is to help you devise a plan for teaching independent living skills, provide you with instructional materials, and give you support. Currently the foster home trainer is Linda Meeks. (tel: 348-3195)

The foster home trainer will monitor the progress of the foster parent in carrying out the individual learning plans. This may involve reviewing workbooks and other materials you are using.

Please call the foster home trainer when you need workbooks or have any questions about how to approach teaching a particular skill. For example, if you need to teach someone how to use the bus system, the trainer could get you maps of bus routes, bus schedules, and help you plan a strategy for teaching the skill. Also, the trainer can help you plan how to teach skills informally when youth resist using the workbooks.

ROLE OF PLACING SOCIAL WORKER

The foster child's social worker will arrange for pre-placement visits, make the final decision about placing an adolescent in your home, and develop both an out-of-home placement plan and an emancipation plan for the young adult in foster care. The emancipation plan might include such items as attending Project Solo, participating in a group, job training or a vocational assessment, and finding employment. In addition, your work teaching independent living skills will be a crucial part of the plan. The child's social worker will be checking the adolescent's progress towards meeting their goals. Try to keep good records of all skills you feel the adolescent has mastered and how you taught the skill.



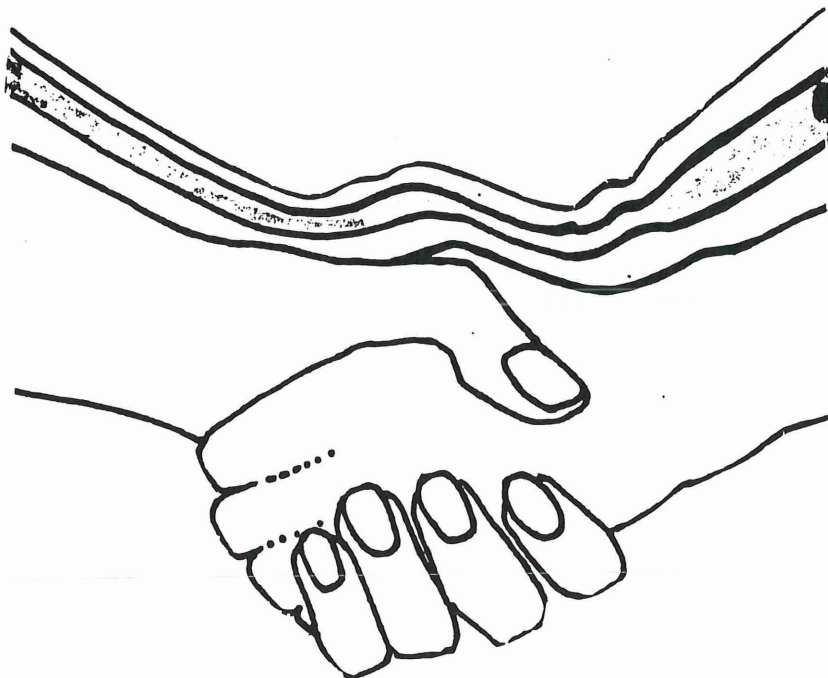
ROLE OF LICENSING SOCIAL WORKER

You will keep the same licensing social worker that you had prior to becoming an emancipation foster home. They are responsible for facilitating placements, providing you with support, and handling all aspects of your relicensure. The relationship you have with your licensing social worker should not change at all now that you are an emancipation foster home.

WAYS HENNEPIN COUNTY CAN HELP YOU

It will not be easy being an emancipation foster home. One major way we are trying to minimize the stress of a difficult task is to provide you with a fixed foster care rate for every emancipation placement. We will attempt to provide you with ongoing training. There is also a support group for foster families who take adolescents.

You should be able to meet with the emancipation foster home trainer as often as you like. Furthermore, we will attempt to provide you with any instructional materials that you need. Please feel free to call the foster home trainer any time you have questions about the emancipation program. Your licensing social worker should also continue to be an invaluable resource for you by arranging for respite care, meeting with you on a quarterly basis, and providing support. Hopefully, if we work together as a team, we should be able to meet the challenge of preparing youth to live independently.



Hennepin County provides equal access to employment, programs and services without regard to race, color, creed, religion, age, sex, handicap, marital status, affectional preference, public assistance, criminal record, or national origin. As required by Section 504 of the Rehabilitation Act of 1973, Hennepin County provides a procedure to resolve complaints of discrimination on the basis of handicap. If you believe you have been discriminated against, contact the Affirmative Action Programs Department, A-303 Government Center, Minneapolis, Minnesota 55487 (348-4096) Hennepin County provides equal access to employment, programs and services.

QUESTIONNAIRE ONE

The following can give a measure of your living skills. It will be most helpful if you give your honest judgement of how you see yourself on each item.

Circle the number that fits.

	<u>I do or have done this</u>	<u>I know how but haven't done</u>	<u>I know how but need to know more</u>	<u>I don't know how</u>
<u>MONEY MANAGEMENT</u>				
I can set up a budget	4	3	2	1
I know how to start a savings account	4	3	2	1
I know how to open a checking account	4	3	2	1
I know how to make out a check	4	3	2	1
I know how to balance a checkbook	4	3	2	1
<u>BUYING A CAR</u>				
I have taken and passed a course in driver's education	4	3	2	1
I know how to get insurance for a car	4	3	2	1
I understand how much sales tax I will have to pay for a car of a given price	4	3	2	1
<u>FIND A JOB</u>				
I know how to find a job	4	3	2	1
I know have to translate the terms in the want ads	4	3	2	1
I know how to write a cover letter	4	3	2	1
I know what to include in a resume'	4	3	2	1
I know how to fill out a job application	4	3	2	1
I have my Social Security Card	4	3	2	1
I know how to successfully interview for a job	4	3	2	1
I can follow up on a job interview with a letter or phone call	4	3	2	1

CHOOSING A CAREER

I have a list of my personal skills, interests and talents	4	3	2	1
I have a list of the various career choices which I may be interested in pursuing	4	3	2	1
I know what schooling I need to pursue the career in which I'm interested	4	3	2	1

FINDING A PLACE TO LIVE

I can read the want ads for homes and apartments	4	3	2	1
I understand about rent deposits and cleaning deposits	4	3	2	1
I have a list of things I will need to start my own home (dishes, towels, blankets, etc.)	4	3	2	1
I know what qualities I would look for in a roommate	4	3	2	1

COMMUNITY RESOURCES

I know where the welfare office is located	4	3	2	1
I know who to call if I need legal assistance	4	3	2	1
I know who to call if I have problems with my landlord	4	3	2	1
I know about local job services and how to use them	4	3	2	1

SEXUALITY

I am knowledgeable on all the different types of birth control and their effectiveness	4	3	2	1
I know all I need to know about the diseases AIDS	4	3	2	1
I know all I need to know about sexually transmitted diseases	4	3	2	1

RELATIONSHIPS

I know how to be a good friend	4	3	2	1
I know how a healthy family functions	4	3	2	1
I know what love is	4	3	2	1

COMMUNICATION

I know how to communicate effectively	4	3	2	1
I understand what is meant by assertive communication	4	3	2	1
I understand what is meant by nonverbal communication	4	3	2	1

LEGAL RIGHTS & RESPONSIBILITIES

I know how to register to vote	4	3	2	1
I know how to vote	4	3	2	1
I know my legal rights as an adult	4	3	2	1
I know how to file an income tax return	4	3	2	1

In assessing a particular youth, it is important to answer the following questions. Select a particular youth whom you know well. Then answer the following questions. Remember, it is not unusual for a young person who has experienced a great deal of trauma to be at very different levels emotionally and intellectually and physically.

Youth's first name: _____ Chronological age: _____

1. Where is this youth physically? Does he or she appear younger or older than most others of the same age?

How does the youth feel about this?

2. Where is the youth at in terms of intellectual development? Although school work may give us a clue here, it is not necessarily the answer. Many young people who are not doing well in school are bright. They have just not mastered the necessary academic skills. What is more indicative is the extent to which the youth can concentrate on tasks and learn things when he or she wants to learn them.

3. Where is the youth at in social development? Can he or she get along with peers? With adults outside the family?

4. Where is the youth at in emotional development? How does he or she feel about self? Think about the issues of trust, autonomy, initiative, industry and individuation.

How does the youth express anger?

How does the youth ask for and express affection?

5. Finally where is the youth at in moral development? Is he or she willing to think about the good of others and of the larger group, or is he or she still at an earlier stage, doing what is right so one won't get punished?

REMEMBER: The youth's stage of development is more important than chronological age in understanding how to work with him or her. Just because the youth is behind in some areas, this does not mean that he or she will never develop normally. In some cases this may be true especially if there is a severe handicapping condition. However, many youths in foster care eventually become fine, responsible adults. Our job is to help and support them as they struggle to do so.

NOTES

EMANCIPATION FOSTER HOME CHECKLIST

Name of Foster Child _____ Date of Birth _____

Name of Foster Family _____

PUSH Assessment Completed _____

Videodisc Viewed _____ Videodisc Plan Completed _____

ILS Training Plan

Date of Plan _____

Description of Plan _____

Plan Reviewed _____

Changes _____

Plan Reviewed _____

Changes _____

Plan Reviewed _____

Changes _____

Plan Reviewed _____

Changes _____

Plan Reviewed _____

Changes _____

Coupons Reviewed (Dates)

Workbooks Reviewed (Dates)

Workbooks Completed (Dates)

Self Help Skills _____

Choice and Consequences _____

Employability _____

Leaving Home Again _____

Other Curriculums/Materials Used

HQ 799.72 .M6 H46 1991

Hennepin County emancipation
foster homes project

LEGISLATIVE REFERENCE LIBRARY,
645 State Office Building
Saint Paul, Minnesota 55155

DEMCO