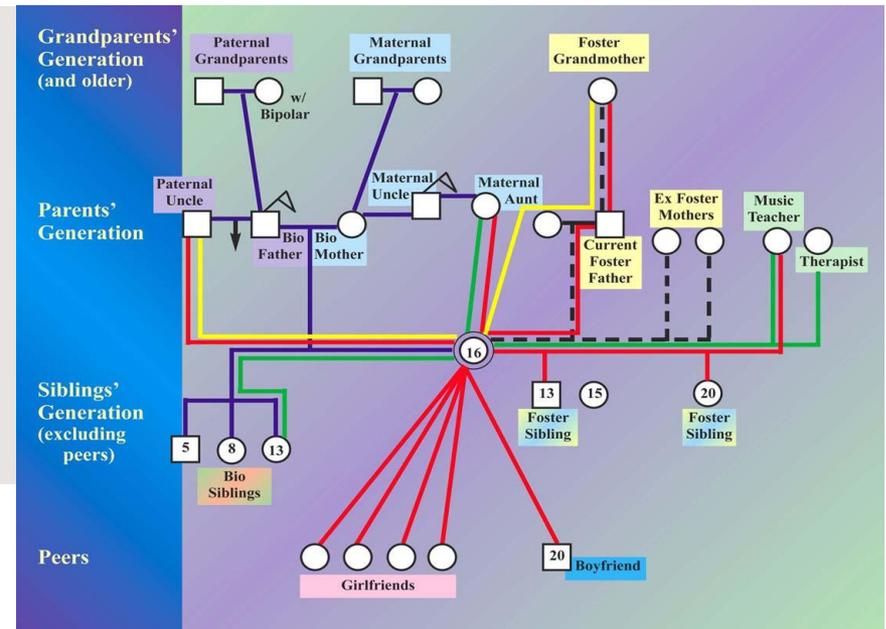


MY CONNECTEDNESS CHART



Interview Questions:

1. Tell me about one person who loves you?
2. Tell me about one person who teaches you – someone you learn from
3. Tell me about one person related to you biologically?
4. Tell me about one person you feel spiritually connected to – someone who shares your values or passions?

Permanence: What is it?

My working definition



- A parent or two – A parenting relationship with at least one adult
- Intent – a mutual understanding that this relationship is intended to last forever
- Unconditional commitment by the adult(s)
- Participation of all parties in the relationship
- Lifelong and mutual support and involvement
- Intimacy & Belonging – “My son”, “my mom”
- Status How the world views your relationships

Permanence is

- **PERMANENCE IS FOR NOW** - What does permanence mean for young people preparing to leave care?
- **PERMANENCE IS FOR THE FUTURE**: What might it mean in 5,10 or 20 years?
- **PERMANENCE IS FOR ALL YOUTH**: Including those who will need adult residential care, or with a permanency plan of Emancipation
- **PERMANENCE CAN BE CREATED**:

Genuine Permanence:

3 Tests with some stories

- **The “Miss-me-when-I-don’t-show-up” Test**
- **The “Age 34” Test**
- **The “Hospital” Test**

Many Doors to Permanency

- Youth are **reunified safely**
- Youth are **adopted**
- Youth **permanently** reside with **legal guardians**
- Youth are connected to **kinship or customary adoption networks**
- *Youth are safely placed in another planned alternative permanent living arrangement which is closely reviewed for appropriateness every six months (APPLA)*



WHY is Permanence Important for all Children and Youth?

- Brain development
- Social-Emotional Development
- Educational attainment
- Financial stability
- Better health and mental health outcomes

Foster care does eventually end, our need for being connected to others never does

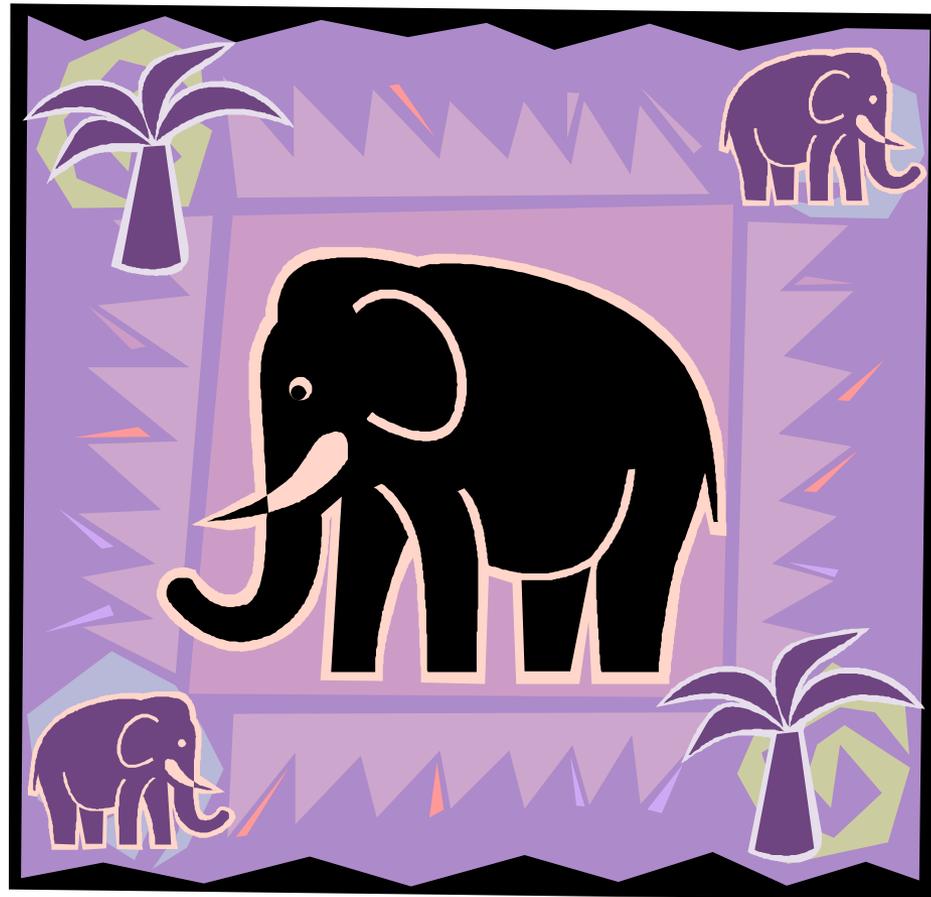


PERMANENCE

Engaging Youth in their own permanency planning



Why is Engagement So Important?



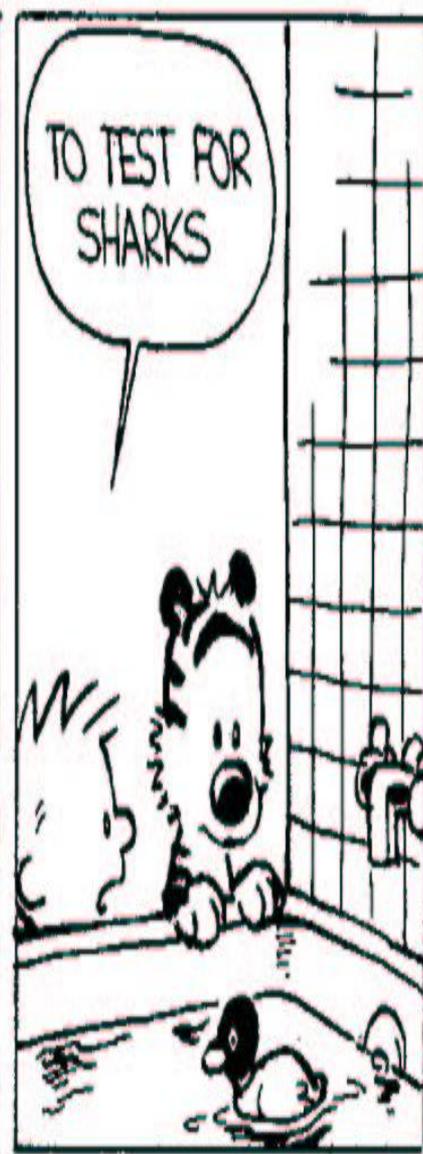
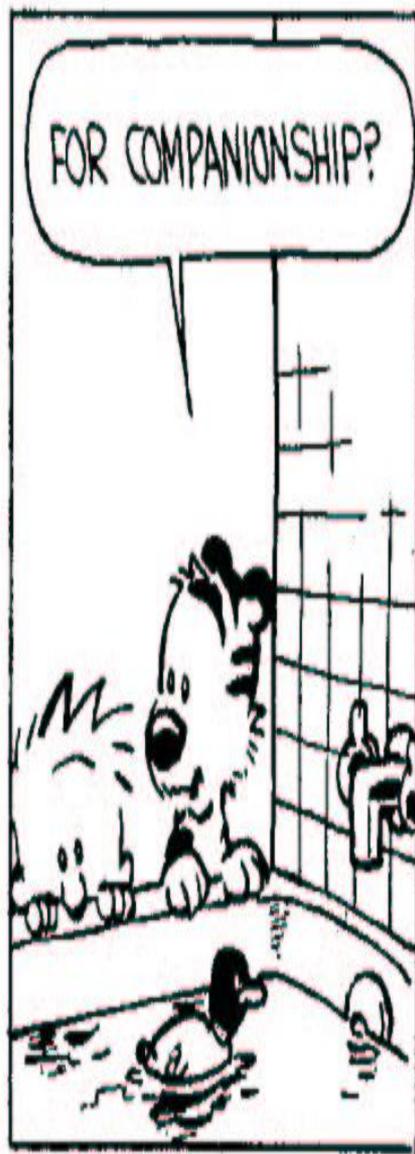
Why is it so hard?

- Family Issues –
- Cultural Issues
- Our issues (Arm crossing -)
 - Habits
 - Life experiences
 - Training, expertise
 - Values, belief systems
 - Systemic pressures
 - Fear for children's safety
 - Others?





...I ALWAYS PUT MY DUCKY IN FIRST.



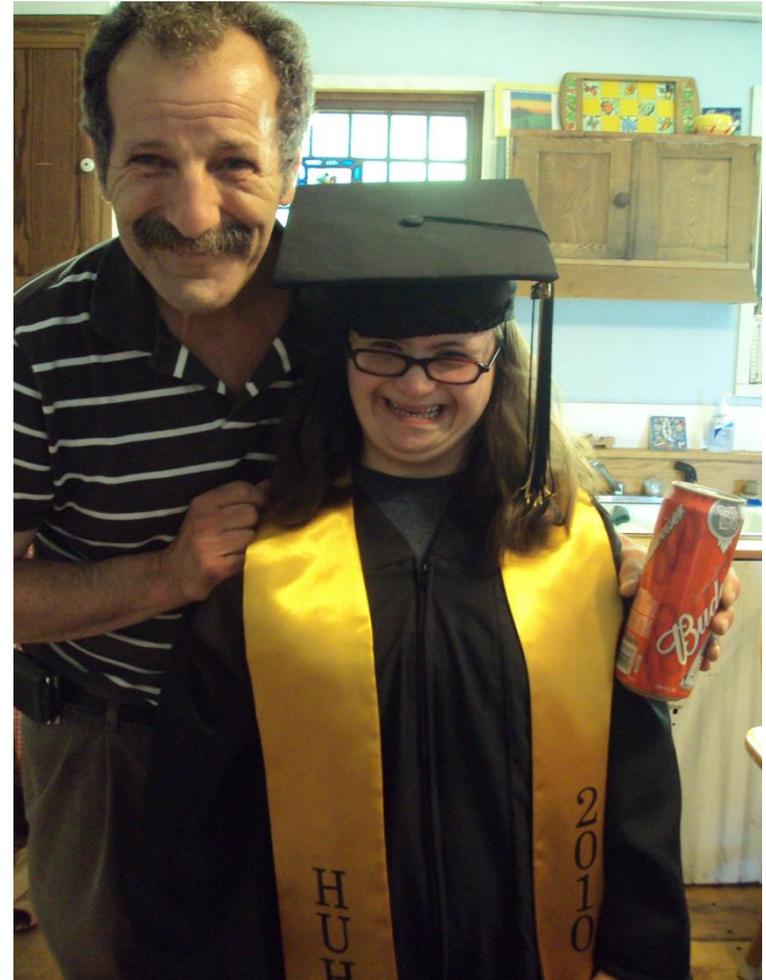
Adolescents & Trauma



- Adolescence is a period of many losses – each loss may **re-trigger** experiences of **prior traumas**
- Adolescents may be **overwhelmed** by powerful emotions or trauma memories and may turn to **drugs or alcohol** to cope
- Other trauma-related reactions we may see include going on **“automatic pilot”**, regression, aggression, **sabotage** of achievements, **high-risk behaviors**, suicide ideation

Adolescents & Trauma

- What helps
 - Supportive, **permanent connections** with family/caring adults
 - Providing multiple venues & media for **sharing ideas & feelings**
 - Development of **life-skills, self-advocacy, psycho-social education**
 - Future-oriented planning related to **hopes & dreams**



Key Tasks of Adolescent Development: Identity Development – *Who Am I?* - & Separation Attachment Cycle Revisited

- “Get out of My Life But First Drive me to the Mall”
- Adolescents need to “try out” and “try on” different identities
- They also need a base to return to
- Imagine impact of going into foster care, or moving from one home to another on development



Engaging Youth

- Think about the time & place
- Talk about goals, hopes & dreams.
- Present thoughts and ideas for them consider **in their media**.
- Give them multiple venues for self expression (writing, music, art, sports)
- **Be honest*** and help the youth understand the options and process – **every step of the way**
- Give youth opportunities to interact with peers in similar situations
- Don't make assumptions
- Ask questions
- **LISTEN**



•Bob Lewis story
•Maury Povich story

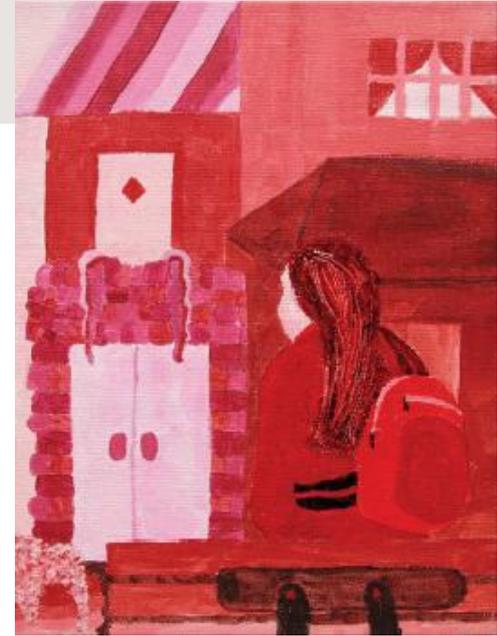
Do Words Matter? (Sex Ed Memory – 5)



- **Listen with respect** – Hear beyond the words
- Position yourself at eye level, make eye contact
- **Listen with respect**
- Pay attention to body language
- Repeat actions and messages of empowerment
- **Listen with respect**
- Find areas of agreement
- Allow for disagreement
- **Listen with respect**
- Don't expect full buy-in
- Keep at it – engagement is not a “one-shot” deal
- **Did I mention, Listen with respect?**

Supporting Permanency

- **Visits**
- **Skill-building opportunities**
- **Supporting hobbies, talents**
- **Mentoring, internships, part-time employment, tutoring**
- **Life Books, Digital Storytelling, Visioning, Journaling, creative approaches**



Preparing Youth for Permanency-Focused Activities –

- Pre-Event Discussion
- Enlist the Youth as a partner
- Post-Event Debrief

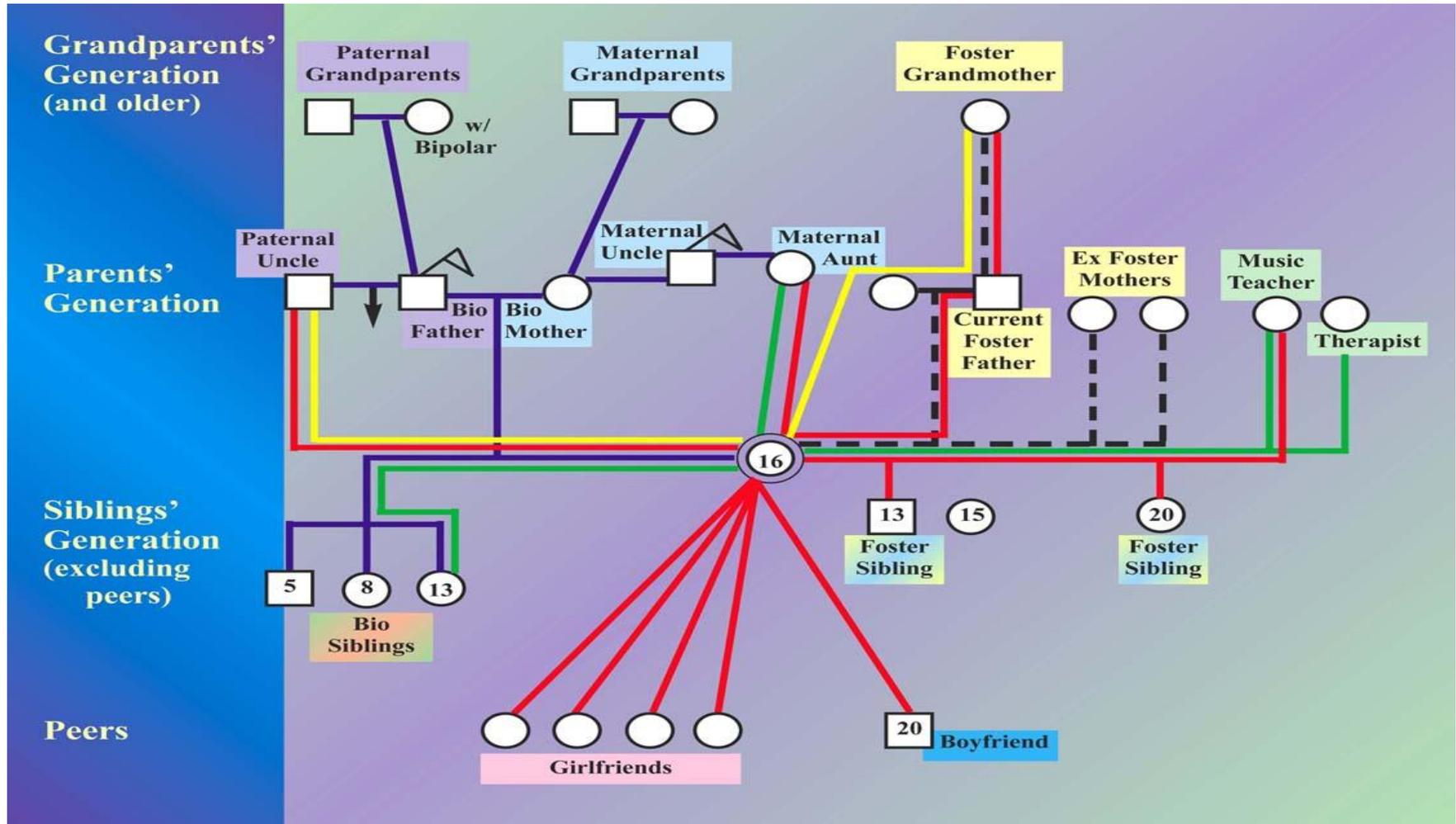


Visioning ~

~honors the past, confronts the present, and looks towards the future~

1. Start with "honoring the past" by listing 3-5 influences that shaped your life;
2. Next, "look to the future" and identify 3-5 future dreams or goals for your family;
3. Now "confront the present" - discover any obstacles between the present and the future vision;
4. Finally, focus on one of these obstacles and think about what changes are needed— including use of supports or resources – to realize this vision.

CONNECTEDNESS CHART (Handout 24)



Creating the Team ~

WHO

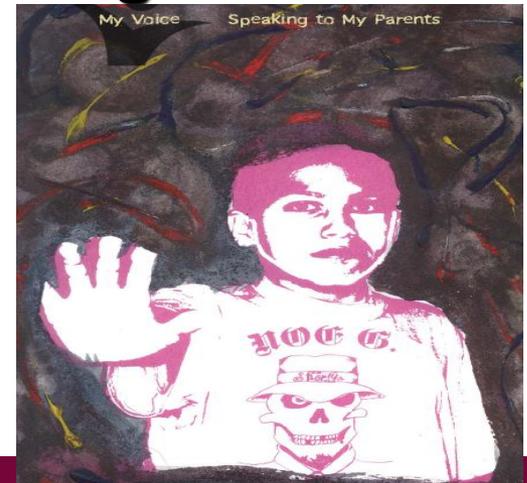
Needs to Be Included as Part of the Team?

- **WHO** does this young person **SPEND TIME** with?
- **WHO** did he **EVER spend time** with?
- **WHO** is **CONNECTED** to him – even if they don't know it?
- **WHO** has **EXPERTISE** related to his needs?
- **WHO** has a **NETWORK** related to his interests, talents, strengths?



When a Youth Says "NO"

- **Adoption is for babies – I am not a baby!**
- **I don't want to lose important connections to my siblings, grandparents, birth parents, former foster parents**
- **I am ready for independence, I don't need more adults telling me what to do!**
- **I am happy where I am – I don't want to move**
- **I need to protect myself from being hurt again!**
- **I don't want to change my name**
- **I'm scared**
- **No one will want me**



When we Give the Youth the “POWER of the NO” – we say

- You are not lovable
- No one would want you anyway
- There is no hope for your future
- You are not important enough for me to exert myself trying to find you a family



When we talk through the NO

We need to reassure youth that they do not have to give up their past in order to get a future

Possibilities to consider include:

Issues around names

Open adoption or other avenues to maintain birth family connections

Connections with siblings & foster families

Conversation starters could include:

When you are older and need advice about buying a car, or taking care of a baby in the middle of the night – who might you call?

If you were going to be part of a family – what would be the best part? Hardest part?

Think incrementally

Let's Practice

- What might permanency look like for this youth?
- How would I engage this youth in discussions about permanency?
- How can I be an advocate for this youth and work to make permanence happen

REVIEW OF A FEW MORE TOOLS



Q & A, Wrap up

Thank you!

Sue Badeau

shoagbadeau@casey.org